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Enactment Number	19-1195
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Fremont High School



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

Legislative File Id. No. 19-1348
Introduction Date: 6/26/19
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2019-2020 School Plan for Student Achievement (SPSA)

School: Fremont High School
CDS Code: 1612590125716
Principal: Rosemary McAtee & Tom Skjervheim
Date of this revision: 5/6/2019

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
Address: 4610 Foothill Blvd.
Oakland, CA 94601

Position: Co-Principal
Telephone: 510-434-5257
Email: rosemary.mcatee@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/6/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and 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 (ASES) | <input checked="" 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"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. 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.
3. 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.
4. 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 Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/6/2019

6. 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, media announcements, etc.)

Signatures:

Rosemary Rivera _____
Principal Signature

5/6/19 _____
Date

Bucc Devecili _____
SSC Chairperson Signature

5/6/19 _____
Date

[Signature] _____
Network Superintendent Signature

5/9/19 _____
Date

Miguel Oros _____
Officer, State and Federal Programs Signature

5/23/19 _____
Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/4/2019	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2019-2020. Documented feedback for ILT review.
1/17/2019	SSC	Shared rationale and overview of site plan.
1/28/2019	SSC	Finalized Title I expenditures and 2019-20 goals.
2/11/2019	ILT	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
2/20/2019	Faculty	Finalized budget expenditures and rational.

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$736,841.37
Total Federal Funds Provided to the School from the LEA for CSI	\$375,774.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,020,931.27

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)	\$212,678.06	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$156,200.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,087.21	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$573,448.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$144,302.10	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$50,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$375,774.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	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)	\$658,750.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$736,841.37	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$1,468,771.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$2,205,612.37
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1A: ABOUT THE SCHOOL

School: Fremont High School	School ID: 302
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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: 19-20 STRENGTHS & CHALLENGES

State Dashboard Indicators	Strengths	Challenges/Barriers
Graduation Rate	~ Retention rate and grad rate of seniors on-track to be highest in the last three years: includes largest class or Newcomers (English learners), and SDC/Special education students	~ Grad rate dropped by 3% points in 17-18 due to incorrect data entry for transfer students ~The 4-yr dropout rate is 42.6% for all students while the district rate is 23.3%. ~ Retention rate of Newcomers (English learners) and African American students disproportionately lower than other sub-groups
On Track to Graduate (11th Grade)	~ 44% of 11th graders on track to graduate (up 10% from last year)	~ Large transfer and transient nature of our student body makes it difficult to help students stay on track and eligible for a-g (disproportionally impacts SpEd, African-American, juvenile justice involved, and foster youth)
A-G Completion	~ 40% of seniors a-g eligible (up 3% from last year) ~ Grade boosts offered after school first semester to all seniors who needed a-g eligibility in a particular course (i.e. raise a "D" in biology to a "C"); Offered during second semester to 11th graders who need a-g eligibility and 9th graders who fell off in English 1 and Algebra I during fall semester, 2018	~ Newcomers (English learners) who arrive to this country at an older age feel pull to work. Many begin with college aspirations, but have a hard time balancing financial needs with realities with their hopes ~ low-income youth generally feel pull towards work and community college even when they graduate a-g eligible and accepted to 4-year university.
SBAC ELA	SBAC IAB tests have helped raise awareness across English and ELD departments about students levels and needs for success on SBAC	~ 8% met/exceeded standard ~ 19% nearly met standard ~ 73% did not meet standard
SBAC Math	SBAC IAB tests have helped raise awareness across English and ELD departments about students levels and needs for success on SBAC	> 1% met standard ~ 9% nearly met standard ~ 90% did not meet standard

AP Pass Rate/Dual Enrollment Pass Rate	Nearly all students who take dual enrollment classes pass and earn college credit	Very few students pass AP tests with score of 3 or better
Pathway Participation/CTE Enrollment*	~ nearly 100% of students participated in a pathway (some Newcomers and SDC students did not participate in CTE program of study)	not an explicit correlation between pathway participation and increased student outcomes
English Learner Progress	~ 12% met requirement for reclassification	~ 88% did not met requirement for reclassification
Suspension Rate	~ number of suspension incidents has dropped to 86 from 96 (one year ago) and 190 (two years ago)	~ disproportionately impacts SpEd and African American subgroups

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	4-year cohort grad rate: 67% (district avg in 2015-16); Senior graduation rate: 90%	All Students	+2pp	56.72%	65.00%	67.00%	Increase High School Graduation Rates by a minimum of 10% annually.
Dropout Rate	25% dropout rate	All Students	-3pp	33.33%	30.33%	28.00%	Increase High School Graduation Rates by a minimum of 10% annually.
A-G Completion Rate	50% of seniors a-g eligible	All Students	+3pp	39.50%	Coming soon	50%	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
FAFSA Completion Rate	90% of students complete FAFSA	All Students	+3pp	Coming soon	Coming soon	85%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
College Enrollment	100% of students enrolled in 2, 4-year and vocational programs	Special Education	#ERROR!	N/A	N/A	80.00%	Increase High School Graduation Rates by a minimum of 10% annually.
Grade 10 Pathway Participation	100% of students participate in pathways	All Students	+5pp	99.02%	100.00%	95.00%	Increase High School Graduation Rates by a minimum of 10% annually.

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	75% of students feel connected	All Students	+5pp	52.51%	57.51%	62.51%%	Increase High School Graduation Rates by a minimum of 10% annually.

Suspensions	15% or fewer of African-American students are suspended	African-American Students	-2pp	24.34%	22.34%	20.00%	Increase High School Graduation Rates by a minimum of 10% annually.
Suspensions	10% or fewer of Special Educaton students are suspended	Students with Disabilities	-2pp	16.95%	14.95%	12.95%	Increase High School Graduation Rates by a minimum of 10% annually.
Chronic Absence	15% or fewer African American students are chronically absent	African-American Students	-2pp	40.00%	38.00%	36\$%	Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources.

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	35% of students met or exceeded ELA standard	All Students	+15 points DF3	-145.6	-125.6	-105.6	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
ELA SBAC	10% of students met or exceeded standard	Students with Disabilities	+20 points DF3	-176.5	-156.5	-136.5	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
ELA SBAC	25% of African American students met or exceeded standard	African-American Students	+20 points DF3	-95.1	-75.1	-55.1	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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Math SBAC	20% of students met or exceeded standard	All Students	+15 points DF3	-209.7	Coming soon	-189.7	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
Math SBAC	10% of Special Education students met or exceeded standard	Students with Disabilities	+20 points DF3	-266.3	-246.3	-226.3	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
Math SBAC	15% of African American students met or exceeded standard	African-American Students	+20 points DF3	-233.1	-213.1	-193.1	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	70% of LTEL students are reclassified by the 12th grade	English Learners	16%	2.65%	16.00%	18.00%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
LTEL Reclassification	80% of LTEL students are reclassified by the 12th grade	Long-Term English Learners	25%	9.68%	25.00%	27.00%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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SRI Growth of One Year or More	30% of students grow by one year or more	All Students	+5pp	19.84%	24.84%	30%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
SRI Multiple Years Below Grade Level	> 40% of students are multiple years below grade level	All Students	-5pp	56.36%	51.36%	46.36%%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

School:	Fremont High School	School ID:	302
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2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:
Please complete this self-assessment for your school.
[Click here for the full Measure N rubric.](#)

KEY:
1: Not at all 3: Mostly
2: Somewhat 4: Completely

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	2: Somewhat	Consistent area of feedback that we need to better (and repetitively communicate) our school mission and vision and how they are in service to the four pillars of Linked Learning	Re-establish site-based Measure N team to ensure resources are maximized in alignment with long-term Linked Learning goals
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	3: Mostly	Pathway collaboration is much improved as is the connection between pathway lead teachers and school leadership	Better alignment between pathway teams and other small learning communities (NEST, 9th grade)
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	2: Somewhat	Slight improvement from last year in budget transparency and other constraints that impact our ability to support develop robust pathways	Needs to be greater accountability for pathway teams and leaders around the vision of our Linked learning work as a site.
School Leadership & Vision Goal for 2019-20:	Increase communication and distributed leadership across small learning communities (SLC's) and departments among staff, while developing comprehensive understanding for all stakeholders of the school's pathways, post-secondary supports, and opportunities students will have as result of their education at Fremont High School.		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	3: Mostly	Improved admin presence in pathway, and other SLC, team meetings, and increased pathway facilitation and teacher leadership by adding a second teacher leader to support facilitation of collaboration, in addition to CPA director	Keep staffing consistent on collaborative teams. Improve alignment of work between pathway leaders and other leaders (teachers and other staff) on campus.
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	3: Mostly	Our academy collaboration meetings are regularly attended by our case manager, counselor and Pathway Coach. In some ways we are, such as connecting with our counselors. Our counselors are much more involved now to the academy students' support, and our team is much more aware of the work they are accomplishing with our students.	Our SLCs will look at off track data whether it be academic or emotional well being. Teams will work on creating individual student plans to ensure they remain on-track from 9-12th grade. Incorporate learning walks by community stakeholders.
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	3: Mostly	There has been much improvement this year versus last year in terms of including the teacher stakeholders (through SLC and department meetings), but I have not seen as much evidence of that for the other stakeholders. That being said, I might just be unaware! I believe there are a lot of decision-making structures and processes are unclear to all stakeholders.	.Many youth still don't think that they have full choice/buy-in to the academy they are in. Many dip into activities that other academies facilitate based on their interest, which makes it inequitable to their peers, as that's not possible to accommodate for all students."
Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	3: Mostly	All of our students are cohorted, our teachers are able to collaborate effectively because master schedule allows for it, resources are equitably distributed (but there's not that much in general to distribute) and facility assignments do support purpose.	With budget cuts there is very little discretionary spending. Because most of our funds are tied up with essential staff members (CTE teachers to cover wall to wall pathways, etc.) there is not enough to address all of our Linked Learning goals (i.e. student stipends for WBL)

Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	3: Mostly	The 9th grade wheel class supports student equity of access to programs of their choice. The established collaboration period for our academy allows for the planning time we need to create/work on our interventions for our academy students. Our Pathway Coach is a HUGE piece of that support. He is absolutely indispensable.	While there has been concerted effort to include all Newcomers and SpEd students in the pathway experience, we can do more to integrate the experience. Because of a separate course sequence outside of CTE classes, SDC students and ELD 1/2 students are essentially excluded from integrated pathway cohorts
Systems & Structures Goal for 2019-20:		All students (9th grade, Newcomers, Special education, in addition to students in the Media and Architecture pathways) will develop relevant career-technical skills and academic skills (literacy, numeracy) to graduate ready for rigorous college academics and career apprenticeships.	

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal	Which school team(s) does this action support?
Supplies: Teachers will receive a budget twice a year to order supplies of their choosing to support students everyday learning environment.	General Purpose Discretionary	\$95,000.00	4310	School Office Supplies	N/A	Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Machine Maintenance: To support everyday creation of standard aligned task for student engagement during lessons.		\$5,000.00	5610	Equip Maintenance Agreement	N/A	Enter position number at left.			Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	All Pathways
Postage: To support parent communications through progress reports, report cards, and monthly newsletters.	General Purpose Discretionary	\$6,000.00	5724	Mail Services/Postage	N/A	Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	Whole School
Testing: To support students who may not be able to pay for college readiness exams.	General Purpose Discretionary	\$5,876.00	5875	Testing	N/A	Enter position number at left.		Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
Classified Overtime: To support home visits, testing coordination, and translation supports.	General Purpose Discretionary	\$10,146.00	2225	Classified Support Salaries: Overtime	N/A	Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	Whole School
Field Trips: To support transportation for career visits and tours, job shadows, and pathway-aligned college visits to support career awareness and exploration experiences.	Title I: Basic	\$9,000.00	5826	External Work Order Services	N/A	Enter position number at left.		Career Technical Education	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
Art Teacher: Will provide elective course that will ensure students meet their A-G requirements. (J.Christie)	LCFF Supplemental	\$79,558.00	1100	Enter object code at left.	4464	Teacher 11Months 12-Pay	1.00	Rigorous Academics	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
English Teacher: Will provide English course that will ensure students meet their A-G requirements (Fotu)	LCFF Supplemental	\$26,678.40	1100	Enter object code at left.	2456	Teacher 11Months 12-Pay	0.40	Rigorous Academics	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
ELD Science: Will provide English Languages Learners with instruction of the English Language within Science curriculum (C.Priestley)	LCFF Supplemental	\$79,558.00	1100	Certificated Teachers' Salaries	3686	Teacher 11Months 12-Pay	1.00	Rigorous Academics	Schoolwide Enabling Conditions	Goal 4: English Learners are reaching fluency.	Departmental Team

Math Teacher: Will provide numeracy intervention for off track students (M. Ramirez)	Title I: Basic	\$74,465.29	1100	Enter object code at left.	6226	Teacher 11Months 12-Pay	1.00	Building the Conditions	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	Departmental Team
Case Manager: to provide SEL and academic guidance to Media pathway students. This includes but not limited to GPA tracking, students below 97% attendance rate, and students with high percentage of out of class referrals.	General Purpose Discretionary	\$39,178.00	2205	Classified Support Salaries				Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
Case Manager: to provide SEL and academic guidance to Media pathway students. This includes but not limited to GPA tracking, students below 97% attendance rate, and students with high percentage of out of class referrals.	LCFF Concentration	\$50,000.00	2205					Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
RJ Coordinator: Partially fund a full time restorative justice coordinator to facilitate circles with students who are in need of mediations. This person will also hold welcome circles after students return from suspension or JJC. This position is critical to our Tier 1-3 disciplinary plan.	LCFF Supplemental	\$50,000.00	5736	Restorative Justice Facilitator		Enter position number at left.	1.00	Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Low Performing Students: SLC (pathways, 9th grade, Newcomer) and department teams will support during the summer and after school throughout the school year with grade-boosts over the 4-6 weeks to help raise student grades for a-g eligibility, and to remain on-track to graduation.				Enter object code at left.		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
Low Performing Students: Student support mentors, case managers, admin, counselors, teacher/advisors, SLC directors, College and Career Readiness Coordinator, and pathway coach work together to identify and communicate about employment opportunities for our youth. COST, advisors, and SLC meetings will help identify economically disadvantaged students that are in dire need of employment and ensure that students have all materials and supports to secure the employment (resumes, application support, professional clothing, transportation, etc.)				Enter object code at left.		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
Homeless/Foster youth Intensive case manager - employee to support most at-risk students as they navigate social services, foster system, juvenile justice system, community violence, homelessness, etc.				Enter object code at left.		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School

LANGUAGE & LITERACY			
School:		Fremont High School	Link to 18-19 SPSA
ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION			
<i>What strategic actions are you taking to improve language and literacy outcomes for students this year?</i>			
IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.			
Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
2 stip subs employed this year; one to provide targeted literacy intervention for off-track 9th graders; one for teacher coverage for professional learning and cycles of inquiry; ITL dedicated to teaching literacy intervention class for 9th graders	Partially Implemented	Somewhat Effective	Teacher inquiry cycles were strong this year and supported by our stip sub for teacher observation and collaboration. Teachers have self-reported improvement in planning and teaching to learning targets with aligned tasks and assessment; However, the 9th grade literacy intervention did not go to plan, mainly because the ITL assigned to teach the class was out on FMLA for the majority of the year and the STIP sub hired for pull-out was forced to hold the entire class for the majority of the year.

IMPLEMENTATION GOALS						
<i>Below are your Language & Literacy goals from Part 1: Needs & Goals.</i>						
Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	35% of students met or exceeded ELA standard	All Students	-145.6	-125.6	-105.6	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
ELA SBAC	10% of students met or exceeded standard	Students with Disabilities	-176.5	-156.5	-136.5	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
ELA SBAC	25% of African American students met or exceeded standard	African-American Students	-95.1	-75.1	-55.1	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
SRI Growth of One Year or More	30% of students grow by one year or more	All Students	19.84%	24.84%	30%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
SRI Multiple Years Below Grade Level	> 40% of students are multiple years below grade level	All Students	56.36%	51.36%	46.36%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
ELL Reclassification	70% of LTEL students are reclassified by the 12th grade	English Learners	2.65%	16.00%	18.00%	
LTEL Reclassification	80% of LTEL students are reclassified by the 12th grade					

THEORY OF ACTION	
Theory of Action	If we invest in reading intervention for all below grade-levels, and if we focus on reading across all content areas as a school, then of students currently not reading at grade level, 75% will grow by two or more grade levels.
How are you supporting English Language Learners?	100% of students will participate in text-based Academic Discussion protocols in every subject area once a week. Literacy intervention already exists for LTEL 9th graders, but Newcomers will also be included in literacy intervention efforts next year.

How are you building conditions for student and adult learning?	~100% teachers participate in inquiry cycles and classroom observations. ~Teacher coaches dedicated to departments for content support. ~Schoolwide focus on literacy and student supports. ~Schoolwide focus on advisory and student led conferences to ensure student success.
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STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Literacy Acceleration- Stip Sub to provide small group instruction for low performing students in literacy. (J.Lucas)	Title I: Basic	\$40,462.00	1905	Other Certificated Salaries	6269	STIP Teacher	1.00	Building the Conditions	Language & Literacy	Goal 3: Students are reading at or above grade level.
Inquiry Cycles Teacher Observations- STIP Sub to support small learning communities through cycles of inquiry, peer observations, and new teacher supports. (J. Plummer)	LCFF Supplemental	\$45,395.00	1905	Other Certificated Salaries	68	STIP Teacher	1.00	Building the Conditions	Language & Literacy	Goal 2: Students are proficient in state academic standards.
ELD Teacher: Plan lessons, lectures, reading and writing assignments appropriate for English Learners. (V. Gutierrez)	LCFF Supplemental	\$73,465.00	1100	Certificated Teachers' Salaries	3696	Enter position number at left.	1.00	Rigorous Academics	Language & Literacy	Goal 2: Students are proficient in state academic standards.
ELA Teacher: Plan lessons, lectures, reading and writing assignments appropriate for 9-12th grade high school students. (D.Zimmerman)	Title I: Basic	\$72,979.00	1100	Certificated Teachers' Salaries	3315	Enter position number at left.		Rigorous Academics	Language & Literacy	Goal 2: Students are proficient in state academic standards.
Library Technician: .5 FTE libray technician to open library during school for students needing to complete research or study lab.	Measure G	\$30,373.00	1905	Other Certificated Salaries		Enter position number at left.		Rigorous Academics	Language & Literacy	Goal 1: Graduates are college and career ready.
Support incoming 9th graders: as they transition from middle school to high school via the 9th grade house structure. All 9th graders will participate in a cohorted block schedule where they will receive academic and social-emotional guidance from teachers, advisors, and administrators specifically assigned to 9th grade, with a goal of increasing the number of students on-track to graduate at the end of 9th grade. Targeted Student Group: Low-Performing.				Enter object code at left.		Enter position number at left.			Language & Literacy	

Senior Capstone Course - Offer six sections of Capstone course to retain Capstone as separate senior course to increase college-ready research and writing, align to CTE program of study, and improve graduation rate (especially for at-risk populations) by increasing remedial English opportunities and senior mentoring. Targeted Student Group:AA/Latino				Enter object code at left.		Enter position number at left.		Rigorous Academics	Language & Literacy	Goal 1: Graduates are college and career ready.
Parent Outreach: Hire a parent liaison consultant to make connections with parents and families and invite them to a series of schoolwide events designed to increase parent and family capacity to support their scholars	Title I: Parent Participation	\$4,087.21	4399	Surplus		Enter position number at left.			Language & Literacy	
Surplus: SSC decided to wait on allocating funds until 2019.	Title I: Basic	\$15,771.77	4399	Surplus					Language & Literacy	

RIGOROUS ACADEMICS & CTE School: Fremont High School [Link to 18-19 SPSA](#)

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme		3		
Integrated Core		3	3+	
Cohort Scheduling		3		
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning		2+		
Collaborative Learning				
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice		3		
Collaboration Time		3		
Professional Learning		2.5		

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
1) Credit recovery improved greatly in English by adding "b" Graduate Writing Seminar to seniors working on Capstone project; 2) Because Dual-Enrollment courses are integrated to the pathway theme we have had great success and will continue to build Dual Enrollment into the pathway sequence in Arch/Construction for 2019-20; 3) Vertical alignment of learning outcomes across grades and departments has begun but needs to continue more deeply in 2019-20; 4) Dedicated department collaboration by creating shared prep period for each department; 5) Summer 2018 PD on integrated project development and showcases throughout the year of integrated project work across pathways and programs	Partially Implemented	Effective	We created the structures needed for collaboration (SLC time for student support and integrated project planning, and department collaboration period) but need to do more work in our teams to ensure that time is highly effective at improving teaching practice and outcomes for students. Increase in seniors that recovered credit through graduate writing seminar and large number of students earned college credit through dual-enrollment. There was a least one integrated project (at least two subjects included) in each of our small learning communities and multiple in our pathways.

IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	20% of students met or exceeded standard	All Students	-209.7	Coming soon	-189.7	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.

Math SBAC	10% of Special Education students met or exceeded standard	Students with Disabilities	-266.3	-246.3	-226.3	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
Math SBAC	15% of African American students met or exceeded standard	African-American Students	-233.1	-213.1	-193.1	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
Standards Based Instruction/ Project-Based Learning	Integrated grade-level project in each grade level, in each small learning community (Media and Architecture pathways, 9th grade, Newcomer)	All Students	N/A	2 integrated projects per pathway	3 projects per pathway	Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources.
Career Technical Education Sequence	All CTE courses build towards industry certification/s, and/or pre-apprenticeship certification. High-risk students (SpEd, LTEL, African-American, Newcomer) students especially targeted for work and career exploration and opportunities during and after high school	All Students	N/A	N/A	N/A	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
Graduate Capstone/ Culminating Experience	100% of students earn all English credit needed through Graduate Writing Seminar	Low-Performing Students	N/A	TBD		Increase High School Graduation Rates by a minimum of 10% annually.
Course Passage Rates	Passage rates improve by 20 % in English 1, algebra I, and biology	Low-Performing Students	~ 45% d and f rate	~ 35% d and f rate	> 30% d and f rate	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.

THEORY OF ACTION

Theory of Action	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
How are you supporting English Language Learners?	We double block English classes for all Newcomer students; We have additional academic supports (math intervention and literacy intervention) as well as social-emotional supports (case managers, clinicians, legal support) for all Newcomer students;
How are you building conditions for students and adult learning?	We have a dedicated TSA tasked with supporting Newcomer teachers as well as mainstream teachers that need support with strategies for ELL's; We have non-Newcomer teachers participating in ELL professional development and inquiry cycles to help support our LTEL students.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Pathway Coach - to support restructuring of pathways, lead effective pathway SLCs, and align CTE courses with subject areas. (Multiple funding sources)	Measure N	\$85,477.00	2305	Classified Supervisors' and Administrators' Salaries	3520	Enter position number at left.	0.50	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.

<p>Science Teacher: 0.6 FTE</p> <p>0.4 of this FTE allows the school to offer 2 new classes of Chem SEI to support 10th grade Newcomers, specifically SIFE in sheltered science classes, to ensure they receive the support they need to pass the course, master content, and stay on-track to graduation. These classes were created after reviewing last year's low pass rates for Newcomer students in Gen Ed science classes.</p> <p>0.2 FTE for Architecture collaboration to align curriculum to pathway and industry standards (K. Gutierrez)</p>	Measure N	\$43,770.60	1105	Certificated Teachers' Salaries	4837	Enter position number at left.	0.60	Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
<p>Science Teacher: 0.8 FTE</p> <p>0.6 FTE to provide 3 additional biology sections added to increase on-track to graduation rates for 9th grade students. This FTE allows us to reduce class size and increase supports for our highest gatekeeper course (lowest pass rate) for 9th grade students.</p> <p>0.2 FTE - Media Collaboration to align curriculum to pathway and industry standards (A. Lu)</p>	Measure N	\$62,608.00	1105	Certificated Teachers' Salaries	5209	Enter position number at left.	0.80	Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
<p>Science Teacher: 1.0 FTE</p> <p>Science Teacher: This FTE allows for pathway purity and student cohorting in the Arch Academy. Teacher will be required to create an interdisciplinary scope and sequence that aligns instructional units, projects, and community building activities to the standards and content covered in Architecture CTE courses and Arch Academy outcomes. Teacher will also be required to engage with industry partners to create and execute on interdisciplinary projects for students throughout the year. This FTE will also allow for all Science teachers to have common collaboration time to align curriculum to pathway and industry standards (E.Ng)</p>	LCFF Supplemental	\$77,145.00	1100	Certificated Teachers' Salaries	4752	Enter position number at left.	1.00	Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.

<p>Science Teacher: 0.8 FTE</p> <p>0.4 FTE for 2 new classes of Chem SEI to support 10th grade Newcomers, specifically SIFE in sheltered science classes; new classes from last year after low pass rates with Newcomers in Gen Ed science classes</p> <p>0.2 FTE Media Collaboration to align curriculum to pathway and industry standards</p> <p>0.2 FTE to serve as Media Academy Co-Director: coordinate pathway meetings and alignment to pathway outcomes across the school</p> <p>(A.Toledo)</p>	Measure N	\$64,619.20	1100	Certificated Teachers' Salaries	3536	Enter position number at left.	0.80	Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
<p>Senior Seminar Teacher: 1.0 FTE Teacher</p> <p>- Hire a Senior Seminar Teacher to support completion of Senior Capstone Projects; to collaborate with teachers from Architecture and Media academies as well as NEST program around development and assessment of integrated projects as well as incorporation of ELD standards and strategies into Tier 1 instruction to support mainstreaming newcomer students in pathway courses. (Holmes)</p>	Measure N	\$72,879.00	1100	Certificated Teachers' Salaries	Vacancy	Enter position number at left.	1.00	Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
<p>Math Teacher:</p> <p>0.6 FTE for a new Algebra I/basic math support class for 9th grade SIFE students, which they will take in addition to Algebra I for increased support to increase pass rates in a course with one of the highest failure rates across the school. (Rosendo)</p>	Measure N	\$48,464.40	1100	Certificated Teachers' Salaries	4002	Enter position number at left.	0.60	Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
<p>Math Teacher:</p> <p>0.4 FTE to offer A-G math courses to students . (Rosendo)</p>	LCFF Supplemental	\$32,746.80	1100	Certificated Teachers' Salaries	4002	Enter position number at left.	0.40	Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
<p>CTE Media Teacher: CTE teachers deliver Career Preparation curriculum, supported by Advisory teachers (Ezekiel Jeffrey)</p>	Measure N	\$28,000.00	1100	Certificated Teachers' Salaries	4744	Enter position number at left.	0.69	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
<p>CTE Media Teacher: Hire teacher for Media Academy to ensure newcomer students have access to Pathway/Academy experiences (R.Martin)</p>	Measure N	\$65,636.00	1100	Certificated Teachers' Salaries	4151	Enter position number at left.	1.00	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
<p>CTE Architecture Teacher: Hire teacher for Media Academy to ensure newcomer students have access to Pathway/Academy experiences(A.Prober)</p>	Measure N	\$89,733.00	1100	Certificated Teachers' Salaries		Enter position number at left.	1.00	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.

English Teacher: 0.4 FTE for two 9th grade Literacy Intervention classes to support literacy development for highest-need 9th grade students; this course is necessary to support pass rates in English 1 and increase the on-track to graduation rate for students. 0.2 FTE for Media Collaboration to align curriculum to pathway outcomes. (Fotu)	Measure N	\$40,017.60	1100	Enter object code at left.	2456	Teacher 11Months 12-Pay	0.60	Rigorous Academics	Rigorous Academics	Goal 5: Students are engaged in school every day.
Student Support Specialists:	Comprehensive Support & Improvement (CSI) Grant	\$80,000.00							Rigorous Academics	
Credit Recovery: Algebra 1, Bio, English	Comprehensive Support & Improvement (CSI) Grant	\$30,000.00							Rigorous Academics	
SUMMER: Credit Recovery: Algebra 1, Bio, English	Comprehensive Support & Improvement (CSI) Grant	\$30,000.00							Rigorous Academics	
Classified Stipends to pay staff to run after school study halls and enrichment programs	Comprehensive Support & Improvement (CSI) Grant	\$20,000.00							Rigorous Academics	
Teacher Stipends for Before, During, Afterschool tutoring.	Comprehensive Support & Improvement (CSI) Grant	\$30,000.00							Rigorous Academics	
Partnership with the WEE class	Comprehensive Support & Improvement (CSI) Grant								Rigorous Academics	
Intern Counselors (9th & 10th)	Comprehensive Support & Improvement (CSI) Grant	\$2,000.00							Rigorous Academics	
Leadership class supplies	Comprehensive Support & Improvement (CSI) Grant	\$12,000.00							Rigorous Academics	
Afterschool Program Academic Support (BACR): Contract to coordinate and provide of After School Program services that includes academic support, enrichment programs, and internships.	Comprehensive Support & Improvement (CSI) Grant	\$30,000.00							Rigorous Academics	
Staff Retreat: Reflection on collaboration, structures, & school improvement planning.	Comprehensive Support & Improvement (CSI) Grant	\$18,000.00							Rigorous Academics	
Work Based Learning Liason Contract (guest speakers, application support, resume development, job readiness. etc.) Darlene Kato	Comprehensive Support & Improvement (CSI) Grant	\$50,000.00							Rigorous Academics	
Student incentives for demonstrating The Fremont Way & ESLRs	Comprehensive Support & Improvement (CSI) Grant	\$5,000.00							Rigorous Academics	

Senior incentives for completing college matriculation steps (i.e. prom tickets, college paraphernalia, college dorm kit, and school supplies)	Comprehensive Support & Improvement (CSI) Grant	\$5,000.00							Rigorous Academics	
9th/10th Incentives for team 2.0	Comprehensive Support & Improvement (CSI) Grant	\$10,000.00							Rigorous Academics	
Attendance Incentives: awards for students showing attendance improvement.	Comprehensive Support & Improvement (CSI) Grant	\$5,000.00							Rigorous Academics	
Climate & Culture Team Stipends	Comprehensive Support & Improvement (CSI) Grant	\$3,000.00							Rigorous Academics	

WORK-BASED LEARNING School: Fremont High School [Link to 18-19 SPSA](#)

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences		2.5	3-	Students have a variety of experiences in each grade level, and we are in the process of vetting and sequencing them in a more articulated way.
Pathway Outcomes		2.5	3-	Articulation is becoming clearer and more intentional for each grade level. Internship numbers are increasing, and a pilot WEE program is happening.
Pathway Evaluation		1	1+	Feedback and evaluation has been mainly anecdotal and informal--an area of growth for the future. CTE teachers and academy directors have done some reflective work to assess experiences.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Continuing to build and develop many industry and community partnerships for all areas of the WBL continuum. Variety of guest speakers, industry tours, career fairs, and job shadows, primarily through the CTE teachers. A handful of students in school-year internships. Continued push for summer 2019 internships to maintain the 20 students per pathway target via a site WBL team consisting of school, pathway and teacher leaders and staff. Survey of 11th grade career interests, resume writing and interview skills curricula in CTE and advisory, site-based mock interview day in January, and ongoing presentations from summer internship programs. Ongoing counseling, application and interview support, and placement of students with teachers from all pathways participating.	Partially Implemented	Somewhat Effective	While there are a variety of experiences in each grade level, they are not necessarily sequenced. The site WBL workload as a whole is an addition to the plates of many of the school and teacher/staff leaders, so time and staff capacity has been a challenge.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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Career Awareness	Students in special education and newcomers will be supported to investigate possible careers into their college and career plans	English Learners		100%	100%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
Career Exploration	Students who do not want to go to college will participate in a process of career exploration and develop a rigorous alternative path to meet their goals	Low-Income Students		100%	100%	Increase High School Graduation Rates by a minimum of 10% annually.
Career Preparation	Senior project will offer students an opportunity to work in a collaborative team, implement rigorous research and developing community awareness. 100% will be given the opportunity to explore internships.	All Students		100%	100%	Increase High School Graduation Rates by a minimum of 10% annually.

THEORY OF ACTION

Theory of Action	If we focus on building on the foundation of the WBL partnerships and experiences and further vetting and sequencing them, then we will see the relationship between teachers and partners mature and we will see students highly engaged in exploring the Media and Architecture & Design fields through a variety of sequenced activities and opportunities.
How are you supporting English Language Learners?	Target numbers of newcomer students have been included within the 50+ summer interns. Each pathway has offered sheltered sections of CTE courses to support newcomers, with the CTE teachers receiving training and collaboration from the newcomer team and the central ELLMA office.
How are you building conditions for students and adult learning?	Student learning: Alumni and industry/community partners as mentors and classroom support. Current students who have held internships presenting to their peers. Incentives and awards recognitions to highlight student participation in WBL activities. Dual-enrollment courses will build towards apprenticeships and industry certifications. Adult learning: SLC provides space to share WBL opportunities, bring in industry partners, and chaperone industry visits. Site WBL team provides a common ground for pathways to come to the table around best practices and coordinating opportunities and placements.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
Extended contract for summer internship teacher/coordinator for work based learning career preparation and training experiences				Enter object code at left.		Enter position number at left.		
Student stipends for Architecture Academy summer internship work based learning career preparation and training experiences				Enter object code at left.		Enter position number at left.		

Student stipends for Media Academy summer internship work based learning career preparation and training experiences								
Student stipends for additional newcomer summer internship work based learning career preparation and training experiences								
Panels and presentations from students who have participated in school-year and summer internships				Enter object code at left.		Enter position number at left.		
CTE teachers deliver Career Preparation curriculum, supported by Advisory teachers				Enter object code at left.		Enter position number at left.		
Materials and supplies costs for site Mock Interview Day and Career Fair				Enter object code at left.		Enter position number at left.		
Student support mentors, case managers, admin, counselors, teacher/advisors, SLC directors, College and Career Readiness Coordinator, and pathway coach work together to identify and communicate about employment opportunities for our youth. COST, advisors, and SLC meetings will help identify economically disadvantaged students that are in dire need of employment and ensure that students have all materials and supports to secure the employment (resumes, application support, professional clothing, transportation, etc.)				Enter object code at left.		Enter position number at left.		

COMPREHENSIVE STUDENT SUPPORTS School: Fremont High School [Link to 18-19 SPSA](#)

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Support of Student Needs		2.5		
College & Career Plan		2.5		

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Student support team established to collectively support Tier 2 and 3 students - includes case managers, admin, counselors, and RJ coordinators who hold support for most at-risk students (foster youth, juvenile justice, homeless, low-income, and traditionally underserved students; African American, Latino males, Special Education); Advisory structure where every student has adult advocate on campus to improve home-school communication, primarily through bi-annual student-led conferences, meet twice weekly to build community, review grades and academic progress, and set and plan towards school year and post-secondary goals; Attendance team meets weekly to address chronically absent students - case managers, office staff, and admin meet to contact home, conduct home visits, and follow through with the SARB/SART process for chronically absent students; Small learning community (SLC) teams meet twice weekly, once focused on academics, and once focused on student support, to identify students that are in danger of not-passing and supports opportunities for off-track students as well as to provide additional enrichment for GATE and on-track students (internships, jobs, summer programs, etc.)	Fully Implemented	Effective	Suspension Rate:

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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Conditions for Student Learning (School Climate and Culture)	Students will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe SCHOOL CLIMATE as assessed by a variety of measurement tools such as referrals, discipline records, and surveys.	All Students	Chronic absence below 16.3%	Chronic absence below 13%		
College Access	"Retention rate for senior class improves 10% from 2017 to 2019. 82 of 130 seniors graduated in June of 2017. College & Career Center: 75% of seniors apply for FAFSA; > 60% of seniors apply 4-year college All students 10-12th have exposure to college (visit campus, college fair, guest speakers, etc.) "	All Students	70% of seniors graduated	80% of seniors graduated		
Differentiated Interventions	Behavior interventions are led by case managers and supported by SLCs. - Weekly SLC meeting collaboration dedicated to student attendance and behavior - Roundtables coordinated and facilitated by advisors, attended by SLC teachers, case managers, and family - Attendance support via parent/guardian follow-up and SARB/SART process - 2 Student led conferences coordinated by advisors in collaboration with SLC and SpEd teachers, case managers, counselors and admin.	All Students	63% of students had a student-led conference	75% of students had a student-led conference or a home visit		

THEORY OF ACTION

Theory of Action	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.
How are you supporting English Language Learners?	Student-led conferences held in student's native language (Spanish, Mam, Arabic, Tongan, etc.) to improve home-school communication; ELL reclassification also a focus area for advisors during conferences with every advisor able to act as an ambassador for reclassification with student and family; College and financial aide options available to all students, regardless of country of origin, native language, and immigration status
How are you building conditions for students and adult learning?	Students introduced to a culture of advisory and restorative justice in 9th grade through the 9th grade wheel elective and advisory experience; every SLC will have two celebratory school culture assemblies each semester in addition to school-wide celebrations (black history, women's empowerment, etc.); All students and adults on campus know the support staff most closely assigned to their SLC or team and how to access those resources, including the COST process to indentify students in need; Professional development for whole staff provided in trauma-informed and restorative practices and to support development of teachers as advisors.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
Attendance Truancy Officer - To support most at-risk students as they navigate social services, foster system, juvenile justice system, community violence, homelessness,etc. (Luis Serrano)	Central		2205	Classified Support Salaries		Enter position number at left.	1.00	Comprehensive Student Supports

Attendance Specialist - To support teachers in assuring that attendance is submitted in a timely manner. Data will be provided weekly to case managers to identify Tier 2/3 students. (Nixon Diaz)	Central		2205	Classified Support Salaries		Enter position number at left.	1.00	Comprehensive Student Supports
Case Manager - To support students falling below a 2.0, monitor student attendance, collaborate with teachers, host SART/SARB meetings. (Eric Dubois)	Central		2205	Classified Support Salaries		Enter position number at left.	1.00	Comprehensive Student Supports
Consultant - Intensive Tier 3 mentor: Mentor to provide Tier 3 wrap-around services for Media and Architecture Academies; mentor to work with Academy directors to identify and provide appropriate resource for students within Academies lacking stable housing and/or employment; focus on these areas to support students to fully engage in Tier 1 academic and pathway programs.	Measure N	\$57,545.20	5825	Consultants				Comprehensive Student Supports
College and Career Readiness Specialist - To ensure that 100% of seniors fill out a FAFSA application, explore career options, and explore post secondary colleges/universities/trade-schools. (Jaliza Collins)	LCFF Supplemental	\$16,000.00	2205	Classified Support Salaries		Enter position number at left.	1.00	Building the Conditions

\$30,000.00	Comprehensive Support & Improvement (CSI) Grant	SUMMER: Credit Recovery: Algebra 1, Bio, English	Rigorous Academics							302-11
\$30,000.00	Comprehensive Support & Improvement (CSI) Grant	Teacher Stipends for Before, During, Afterschool tutoring.	Rigorous Academics							302-12
\$30,000.00	Comprehensive Support & Improvement (CSI) Grant	Afterschool Program Academic Support (BACR): Contract to coordinate and provide of After School Program services that includes academic support, enrichment programs, and internships.	Rigorous Academics							302-13
\$50,000.00	Comprehensive Support & Improvement (CSI) Grant	Work Based Learning Liason Contract (guest speakers, application support, resume development, job readiness. etc.) Darlene Kato	Rigorous Academics							302-14
\$80,000.00	Comprehensive Support & Improvement (CSI) Grant	Student Support Specialists:	Rigorous Academics							302-15
\$39,178.00	General Purpose Discretionary	Case Manager: to provide SEL and academic guidance to Media pathway students. This includes but not limited to GPA tracking, students below 97% attendance rate, and students with high percentage of out of class referrals.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	2205	Classified Support Salaries				302-16
\$10,146.00	General Purpose Discretionary	Classified Overtime: To support home visits, testing coordination, and translation supports.	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	2225	Classified Support Salaries: Overtime				302-17
\$95,000.00	General Purpose Discretionary	Supplies: Teachers will receive a budget twice a year to order supplies of their choosing to support students everyday learning environment.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4310	School Office Supplies				302-18
\$6,000.00	General Purpose Discretionary	Postage: To support parent communications through progress reports, report cards, and monthly newsletters.	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	5724	Mail Services/Postage				302-19
\$5,876.00	General Purpose Discretionary	Testing: To support students who may not be able to pay for college readiness exams.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	5875	Testing				302-20

\$50,000.00	LCFF Concentration	Case Manager: to provide SEL and academic guidance to Media pathway students. This includes but not limited to GPA tracking, students below 97% attendance rate, and students with high percentage of out of class referrals.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	2205					302-21
\$26,678.40	LCFF Supplemental	English Teacher: Will provide English course that will ensure students meet their A-G requirements (Fotu)	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1100		2456	Teacher 11Months 12-Pay	0.40	302-22
\$32,746.80	LCFF Supplemental	Math Teacher: 0.4 FTE to offer A-G math courses to students . (Rosendo)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries	4002		0.40	302-23
\$73,465.00	LCFF Supplemental	ELD Teacher: Plan lessons, lectures, reading and writing assignments appropriate for English Learners. (V. Gutierrez)	Language & Literacy	Goal 2: Students are proficient in state academic standards.	1100	Certificated Teachers' Salaries	3696		1.00	302-24
\$77,145.00	LCFF Supplemental	Science Teacher: 1.0 FTE Science Teacher: This FTE allows for pathway purity and student cohorting in the Arch Academy. Teacher will be required to create an interdisciplinary scope and sequence that aligns instructional units, projects, and community building activities to the standards and content covered in Architecture CTE courses and Arch Academy outcomes. Teacher will also be required to engage with industry partners to create and execute on interdisciplinary projects for students throughout the year. This FTE will also allow for all Science teachers to have common collaboration time to align curriculum to pathway and industry standards (E.Ng)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries	4752		1.00	302-25
\$79,558.00	LCFF Supplemental	Art Teacher: Will provide elective course that will ensure students meet their A-G requirements. (J.Christie)	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1100		4464	Teacher 11Months 12-Pay	1.00	302-26
\$79,558.00	LCFF Supplemental	ELD Science: Will provide English Languages Learners with instruction of the English Language within Science curriculum (C.Priesttley)	Schoolwide Enabling Conditions	Goal 4: English Learners are reaching fluency.	1100	Certificated Teachers' Salaries	3686	Teacher 11Months 12-Pay	1.00	302-27

\$15,652.00	LCFF Supplemental	Science Teacher: 0.2 FTE will provide A-G aligned science instruction focusing on Newcomer and ELL students. (A. Lu)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	5209		0.20	302-28
\$16,154.80	LCFF Supplemental	Science Teacher: 0.2 FTE will provide A-G aligned science instruction focusing on Newcomer and ELL students. (Toledo)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	3536		0.20	302-29
\$29,180.40	LCFF Supplemental	Science Teacher: 0.4 FTE will provide A-G aligned science instruction focusing on Newcomer and ELL students. (K. Gutierrez)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	4837		0.40	302-30
\$32,309.60	LCFF Supplemental	Math Teacher: 0.4 FTE will provide A-G aligned math instruction ELL students. (Rosendo)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	4002	Teacher 11Months 12-Pay	0.40	302-31
\$45,395.00	LCFF Supplemental	Inquiry Cycles Teacher Observations-STIP Sub to support small learning communities through cycles of inquiry, peer observations, and new teacher supports. (J. Plummer)	Language & Literacy	Goal 2: Students are proficient in state academic standards.	1905	Other Certificated Salaries	68	STIP Teacher	1.00	302-32
\$16,000.00	LCFF Supplemental	College and Career Readiness Specialist - To ensure that 100% of seniors fill out a FAFSA application, explore career options, and explore post secondary colleges/universities/trade-schools. (Jaliza Collins)	Comprehensive Student Supports		2205	Classified Support Salaries			1.00	302-33
\$50,000.00	LCFF Supplemental	RJ Coordinator: Partially fund a full time restorative justice coordinator to facilitate circles with students who are in need of mediations. This person will also hold welcome circles after students return from suspension or JJC. This position is critical to our Tier 1-3 disciplinary plan.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator			1.00	302-34
\$30,373.00	Measure G	Library Technician: .5 FTE library technician to open library during school for students needing to complete research or study lab.	Language & Literacy	Goal 1: Graduates are college and career ready.	1905	Other Certificated Salaries				302-35

\$28,000.00	Measure N	CTE Media Teacher: CTE teachers deliver Career Preparation curriculum, supported by Advisory teachers (Ezekiel Jeffrey)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries	4744		0.69	302-36
\$40,017.60	Measure N	English Teacher: 0.4 FTE for two 9th grade Literacy Intervention classes to support literacy development for highest-need 9th grade students; this course is necessary to support pass rates in English 1 and increase the on-track to graduation rate for students. 0.2 FTE for Media Collaboration to align curriculum to pathway outcomes. (Fotu)	Rigorous Academics	Goal 5: Students are engaged in school every day.	1100		2456	Teacher 11Months 12-Pay	0.60	302-37
\$48,464.40	Measure N	Math Teacher: 0.6 FTE for a new Algebra I/basic math support class for 9th grade SIFE students, which they will take in addition to Algebra I for increased support to increase pass rates in a course with one of the highest failure rates across the school. (Rosendo)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries	4002		0.60	302-38
\$64,619.20	Measure N	Science Teacher: 0.8 FTE 0.4 FTE for 2 new classes of Chem SEI to support 10th grade Newcomers, specifically SIFE in sheltered science classes; new classes from last year after low pass rates with Newcomers in Gen Ed science classes 0.2 FTE Media Collaboration to align curriculum to pathway and industry standards 0.2 FTE to serve as Media Academy Co-Director: coordinate pathway meetings and alignment to pathway outcomes across the school (A.Toledo)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries	3536		0.80	302-39
\$65,636.00	Measure N	CTE Media Teacher: Hire teacher for Media Academy to ensure newcomer students have access to Pathway/Academy experiences (R.Martin)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries	4151		1.00	302-40

\$72,879.00	Measure N	Senior Seminar Teacher: 1.0 FTE Teacher - Hire a Senior Seminar Teacher to support completion of Senior Capstone Projects; to collaborate with teachers from Architecture and Media academies as well as NEST program around development and assessment of integrated projects as well as incorporation of ELD standards and strategies into Tier 1 instruction to support mainstreaming newcomer students in pathway courses. (Holmes)	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1100	Certificated Teachers' Salaries			1.00	302-41
\$89,733.00	Measure N	CTE Architecture Teacher: Hire teacher for Media Academy to ensure newcomer students have access to Pathway/Academy experiences(A.Prober)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries			1.00	302-42
\$43,770.60	Measure N	Science Teacher: 0.6 FTE 0.4 of this FTE allows the school to offer 2 new classes of Chem SEI to support 10th grade Newcomers, specifically SIFE in sheltered science classes, to ensure they receive the support they need to pass the course, master content, and stay on-track to graduation. These classes were created after reviewing last year's low pass rates for Newcomer students in Gen Ed science classes. 0.2 FTE for Architecture collaboration to align curriculum to pathway and industry standards (K. Gutierrez)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	4837		0.60	302-43
\$62,608.00	Measure N	Science Teacher: 0.8 FTE 0.6 FTE to provide 3 additional biology sections added to increase on-track to graduation rates for 9th grade students. This FTE allows us to reduce class size and increase supports for our highest gatekeeper course (lowest pass rate) for 9th grade students. 0.2 FTE - Media Collaboration to align curriculum to pathway and industry standards (A. Lu)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	5209		0.80	302-44
\$85,477.00	Measure N	Pathway Coach - to support restructuring of pathways, lead effective pathway SLCs, and align CTE courses with subject areas. (Multiple funding sources)	Rigorous Academics	Goal 1: Graduates are college and career ready.	2305	Classified Supervisors' and Administrators' Salaries	3520		0.50	302-45

\$57,545.20	Measure N	Consultant - Intensive Tier 3 mentor: Mentor to provide Tier 3 wrap-around services for Media and Architecture Academies; mentor to work with Academy directors to identify and provide appropriate resource for students within Academies lacking stable housing and/or employment; focus on these areas to support students to fully engage in Tier 1 academic and pathway programs.	Comprehensive Student Supports		5825	Consultants				302-46
\$72,979.00	Title I: Basic	ELA Teacher: Plan lessons, lectures, reading and writing assignments appropriate for 9-12th grade high school students. (D.Zimmerman)	Language & Literacy	Goal 2: Students are proficient in state academic standards.	1100	Certificated Teachers' Salaries	3315			302-47
\$74,465.29	Title I: Basic	Math Teacher: Will provide numeracy intervention for off track students (M. Ramirez)	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1100		6226	Teacher 11Months 12-Pay	1.00	302-48
\$40,462.00	Title I: Basic	Literacy Acceleration- Stip Sub to provide small group instruction for low performing students in literacy. (J.Lucas)	Language & Literacy	Goal 3: Students are reading at or above grade level.	1905	Other Certificated Salaries	6269	STIP Teacher	1.00	302-49
\$15,771.77	Title I: Basic	Surplus: SSC decided to wait on allocating funds until 2019.	Language & Literacy		4399	Surplus				302-50
\$9,000.00	Title I: Basic	Field Trips: To support transportation for career visits and tours, job shadows, and pathway-aligned college visits to support career awareness and exploration experiences.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	5826	External Work Order Services				302-51
\$4,087.21	Title I: Parent Participation	Parent Outreach: Hire a parent liaison consultant to make connections with parents and families and invite them to a series a schoolwide events designed to increase parent and family capacity to support their scholars	Language & Literacy		4399	Surplus				302-52
\$5,000.00	TBD	Machine Maintance: To support everyday creation of standard aligned task for student engagement during lessons.	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement				302-53



Title I School Parental Involvement Policy 2018-19

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Fremont High School agrees to implement the following statutory requirements:

(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

Regular announcements to students over the intercom
Fremont High Newsletter
Fremont High Handbook
Robocalls or Robotext and Fliers

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents can stay involved by participating in the below meetings:
SSC, Coffee with the Principal, Back to School Night, or Student led conferences.
School Site Council meets once a month on the 3rd Monday of each month from 4:00-5:00 PM.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

Parent can be part of planning and preparing all school initiatives including Title I through School Site Council meetings that happen once a month. In addition, parents can participate in coffee with the principal which also happens once a month.



STATE AND FEDERAL PROGRAMS

- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

Flyers will be posted in the front office four days prior to each meeting. Robocall reminders will also go out. In addition, Fremont High will send out robocalls/texts to keep families informed.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents can attend:
Back to School Night
Student Led Conference
School Site Council monthly meetings.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

Back to School Nights
Teacher Conferences
Student Led Conferences

School-Parent Compact

(Name of school) Fremont High:

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) Fremont High :

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

(In the box below, briefly describe or bullet how this happens at your school.)

Parents will have an opportunity to understand their child's academic standing by attend Student Led Conferences three times a year.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

At Fremont High parents who attend Coffee with the Principal will preview school-wide data as well as receive their individual students academic performance. Every month parents receive training in a variety of topics related to student performance.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

Teachers receive support through weekly professional development. These meetings take place every Wednesday from 2:00 - 4:00 PM.



STATE AND FEDERAL PROGRAMS

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

Student Led Conference
School Site Council monthly meetings.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Fremont High Newsletter
Fremont High Handbook
Robocalls or Robotext and Fliers

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

Back to School Nights
Coffee with the Principal
SSC

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Provide bilingual translation when needed and possible.
Provide accessibility aids, equipment, and architecture to the extent practicable.

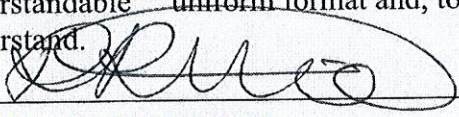


Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the **(Name of School)** Fremont High School Site Council on **(Date)** 12/17/18 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The **(Name of school)** Fremont High 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)

12/17/2018

(Date)

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

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

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

Student signature

Parent/Guardian or Family Member Pledge:

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

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this 17th day of Dec., 2018.



2018-2019
School Site Council Membership Roster – High School

School Name: Fremont High School

Chairperson : Bill Delucchi
Vice Chairperson: Soyla Rivera
Secretary: Nixon Diaz

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Rosemary Rivera	X				
Joseph Notaro		X			
Josh Nardie		X			
Jason Muniz		X			
Danielle Zimmerman		X			
Soyla Rivera				X	
Ana Quintero				X	
Bill Delucchi				X	
Nixon Diaz			X		
Ivan Rivera					X
Michelle Lara					X
Ahed Hajaji					X

Meeting Schedule (day/month/time)	4th Monday of every month @ 4:30 pm
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SSC Legal Requirements: (Ed. Code 52852)

- Members **MUST** be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- There must be an equal number of students and parent/community members;
- Majority of school staff members must be classroom teachers;
- Students are required to be members of the High School SSC**
- Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff

AND

3-Parent /Community
3-Students