

Board Office Use: Legislative File Info.	
File ID Number	22-1740
Introduction Date	8/24/22
Enactment Number	22-1509
Enactment Date	8/24/2022 er



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Fremont High School

Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Fremont High School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Fremont High School

Legislative File Id. No. 22-1740
introduction Date: 8/24/2022
Enactment No.: 22-1509
Enactment Date: 8/24/2022
By: er



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School: Fremont High School
CDS Code: 1612590125716
Principal: Rosemary McAtee & Tom Skjervheim
Date of this revision: 4/18/20

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Rosemary McAtee & Tom Skjervheim **Position:** Co-Principals
Address: 4610 Foothill Blvd. **Telephone:** 510-434-5257
Oakland, CA 94601 **Email:** rosemary.mcatee@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/18/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Fremont High School

Site Number: 302

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
- The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
- The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/18/2022

- The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages Announcement at a public meeting Other (notices, ParentSquare blasts, etc.)

Signatures:

Rosemary McAtee & Tom Skjervheim

Principal

Rosemary McAtee
Signature

4/18/2022
Date

Ana Quintero

SSC Chairperson

Ana Quintero
Signature

4/18/2022
Date

Matin Abdel-Qawi

Network Superintendent

Matin Abdel-Qawi
Signature

5/16/2022
Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman
Signature

5/18/22
Date

2022-23 SPSA ENGAGEMENT TIMELINE**School Site:** Fremont High School**Site Number:** 302

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/14/2022	SSC	Conducted SSC meeting to review data, budget, and make 2022-23 budget recommendations.
1/10/2022	SSC	Conducted SSC meeting to review data, budget, and vote for expenditures 2022-23 budget recommendations.
1/20/2022	Lead Team	Conducted teacher lead team to discuss schoolwide data and instructional goals and 2022-23 expenditures.
1/22/2022	SSC	Vote for final budget expenditures
1/31/2022	Lead Team	Review 2022-23 School Plan
2/7/2022	SSC/Lead Team	Review 2022-23 School Plan and budget lockin review
3/7/2022	Lead Team	Review Final SPSA and Budget Allocations

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$373,920.00
Total Federal Funds Provided to the School from the LEA for CSI	\$263,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,592,600.00

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$342,000.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$116,100.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$9,120.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$877,630.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$22,800.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$263,000.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$889,950.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$636,920.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$1,955,680.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$2,592,600.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Fremont High School

School ID: 302

School Description

Fremont's mission is to provide our diverse community with a rigorous education that instills creativity, critical thinking and technological skills so that our students are ready for the colleges and careers of their choice. Students will develop their skills through flexible pathways utilizing design thinking in Digital Media and Technology, Engineering and Architectural Design, Science, Health, Forensics and Global Studies and Public Service.

School Mission and Vision

School Mission:

Our school's mission is to provide our diverse community with a rigorous education that instills creativity, critical thinking, and literacy, while developing students technological, social-emotional, and leadership skills. In addition to college and career readiness for all our students, we value civic engagement and empowering students to act as agents of change throughout our school and local community.

School Vision:

Our school is a safe and welcoming place where all students, families, and teachers want to be, feel their needs are met and their voices are heard. Our students will graduate prepared for the colleges and careers of their choice through rigorous academic coursework and through equitable opportunities in career pathways, industry certifications, work-based learning, early college, and advisory.

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-106.2	n/a	<i>not available until Fall 2022</i>	70.0%
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	10.2%	<i>not available until Fall 2022</i>	70.0%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
---------	----------------------	------------------	-----------------	-----------------	----------------

SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-202.3	n/a	<i>not available until Fall 2022</i>	70.0%
CAST (Science) at or above Standard	All Students	6.1%	n/a	<i>not available until Fall 2022</i>	70.0%
Graduation Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Four-Year Cohort Graduation Rate	All Students	65.2%	71.9%	<i>not available until Fall 2022</i>	70.0%
On Track to Graduate: 9th Grade	All Students	70.1%	53.4%	<i>not available until Fall 2022</i>	70.0%
On Track to Graduate: 11th Grade	All Students	42.0%	29.8%	<i>not available until Fall 2022</i>	70.0%
A-G Completion	All Students	65.0%	52.1%	<i>not available until Fall 2022</i>	70.0%
College/Career Readiness <i>*2018-19 baseline</i>	All Students	34.3%	n/a	<i>not available until Fall 2022</i>	70.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
Academic Measures & Annual Targets for Focal Student Groups					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-176.4	n/a	<i>not available until Fall 2022</i>	-156.4
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	Choose a group at left.	Choose a group at left.	<i>not available until Fall 2022</i>	-133.5
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	44%	<i>not available until Fall 2022</i>	40%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-249	n/a	<i>not available until Fall 2022</i>	-200.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	-204.1	n/a	<i>not available until Fall 2022</i>	-150.0
Reclassification Measures & Annual Targets					

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	1.1%	1.0%	<i>not available until Fall 2022</i>	10.0%
LTEL Reclassification	Long-Term English Learners	3.4%	3.2%	<i>not available until Fall 2022</i>	10.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	55%	71%	<i>not available until Fall 2022</i>	90%
Out-of-School Suspensions	All Students	9%	n/a	<i>not available until Fall 2022</i>	8%
Out-of-School Suspensions	African American Students	20%	n/a	<i>not available until Fall 2022</i>	8%
Out-of-School Suspensions	Special Education Students	19%	n/a	<i>not available until Fall 2022</i>	8%
Chronic Absenteeism	All Students	32%	68%	<i>not available until Fall 2022</i>	30%
Chronic Absenteeism	African American Students	37%	79%	<i>not available until Fall 2022</i>	30%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	95%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	95%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
-------------	--------------------	--------------------------

<i>LCAP Goal 1: College/Career Readiness</i>	~Increase of internships and dual enrollment opportunities for all 11th/12th grade students. ~1:1 student support for all 11th/12th grade students A-G completion. ~Increased visits to two year and four year colleges.	~Investment in college career readiness coordinator. ~ East Bay Consortium support for all 11th grade students in college exploration, dual enrollment registration, and Internships. ~Multiple opportunities for students to earn A-G credits and credit recovery during the school day and summer.
<i>LCAP Goal 2: Focal Student Supports</i>	~Below level reading intervention support. ~Case management per academy that concentrates on attendance and GPA. ~Student Support Team that focusus on Tier 3 students.	~ Invenstment in STIP Sub and TSA to concentrate on reading intervention instruction. ~Investment in student support specialist, case manager, and attendance compliance officer to focus on focal students.
<i>LCAP Goal 3: Student/Family Supports</i>	~Student led conferences. ~Semester celebrations for students meeting academic and attendance goals. ~Full community service school with several ouside partnerships who concentrate on supporting students and their families.	~Case management & Coordination of Student Services. ~Outside partnerships such as Casa de Sol and Alameda County for families and students. ~ Tiger clinic that provides a hub for our families who are in need of medical or legal assistance.
<i>LCAP Goal 4: Staff Supports</i>	~Increase student achievement and school-wide success through alignment of common curriculum and assessments. ~Implementation of common grading policies and assessments. ~ Integration of techlology in school-wide curriculum.	~Investment in common collaboration periods. ~Investments in peer coaching. ~ Investment in technology for students and staff. ~Investment in Teacher Tech Lead to support students and staff.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	~65% A-G Completion ~ 56.6 Graduation rate. ~60.3 Currenty On-track to graduate ~30.1% drop out rate.	~ Retention rate of Newcomers (English learners) and African American students disproportionately lower than other sub-groups
<i>LCAP Goal 2: Focal Student Supports</i>	~Large percentage of students reading far below grade level. ~Large percentage of student failing Algebra I.	~Limited opportunities to provide students with multiple opportunites to work on their reading. ~Limited opportunities for students to work on basic math skills.

<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>~ Lack of family participation in school initiatives that would bridge home and school.</p>	<p>~ Lack of family participation in school initiatives or activities. ~No dedicated staff member for parent outreach or education. Not enough funding for Community Relations Specialist</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>~ Clear guidelines for school culture and student dicipline.</p>	<p>~Staff hasn't engaged enough or had enough time to dedicate PLC on school culture. ~Teacher coaching is provided by peers therefore teacher being coached isn't always receiving the feedback in a way that requires them to make changes in their curriculum or classroom culture.</p>

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Fremont High has a large population of students who need to work in order to stay in school. We find that we lack resources to support students who have to choose between making a living and staying in school. A great majority of our newcomer students are not living with their parents and therefore we don't always have a direct connection with an adult making it difficult to hold students accountable.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Fremont High School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Keep staffing consistent on collaborative teams. Improve alignment of work between pathway leaders and other leaders (teachers and other staff) on campus. We met this goal by attending SLC meetings and keeping all teams consistent and aligned. We didn't make any staff changes and plan on continuing this work.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

This strategy allowed us to align PD and all new initiatives. It allowed everyone to work together towards a common goal. Teachers were able to coordinate better in department teams and SLC allowing everyone to work on student interventions in a way that provided all students with a caring adult.

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no changes at this time. We plan to make collaboration a priority as well as having admin team presence in all team meetings.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
1 STIP Teacher (reading intervention) - Students entering 9th grade with SRI levels showing far below grade level reading standard. Students will be targeted to receive a double block of Language Arts instruction. Students that have been learning English for more than 7 years and are still far below grade level in literacy and English language proficiency will receive an English Language Development (ELD) class in addition to their regular English class .	Reading Inventory (RI) Growth of One Year or More	Each STIP Teacher will meet with small groups throughout the day. Students will be grouped by reading level and receive the instruction needed to support their reading growth.	High school students need small settings where they feel safe to practice reading. Due to the academic demand students face in High School, it is important to ensure students have a model that allows them to disconnect from the demands and just practice reading. This model has allowed our students to show gains in reading.	We would like to continue offering our incoming 9th graders a model where they can fulfill their English requirement along with have a space to work on their reading gaps. By continuing reading intervention, students will have the opportunity to improve in reading.

Attendance Compliance Officer	Chronic Absenteeism	ACO will identify and monitor at-risk and high-risk students; assist identified students to become successful at school.	Weekly attendance monitoring. Monthly parent communication with students struggling to make it to school. This year has been difficult due to the pandemic but we continue making attendance a priority.	By continuing on focusing on attendance we will have a direct impact on grades, A-G completion, and students social needs.
Computers for reading intervention and access to online platforms to support student level of reading.	Reading Inventory (RI) Growth of One Year or More	Computers will be designated accross campus to enhance curriculum and promote student differentiation/accomodation s.	Having 1:1 devices in classrooms allows teachers to design task for individual students or groups. Having computers allows teachers to quickly monitor students performance. Teachers all have access to digital platforms that support individual students.	We wouldn't want to make a change to this expenditure at this time. Our school needs to be able to offer each of our teachers a chromebook cart so that all of our students have access to technolgy in all of their classrooms.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Fremont High School

School ID: 302

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

LCAP Goal 1: All students graduate college, career, and community ready.

School Priority:

Increase student achievement and school-wide success through alignment of Common Core curriculum, implementation of Wall-to-Wall Academies as part of a Professional Learning Community, development of common grading policies and assessments, especially in areas of English Language Arts and Mathematics, integration of technology with one-to-one iPads, as well as implementation of A-G graduation requirements.

School Theory of Change:

Academic Achievement - Increase student achievement and school-wide success through alignment of Common Core curriculum, implementation of Wall-to-Wall Academies as part of a Professional Learning Community, development of common grading policies and assessments, especially in areas of English Language Arts and Mathematics, integration of technology with one-to-one iPads, as well as implementation of A-G graduation requirements.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Project Based Learning aligned with Common Core standards	Provide ongoing professional development, comprehensive resources and materials.	Observations, Agendas, Walk-through, team notes, and assigned admin per academy.		Tier 1
1-2	Weekly academy meetings are held during common planning time that support the implementation and alignment of PLC's	Provide the structures in masterschedule to allow teams to have the availability to meet. Provide ongoing PLC supports.	Observations, Agendas, Walk-through, team notes, and assigned admin per academy.		Tier 1
1-3	Academy teachers develop, implement, and follow up on academy outcomes for every grade level based on the VCUSD Graduate Profile	Provide the time for teachers to follow up and plan implementation.	Observations, Agendas, Walk-through, team notes, and assigned admin per academy.		Tier 1
1-4	Performance tasks aligned to VCUSD Graduate Profile and academy student outcomes with validated rubrics.	Provide ongoing professional development, resources, and materials to ensure all teams are supported in the development of rubrics.	Observations, Agendas, Walk-through, team notes, and assigned admin per academy.		Tier 1

1-5	Development and implementation of Senior Project in each academy	Provide the time and space for grade level teachers to plan and create alignment with Fremont's senior project.	Observations, Agendas, Walk-through, team notes, and assigned admin per academy.		Tier 1
1-6	Incorporate technology into daily or weekly lessons.	Provide tech support for those who need it. Purchase of technology for curriculum implementation.	Observations, Agendas, Walk-through, team notes, and assigned admin per academy.		Tier 1

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority:	Eliminate Achievement Gap - On-going professional development to implement effective instructional strategies, including project-based learning and sustainability of academy model (SLC), in order to create equitable learning outcomes for all students and eliminate the achievement gap.
School Theory of Change:	If each academy team member and teacher ensures that all students have equitable and appropriate access to high-quality supplementary learning opportunities, both within and beyond the regular school day and classroom and design rigorous and relevant learning activities and projects that reflect and respond to the diversity of student interests, strengths, cultural assets and ways of learning we will see a decrease in our equity gap.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Academy teams will utilize and actively participate in the SST process	Provide SST protocol and SST team	Agendas, Team notes, Individual Student Plans		Tier 3
2-2	Academy teams will use data to develop action plans at the teacher and the academy level to address students' needs	Provide data to drive action plans, monitor academy trackers to drive decision making.	Observations, Agendas, Walk-through, team notes, and assigned admin per academy.		Tier 1
2-3	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	Provide ongoing professional development and conduct lead team walkthroughs.	Observations, Agendas, Walk-through, team notes, and assigned admin per academy.		Tier 1

2-4	Academic interventions are provided beyond the school day to provide extended learning opportunities including: -Saturday tutoring -Boot Camp (grade recovery) to ensure mastery of content standards for current coursework	Monitor student grades and needs. Create opportunities/time for teachers to provide credit recovery classes.	Student attendance rosters and lesson plans.		Tier 2
2-5	Teachers will reach out to families when students are at risk of failing	Monitor jupiter grade/Aries and run D/F reports for teachers.	Monitor call log and intervention trackers per academy		Tier 3
2-6	Create common assessments and provide students with a variety of opportunities to demonstrate mastery of learning targets.	Provide team collaboration to review CCSS, curriculum, and identify learning targets/assessments.	Walkthroughs, posted learning targets with criteria for mastery.		Tier 1
2-7	Use researched based strategies to increase literacy and math skills.	Provide team collaboration to review CCSS, curriculum, and identify learning targets/assessments.	Walkthroughs, posted learning targets with criteria for mastery.		Tier 1

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority:	Continue implementation of a coherent school vision and student-centered climate through established leadership oversight that allows the school to build a culture and climate that will foster increased academic success through increased parent outreach, various student support systems and interventions, active student engagement, increased academic rigor, as well as improved safety.				
School Theory of Change:	If we focus on school-wide climate, building community in SLCs, and aligning support persons, systems and interventions within and across SLCs, then we will decrease the rates of chronic absences and increase student safety and success.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

3-1	Review and become familiar with site culture and climate goals. In addition to family outreach goals.	Provide ongoing professional development and conduct lead team walkthroughs.	Observations, Agendas, Walk-through, team notes, and assigned admin per academy.		Tier 1
3-2	Plan rigorous and engaging lessons for students.	Provide ongoing professional development, comprehensive resources and materials.	Observations, Agendas, Walk-through, team notes, and assigned admin per academy.		Tier 1
3-3	Participate in Week of Welcome and align all classroom rules and expectations to The Fremont Way	Create WOW schedule for first 4 weeks of school, Revisit culture norms and expectations after Winter Break. Host monthly celebration activities.	Schoolwide participation		Tier 1
3-4	Provide students with bi-monthly class surveys to allow them to share how the class is going for them. Use the data to make adjustments.	Create student survey, calendar surveys in School Calendar, Insert PD time to review data and allow teachers time to make adjustments.	Observations, Agendas, Walk-through, team notes, and data.		Tier 1
3-5	Provide students with bi-monthly class surveys to allow them to share how the class is going for them. Use the data to make adjustments.	Create student survey, calendar surveys in School Calendar, Insert PD time to review data and allow teachers time to make adjustments.	Observations, Agendas, Walk-through, team notes, and data.		Tier 1
3-6	Provide students with case management support in a drop in basis.	Purchase FTE for case management for each academy. Case managers to hold a part of the agenda each week during small learning community meetings.	Agendas, Attendance and discipline data.		Tier 1
3-7	Provide students with onsite counseling services to support our most vulnerable students.	Provide advisory time slots for counselors to present their services and build relationships with students.	Coordination of Services Team referrals.		Tier 1
3-8	Provide onsite TUPE counseling.	Provide advisory time slots for counselors to present their services and build relationships with students.	Coordination of Services Team referrals.		Tier 3

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Priority:	Academy team, full service community staff and college outreach representatives collaborate to ensure that all students and their families are provided with necessary support to be successful academically and have a clear understanding, early in high school career, of postsecondary options. Each student is assigned a counselor or student support service professional to assist students in applying to postsecondary programs including admissions, financial aid, enrollment placement, registration, and orientation.				
School Theory of Change:	If Fremont provides full service community supports for families and students we will see an increase in academic achievement, graduation, and postsecondary admission.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Collaborate with College Career Specialist	Provide time for teachers to collaborate with support staff.	PD/team agendas		Tier 1
4-2	Collaborate with school counselors	Provide time for teachers to collaborate with support staff.	PD/team agendas		Tier 1
4-3	Reach out to families when students are at risk of failing	Provide 11-month contract days for extra time spent on phone calls home.	School-wide intervention tracker		Tier 1
4-4	Complete COST or SST referrals when students is struggling emotionally or academically	Provide clear systems for COST/SST referrals.	School-wide intervention tracker		Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Provide Culturally Sustaining Pedagogy and Mastery Based Grading practices to facilitate learning environments of high expectations and high support that lead to student mastery.
School Theory of Change:	Staff will begin to embark in Mastery Based Grading and focus on building relationships that are rooted in equity.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Build trusting relationships & identify strenghts of each student	Provide ongoing professional development, provide peer collaboration opportunities, continue to address inequities with staff .	Agendas, Department Agendas, Lesson Plans, and walkthroughs.		Tier 1
5-2	Teach Relationship Skills through social emotional competencies	Provide ongoing professional development, provide peer collaboration opportunities, continue to address inequities with staff .	Agendas, Department Agendas, Lesson Plans, and walkthroughs.		Tier 1
5-3	Represent diverse identities into daily curriculum	Provide ongoing professional development, provide peer collaboration opportunities, continue to address inequities with staff .	Agendas, Department Agendas, Lesson Plans, and walkthroughs.		Tier 1
5-4	Make black student identities visible and make connections with their families	Provide ongoing professional development, provide peer collaboration opportunities, continue to address inequities with staff .	Agendas, Department Agendas, Lesson Plans, and walkthroughs.		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))

School Priority:	Increase ELL scholars development in English profeciency, classroom engagement, and academic language development.				
School Theory of Change:	If we focus on the conditions for success for all of our English learners (across all programs and grade-levels) we will see improved performance and integration of all ELL's regardless if Newcomer or LTEL				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

6-1	Use ELL snapshot data to identify competency levels and develop content/language objectives that will incorporate reading, speaking, and listening to meet the needs of our students.	Provide ongoing professional development, comprehensive resources and materials.	Observations, Walkthroughs, PD agendas, team agendas		Tier 1
6-2	Increase language development by incorporating collaborative learning into lessons.	Provide ongoing professional development, comprehensive resources and materials.	Observations, Walkthroughs, PD agendas, team agendas		Tier 1
6-3	Use culturally responsive teaching strategies to increase student engagement.	Provide ongoing professional development, comprehensive resources and materials.	Observations, Walkthroughs, PD agendas, team agendas		Tier 1
6-4	Provide lessons that reach the variety of learning styles in the classroom such as visual/spatial or interpersonal.	Provide ongoing professional development, comprehensive resources and materials.	Observations, Walkthroughs, PD agendas, team agendas		Tier 1

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 302

School: Fremont High School

11-Month Teacher	\$83,351	LCFF Supplemental	1105	Certificated Teachers' Salaries	3949	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Academic interventions are provided beyond the school day to provide extended learning opportunities including: -Saturday tutoring -Boot Camp (grade recovery) to ensure mastery of content standards for current coursework	302-1
11-Month Teacher	\$86,476	LCFF Supplemental	1105	Certificated Teachers' Salaries	7958	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Monitor student grades and needs. Create opportunities/time for teachers to provide credit recovery classes.	302-2
11-Month Teacher	\$82,708	LCFF Supplemental	1105	Certificated Teachers' Salaries	8297	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Monitor student grades and needs. Create opportunities/time for teachers to provide credit recovery classes.	302-3
11-Month Teacher	\$85,067	LCFF Supplemental	1105	Certificated Teachers' Salaries	8300	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-4
11-Month Teacher	\$114,000	LCFF Supplemental	1105	Certificated Teachers' Salaries	7959	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Teachers will reach out to families when students are at risk of failing	302-5
11-Month Teacher	\$14,611	LCFF Supplemental	1105	Certificated Teachers' Salaries		Teacher 11Months 12-Pay	0.13	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Provide students with onsite counseling services to support our most vulnerble students.	302-6
11-Month Teacher	\$114,000	LCFF Supplemental	1105	Certificated Teachers' Salaries		Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Provide students with onsite counseling services to support our most vulnerble students.	302-7
11-Month Teacher	\$119,836	Measure N	1105	Certificated Teachers' Salaries	3101	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Provide students with onsite counseling services to support our most vulnerble students.	302-8

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 302

School: Fremont High School

11-Month Teacher	\$112,768	Measure N	1105	Certificated Teachers' Salaries	1902	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers will reach out to families when students are at risk of failing	302-9
11-Month Teacher	\$112,701	Measure N	1105	Certificated Teachers' Salaries	7440	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Create common assessments and provide students with a variety of opportunities to demonstrate mastery of learning targets.	302-10
11-Month Teacher	\$122,626	Measure N	1105	Certificated Teachers' Salaries	7960	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Provide ongoing professional development, comprehensive resources and materials.	302-11
11-Month Teacher	\$98,667	Measure N	1105	Certificated Teachers' Salaries		Teacher 11Months 12-Pay	0.87	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Project Based Learning aligned with Common Core standards	302-12
11-Month Teacher	\$76,481	Title I: Basic	1105	Certificated Teachers' Salaries	7957	Teacher 11Months 12-Pay	0.60	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Project Based Learning aligned with Common Core standards	302-13
BACR	\$99,000	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Growth of One Year or More	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-14
Case Manager	\$112,577	One-Time COVID Funding	2405	Clerical Salaries	0359	Case Manager 24	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Project Based Learning aligned with Common Core standards	302-15
Case Manager	\$135,728	One-Time COVID Funding	2405	Clerical Salaries	8647	Case Manager 24	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide students with case management support in a drop in basis.	302-16

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 302

School: Fremont High School

Case Manager	\$35,547	LCFF Supplemental	2405	Clerical Salaries	7428	Case Manager 24	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Project Based Learning aligned with Common Core standards	302-17
Certificated Pupil Support Salary	\$41,982	Measure N	1205	Certificated Pupil Support Salaries	8301	Counselor	0.60	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide students with case management support in a drop in basis.	302-18
Classified Supervisor's and Administrators' Salaries	\$84,626	Measure N	2305	Classified Supervisors' and Administrators' Salaries	3520	Coach College/Career Pathways	0.50	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Project Based Learning aligned with Common Core standards	302-19
Classified support salaries	\$47,815	LCFF Supplemental	2205	Classified Support Salaries	8295	PE Attendant	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Project Based Learning aligned with Common Core standards	302-20
Classified support salaries	\$114,089	Measure N	2205	Classified Support Salaries	3839	Specialist, College/Career Readiness	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide students with case management support in a drop in basis.	302-21
Classified support salaries	\$88,949	Title I: Basic	2205	Classified Support Salaries	8293	Student Attendance Compliance Officer	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Project Based Learning aligned with Common Core standards	302-22
Computers	\$22,800	Title IV: Student Support & Academic Enrichment	4420	Computer < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Project Based Learning aligned with Common Core standards	302-23
Consultant (SSS BACR)	\$30,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Project Based Learning aligned with Common Core standards	302-24

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 302

School: Fremont High School

Copier Maintenance	\$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Incorporate technology into daily or weekly lessons.	302-25
Extended Contracts	\$91,000	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Academic interventions are provided beyond the school day to provide extended learning opportunities including: -Saturday tutoring -Boot Camp (grade recovery) to ensure mastery of content standards for current coursework	302-26
Keys	\$2,000	General Purpose Discretionary	5720	Maintenance Work Orders		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Project Based Learning aligned with Common Core standards	302-27
NEW Librarian	\$62,204	Measure G: Library	1205	Certificated Pupil Support Salaries		Librarian	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Project Based Learning aligned with Common Core standards	302-28
NEW PE Attendant	\$48,000	LCFF Supplemental	2205	Classified Support Salaries		PE Attendant	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Provide students with case management support in a drop in basis.	302-29
Platform License	\$10,000	General Purpose Discretionary	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Development and implementation of Senior Project in each academy	302-30
Substitute Teacher Incentive Plan (STIP) Teacher	\$73,000	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	8292	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Development and implementation of Senior Project in each academy	302-31

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 302

School: Fremont High School

Substitute Teacher Incentive Plan (STIP) Teacher	\$82,656	Measure N	1105	Certificated Teachers' Salaries	8294	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Academic interventions are provided beyond the school day to provide extended learning opportunities including: -Saturday tutoring -Boot Camp (grade recovery) to ensure mastery of content standards for current coursework	302-32
Substitute Teacher Incentive Plan (STIP) Teacher	\$77,013	Title I: Basic	1105	Certificated Teachers' Salaries	8303	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Development and implementation of Senior Project in each academy	302-33
Substitute Teacher Incentive Plan (STIP) Teacher	\$76,755	Title I: Basic	1105	Certificated Teachers' Salaries	6269	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Development and implementation of Senior Project in each academy	302-34
Supplies	\$54,100	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide students with onsite counseling services to support our most vulnerable students.	302-35
Supplies	\$0	Measure N	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-36
SWAG/PE UNIFORMS	\$30,000	General Purpose Discretionary	4380	Uniforms		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Performance tasks aligned to VCUSD Graduate Profile and academy student outcomes with validated rubrics.	302-37
Testing	\$10,000	General Purpose Discretionary	5875	Testing		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Project Based Learning aligned with Common Core standards	302-38
Unallocated	\$136,056	LCFF Supplemental	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-39

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 302

School: Fremont High School

Unallocated	\$9,796	Measure G: Library	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-40
Unallocated	\$0	Measure N	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-41
Unallocated	\$9,120	Title I: Parent Participation	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Provide students with onsite counseling services to support our most vulnerble students.	302-42
Unallocated (to be allocated to Extended Contracts)	\$22,801	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Provide students with onsite counseling services to support our most vulnerble students.	302-43
After School Program Contract	\$218,699	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Provide students with onsite counseling services to support our most vulnerble students.	302-44



Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Fremont High School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Hosting Student Led Conferences
- Coffee with the Principal
- School Site Council monthly meetings

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Instituting Advisory
- Providing Case Management of students
- Host Student Led Conferences two times a year

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Back to School Night

- Meaningful Parent Engagement
- Pathway Nights per Academies

The school communicates to families about the school's Title I, Part A programs by:

- Hosting Back to School Night
- Newsletters

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Back to School Night
- Student Led Conferences
- School Site Council Monthly Meetings

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Robocalls
- Robo Texts
- Flyers

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Inviting parents to sign up during community meetings.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Encouraging parents to participate in regular two-way and meaningful communication involving student academic learning and other academic activities.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Weekly Professional Development
- Small Learning Communities
- Peer Observations

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Attending School Site Council Meetings once a month.
- Coffee with the Principal once a month.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Hosting School Site Council Meetings once a month.
- Hosting Site English Language Learner Subcommittee (SELL) meetings once a month

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Hosting School Site Council Meetings once a month.
- Hosting Site English Language Learner Subcommittee (SELL) meetings once a month

The school provides support for parent and family engagement activities requested by parents by:

- Hosting School Site Council Meetings once a month.
- Hosting Site English Language Learner Subcommittee (SELL) meetings once a month
- Hosting Coffee with the Principal
- Hosting Student Led Conferences with school Advisors

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Keeping families informed of all events, meetings, activities, and resources for their students and community.
- Fremont will communicate with families through mailings, robocalls, robotext, and flyers.
- Fremont will host student-led conferences twice a year to allow parents to come in and learn more in depth about their child's education.

Adoption

This policy was adopted by Fremont High School School on and will be in effect for the period of August 12, 2019 through May 30, 2023.

The school will distribute this policy to all parents on or before September 30, 2021.

Name of Principal: Rosemary Rivera

Signature of Principal

DATE:



School-Parent Compact

Fremont High School

2021-22

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2021-23 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.
 - Communicate high expectations for every student.
 - Endeavor to motivate students to learn.
 - Communicate regularly with families.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - Student Led Conferences will be held two times a year.
 - During October & March 2021-2023
 - School Site Council

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - Student Led Conferences will be held two times a year.
 - October & March 2021-2023
 - School Site Council

- 4) Provide parents reasonable access to staff.
 - Parents will meet staff during Back to School Night.
 - Receive a letter with the students Advisors contact information.
 - Meet with their advisor two times a year to go over academics.

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.
 - All parents will be invited to Back to School Night.
 - Coffee with the Principal
 - School Community Meetings with translation services provided.

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
 - Families will have the opportunity to hold conferences with their advisors where they can learn about their child's classes and how to help them improve their grades.
 - Educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners.

- 7) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
 - Fremont will hold meetings where translation is provided.
 - Student Led Conferences will have translation services provided.
 - Home mailings will be sent in languages accessible to our community.

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time. e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.
- Communicate with the school when there is a concern
- Make sure that my child attends school everyday.

Student Responsibilities

I agree to carry out the following responsibilities to the best of my ability:

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by Fremont High School on August 30th , 2021 and will be in effect for the period of August 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before .

Signature of Principal

Date



Strategic Resource Planning (SRP)

Fremont High School
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Ana Quintero
Vice Chairperson:	Shaunda Garner
Secretary:	Maria Valencia

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Rosemary Rivera [REDACTED]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ana Quintero [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Alejandra Gonzalez [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Regina Bellow [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Shaunda Garner [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Analydia Almendarez [REDACTED]	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Emma Anderson [REDACTED]	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Michael Gex [REDACTED]	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Dani Zimmerman [REDACTED]	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Siurave [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Crystal [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Kimberly [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	Last Monday of each Month at 4:00 PM
--	--------------------------------------

SSC Legal Requirements (EC Sections 65000-65001):

- Members **MUST** be selected/elected by peer groups.
- There **MUST** be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

