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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Fremont High School

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Fremont High School.

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

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

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

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

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Fremont High School



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

2024-25 School Plan for Student Achievement (SPSA)

School: Fremont High School
CDS Code: 1612590125716
Principal: Nidya Baez
Date of this revision: 4/14/2024

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: Nidya Baez	Position: Principal
Address: 4610 Foothill Blvd. Oakland, CA 94601	Telephone: 510-879-2302 Email: nidya.baez@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/14/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Fremont High School

Site Number: 302

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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:

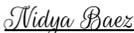
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes 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 and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school’s School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/14/2024

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, ParentSquare blasts, etc.)

Signatures:

Nidya Baez <hr/> <i>Principal</i>	 <hr/> <i>Regina Bellow</i>	<hr/> 4/14/2024 <hr/> Date
Regina Bellow <hr/> <i>SSC Chairperson</i>	 <hr/>	<hr/> 4/14/2024 <hr/> Date
Vanessa Sifuentes <hr/> <i>Network Superintendent</i>	 <hr/> Signature	<hr/> 5/17/24 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	 <hr/> Signature	<hr/> 5/17/24 <hr/> Date


 8/15/2024
 Benjamin Davis, President
 Board of Education


 8/15/2024
 Kyla Johnson-Trammell
 Secretary, Board of Education

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
#REF!	SELLS	WASC Visit Summary
	SELLS	Reading Inventory Exams
	SSC	One-Pager Draft, OUSD Budget Presentation
	SSC	Data Review, Title 1 23-24 Reflection
	SELLS	Reading Scores
	SSC	Budget 24-25: Title I, Title I Parents, Title IV
	SSC	SPSA Goals
	SELLS	SPSA Data & Goals - Reading and Literacy
	ILT	Shared SPSA Data & Goals with Instructional Leadership Team to receive feedback
	SSC	Turning SPSA Goals into SMARTe Goals

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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

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

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$656,616.00
Total Federal Funds Provided to the School from the LEA for CSI	\$179,714.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,341,340.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$397,080	LCFF Discretionary (General Purpose Discretionary #0000)	\$99,440
Title I, Part A Parent & Family Engagement (Title I #3010)	\$11,030	LCFF Supplemental (LCFF Supplemental #0002)	\$827,550
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$220,931	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$27,575	After School Education & Safety (ASES) (ASES #6010)	\$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$179,714	California Community Schools Partnership Program (CCSPP #6332)	\$360,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$211,620
		Measure H (Measure H #9339)	\$1,006,400
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$836,330		\$2,505,010

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$3,341,340.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Fremont High School

School ID: 302

CDS Code: 1612590125716

SSC Approval Date: 4/14/2024

Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: CSI Low Performing

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.7%	15.4%	72.1%	2.7%	3.6%	14.2%	98.9%	56.2%	20.9%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.2%	0.8%	2.4%	0.5%	0.1%	0.6%	97.0%	17.0%	87.0%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments
Identified School Need:	Explicit literacy and language instruction across all content areas. Currently, only 14% read at or above grade level. We need to continue to align team practices, literacy strategies, and professional learning to increase number of students on-track. Our students need to demonstrate mastery in literacy and math in order to be college and career ready.

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-123.6	not available until fall 2024	not available until fall 2025	-115.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	9.5%	not available until fall 2024	not available until fall 2025	15.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-220.7	not available until fall 2024	not available until fall 2025	-200.0
California Science Test (CAST) Standard Met or Exceeded	All Students	4.0%	not available until fall 2024	not available until fall 2025	8.0%

Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Year Cohort Graduation Rate	All Students	76.0%	not available until fall 2024	not available until fall 2025	80.0%
On Track to Graduate: 9th Grade	All Students	61.3%	not available until fall 2024	not available until fall 2025	65.0%
On Track to Graduate: 11th Grade	All Students	48.8%	not available until fall 2024	not available until fall 2025	60.0%
A-G Completion	All Students	62.2%	not available until fall 2024	not available until fall 2025	63.0%
College/Career Readiness	All Students	32.9%	not available until fall 2024	not available until fall 2025	35.0%

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

School Goal:	By May 2025, 100% of math teachers will implement interim assessments and 75% of all students enrolled in math will complete the district math three (3) interim assessments and iReady (3) reading assessments. By May 2025, 75% of ELLs (Year 4+) students below grade level reading will move up multiple grade levels as measured by the iReady assessment.
Identified School Need:	Over half of the school population are ELLs and most of them are not newcomers. They are in the general education program with other students who have low literacy skills. We need to support them to access the curriculum and demonstrate grade-level skills.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-186.2	not available until fall 2024	not available until fall 2025	-181.0
SBAC ELA Distance from Standard Met	English Learners	-176.9	not available until fall 2024	not available until fall 2025	-171
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	28.2%	not available until fall 2024	not available until fall 2025	25.0%

SBAC Math Distance from Standard Met	Special Education Students	-282.9	not available until fall 2024	not available until fall 2025	-278.0
SBAC Math Distance from Standard Met	English Learners	-257.6	not available until fall 2024	not available until fall 2025	-252
Reclassification Measures & Targets *Complete Part 1 of ELD Reflection					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	3.5%	not available until fall 2024	not available until fall 2025	8.0%
LTEL Reclassification	Long-Term English Learners	7.8%	not available until fall 2024	not available until fall 2025	13.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	By May 2025, 50% of all students will have satisfactory attendance as measured by Chronic Absenteeism metrics. By May 2025, 80% of students will participate in the Sown To Grow check-ins 80% of the year.				
Identified School Need:	Students need more social-emotional supports during instructional time to manage trauma, peer pressure, and academic demands. Students are currently avoiding academics and engaging in unsafe behaviors while on campus.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School *2021-22 baseline data	All Students	61.6%	not available until fall 2024	not available until fall 2025	66.0%
Out-of-School Suspensions	All Students	8.9%	not available until fall 2024	not available until fall 2025	7.0%
Out-of-School Suspensions	African American Students	20.6%	not available until fall 2024	not available until fall 2025	15.0%
Out-of-School Suspensions	Special Education Students	14.6%	not available until fall 2024	not available until fall 2025	9.0%
Chronic Absenteeism	All Students	59.3%	not available until fall 2024	not available until fall 2025	35.0%
Chronic Absenteeism	African American Students	60.4%	not available until fall 2024	not available until fall 2025	30.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	By May 2025, all teachers in years 1-3 of their career at Fremont will have at least 3 mentor/coach meetings with a veteran teacher, district coach, or Administrator. By May 2025, 80% of the certificated and classified staff understand the "people and processes" as measured by a score of 3+ (on a scale of 1-4) on a survey.				
Identified School Need:	Investment in staff and teacher collaboration and coaching to support new teachers and develop shared leadership in teams to prevent burn out.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	75.0%	not available until fall 2024	not available until fall 2025	75.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments	More students are completing the graduation requirements on time. African American graduation rates has increased to 93%, steady growth over the past 3 years (high 80s).

<p>LCAP Goal 2:</p>	<p><i>By May 2025, 100% of math teachers will implement interim assessments and 75% of all students enrolled in math will complete the district math three (3) interim assessments and iReady (3) reading assessments. By May 2025, 75% of ELLs (Year 4+) students below grade level reading will move up multiple grade levels as measured by the iReady assessment.</i></p>	<p><i>Teaching staff are participating in OUSD Professional Learning and departments have begun to implement new adopted curriculum. There is a growing desire from the Instructional Leadership Team (ILT) to have schoolwide assessment data. This year's ELL Workgroup has also seen an increase in understanding of ELL needs and there is also a collaboration with the ELLMA Office. By focusing on student-talk this year, we have seen an increase in student-talk strategies as measured by the two walkthroughs conducted this year. We are also implementing Academic ELD classes for all ELLs and low level readers.</i></p>
<p>LCAP Goal 3:</p>	<p><i>By May 2025, 50% of all students will have satisfactory attendance as measured by Chronic Absenteeism metrics. By May 2025, 80% of students will participate in the Sown To Grow check-ins 80% of the year.</i></p>	<p><i>The Attendance Team has conducted student interviews of 30 students who have at-risk attendance and passing grades. We have built a multi-stakeholder Attendance Team. Our teaching staff is collaborating to abide by our hall pass policy, using an online platform called MINGA, as well as implementing Tier 1 strategies. The Attendance Team is also conducting family nights (Tasty Tuesdays), SARTs, and home visits. Teachers are calling home if a student is absent 3 or more days in the week from their courses and documenting it on a form. Advisory teachers have been using Sown To Grow at about 50% of the classrooms to check in on students and it has been a valuable tool for counselors. Title I Parent funding will be utilized to facilitate the attendance of 2 school staff members and 4 parents at the National Family Engagement Summit, aiming to further enhance growth in this area. The Fremont SSC will convene to vote on the allocation of Unallocated Title I funds during Fall 2024.</i></p>
<p>LCAP Goal 4:</p>	<p><i>By May 2025, all teachers in years 1-3 of their career at Fremont will have at least 3 mentor/coach meetings with a veteran teacher, district coach, or Administrator. By May 2025, 80% of the certificated and classified staff understand the "people and processes" as measured by a score of 3+ (on a scale of 1-4) on a survey.</i></p>	<p><i>We continue to have a strong group of veteran teachers who care about staff retention and are willing to coach. The Personnel Committee is strong and seeks candidates that have a long-term commitment to education and willingness to be coached. Administration supports a coaching collaboration period in the Master Schedule to allow OUSD coaches to also help with the growing number of teachers that are new or non-credentialed. We have maintained over 80% of teacher retention and 1 out of 4 teachers are OUSD graduates.</i></p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by:</i></p> <p><i>Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment</i></p> <p><i>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i></p>	<p><i>Many of our ELLs are not completing the required courses for a high school diploma. Our newcomer students struggle the most to stay in school for 4 years due to employment. Our drop out rate is still high for newcomers and ELLs. There are students who aren't compatible with the way our school system is set-up, which does not address their economic needs or they are significantly behind and feel discouraged to return after one or two semesters of high school. Title I funding will be allocated to support student growth in LCAP Goal 1 by funding the following initiatives: 2 Case Managers (total 2.0 FTE), 1 STIP Sub (total 1.0 FTE), student incentives, Software Licenses with a focus on Math and Literacy, and additional student incentives. The Fremont SSC will convene to vote on the allocation of Unallocated Title I funds during Fall 2024.</i></p>
LCAP Goal 2:	<p><i>By May 2025, 100% of math teachers will implement interim assessments and 75% of all students enrolled in math will complete the district math three (3) interim assessments and iReady (3) reading assessments. By May 2025, 75% of ELLs (Year 4+) students below grade level reading will move up multiple grade levels as measured by the iReady assessment.</i></p>	<p><i>Teachers are not all implementing the new interim assessments due to lack of clarity from school site leadership. Students' attendance also impacts how many students take the assessments, so while the early adopters of the assessments want to test more students, truancy is a barrier. Moreover, over 80% of our incoming 9th graders are reading in the elementary school levels. Many of them are highly vulnerable as measured by their middle school SBAC scores in both math and English. We are seeing over 80% of students who take the RI are reading multiple grade levels below 9th grade.</i></p>
LCAP Goal 3:	<p><i>By May 2025, 50% of all students will have satisfactory attendance as measured by Chronic Absenteeism metrics. By May 2025, 80% of students will participate in the Sown To Grow check-ins 80% of the year.</i></p>	<p><i>Students are continuing to not show up to school despite phone calls and interventions. Many families need more support to motivate their children to attend. While we have Tier 1 systems in place, there is still inconsistent implementation across all teachers. Capacity to follow up with hundreds of students who are chronically absent who all have different needs is a great challenge. Moreover, the Sown To Grow curriculum was new this school year and most of the resources and curriculum attached is not available in Spanish or other languages to use with our newcomer population (~200+ students).</i></p>

<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, all teachers in years 1-3 of their career at Fremont will have at least 3 mentor/coach meetings with a veteran teacher, district coach, or Administrator. By May 2025, 80% of the certificated and classified staff understand the "people and processes" as measured by a score of 3+ (on a scale of 1-4) on a survey.</i></p>	<p><i>We have many teachers on emergency credentials or still completing their credential program. The distribution of teacher mentees with the coaches can be uneven depending on the year, as some content areas have more newer teachers than others, making it unpredictable.</i></p>
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Fremont High School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Our investments in student interventions continue. Students in the 9th grade have been enrolled in a reading intervention course with one of the FTE from Title I and students have received case management in attendance and self-esteem, as well as parents have met with school staff as a direct result of these interventions. One of the FTE staff began later in the school year to address attendance, but as a result of the implementation of an attendance team, unverified attendance has decreased and chronic absenteeism has decreased.

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

We have been able to continue to build teams and distribute the needs. Too many students were absent and too many students are not showing growth. Case managers and reading intervention continue to be how we address Tier 2-3 student needs. We have continued to need more support to move these indicators and plan to expand designated ELD / reading courses and case managers.

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

Our goals have been revised for the 2024-25 to address ELLs and low-literacy across student groups. As a result of this analysis, a stronger focus on reading/literacy has been identified. Professional learning and the master schedule will be addressing this. Moreover, Case management will continue as a strategy to address attendance and out-of-school suspension rate. We are expanding the case management team to continue to work with Pathway teams to address Tier 2-3 interventions.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
To be allocated in Fall 2023.	Student Connectedness to School	n/a	n/a	n/a
11-Month Teacher	LTEL Reclassification	- implement designated ELD curriculum, administer RI every 6 weeks, contact home, support reclassification	Consistent focus on literacy has helped more student gain skills and be on track to reclassify.	Add another teacher; purchase additional resources; compensate this teacher share with others literacy practices and curriculum.
Extended contract	A-G Completion	n/a	n/a	n/a

Student Attendance Compliance Officer	Chronic Absenteeism	- Issue Aeries truancy letters, contact home	Limited implementation due to late start	Train Attendance Clerks
Case Manager	Out-of-School Suspensions	- Conflict mediation, URF triage, home visits, log Aeries, report to Pathway teams, meet with students, SARTs	-Consistency of staff and team, familiar with OUSD systems, builds relationships with students/families, communicates frequently with Admin, teachers, families	Add another; train on Data Analysis protocol to implement with Pathway Teams
Case Manager	Out-of-School Suspensions	- Conflict mediation, URF triage, home visits, log Aeries, report to Pathway teams, meet with students, SARTs	-Consistency of staff and team, familiar with OUSD systems, builds relationships with students/families, communicates frequently with Admin, teachers, families	Add another; train on Data Analysis protocol to implement with Pathway Teams

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Fremont High School

SCHOOL ID: 302

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Goal:

By June 2025, students will demonstrate increased literacy and math proficiency as measured by:
 Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment
 Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments

Identified Need:

Explicit literacy and language instruction across all content areas. Currently, only 14% read at or above grade level. We need to continue to align team practices, literacy strategies, and professional learning to increase number of students on-track. Our students need to demonstrate mastery in literacy and math in order to be college and career ready.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Work with OUSD leadership to align district initiatives and site plans to engage all department chairs and site leaders.	All Students	Academic	Tier 1 - Universal
1-2	Implement reading/literacy strategies, that can address both struggling readers and ELLs.	All Students	Academic	Tier 1 - Universal
1-3	All new teachers attend foundational curriculum training.	All Students	Academic	Tier 1 - Universal
1-4	Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	All Students	Academic	Tier 1 - Universal
1-5	Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	All Students	Behavioral	Tier 1 - Universal
1-6	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal

1-7	Provide acceleration courses (Advanced Placement, Dual Enrollment) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	All Students	Academic	Tier 3 - Intensified
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LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal: By May 2025, 100% of math teachers will implement interim assessments and 75% of all students enrolled in math will complete the district math three (3) interim assessments and iReady (3) reading assessments. By May 2025, 75% of ELLs (Year 4+) students below grade level reading will move up multiple grade levels as measured by the iReady assessment.

Identified Need: Over half of the school population are ELLs and most of them are not newcomers. They are in the general education program with other students who have low literacy skills. We need to support them to access the curriculum and demonstrate grade-level skills.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Train teachers on a scope and sequence of language instruction, iReady (ELA, ELD Teachers) and how to read the scores and use them to improve practice.	Low Income Students	Academic	Tier 1 - Universal
2-2	Implement designated ELD courses.	English Learner Students	Academic	Tier 2 - Supplemental
2-3	Train teacher advisors and counselors to share with students and families progress towards grade-level achievement every marking period and at Student-led Conferences.	All Students	SEL / Mental Health	Tier 1 - Universal
2-4	Schedule low-literacy students into reading intervention courses where they receive explicit language instruction.	All Students	Academic	Tier 2 - Supplemental
2-5	Train math teachers to facilitate testing and analyze interim assessment data.	All Students	Academic	Tier 1 - Universal

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

School Goal: By May 2025, 50% of all students will have satisfactory attendance as measured by Chronic Absenteeism metrics. By May 2025, 80% of students will participate in the Sown To Grow check-ins 80% of the year.

Identified Need: Students need more social-emotional supports during instructional time to manage trauma, peer pressure, and academic demands. Students are currently avoiding academics and engaging in unsafe behaviors while on campus.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Celebrate student achievement when progressing towards grade-level literacy skills.	All Students	SEL / Mental Health	Tier 3 - Intensified
3-2	Train case managers to facilitate student intervention protocols in pathway teams.	All Students	Behavioral	Tier 2 - Supplemental
3-3	Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	Low Income Students	SEL / Mental Health	Tier 2 - Supplemental
3-4	Hold student-led conferences twice a year.	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	Monitor Sown To Grow implementation by Advisory grade-level teams.	All Students	SEL / Mental Health	Tier 1 - Universal

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

School Goal:	By May 2025, all teachers in years 1-3 of their career at Fremont will have at least 3 mentor/coach meetings with a veteran teacher, district coach, or Administrator. By May 2025, 80% of the certificated and classified staff understand the "people and processes" as measured by a score of 3+ (on a scale of 1-4) on a survey.
Identified Need:	Investment in staff and teacher collaboration and coaching to support new teachers and develop shared leadership in teams to prevent burn out.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Have off-site staff retreats for staff wellness and collaboration	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	Have teacher coaches in a collaboration release period	Low Income Students	Academic	Tier 3 - Intensified
4-3	11-month contract agreement	Low Income Students	Academic	Tier 1 - Universal
4-4	Invest in pathway teams and department teams	Low Income Students	Behavioral	Tier 2 - Supplemental

CONDITIONS FOR BLACK STUDENTS [*Instructions & resources*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Support the Black Student Union activities.	African American	SEL / Mental Health	Tier 2 - Supplemental
5-2	Engage and retain Black teachers and staff through respect and shared decision making, including retention of Black teachers and administrative leadership.	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Implement designated ELD classes.	English Learner Students	Academic	Tier 2 - Supplemental
6-2	Increase graduation rate for LTELs.	Latino/a Students	SEL / Mental Health	Tier 2 - Supplemental

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 302

School: Fremont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5300 - Dues & Memberships	\$1,000	LCFF Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Invest in pathway teams and department teams	302-1
5720 - Interpgm - Maint Work Orders	\$1,000	LCFF Discretionary	5720	Maintenance Work Orders	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Invest in pathway teams and department teams	302-2
5826 - Prof-Services Non-Contract	\$3,000	LCFF Discretionary	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Invest in pathway teams and department teams	302-3
4200 - Books-other Than Textbooks	\$5,000	LCFF Discretionary	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Implement designated ELD classes.	302-4
5846 - Licensing Agreements	\$8,000	LCFF Discretionary	5846	Licensing Agreements	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Invest in pathway teams and department teams	302-5
5875 - Testing	\$8,000	LCFF Discretionary	5875	Testing	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide acceleration courses (Advanced Placement, Dual Enrollment) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	302-6

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 302

School: Fremont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4380 - Uniforms	\$13,000	LCFF Discretionary	4380	Uniforms	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-7
4310 - Materials and Supplies	\$60,440	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Invest in pathway teams and department teams	302-8
4399 - Unallocated	\$67	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a		Have off-site staff retreats for staff wellness and collaboration	302-9
Attendance Specialist Bil	\$36,832	LCFF Supplemental	2205	Classified Support Salaries	6508	Attendance Specialist, Bilingual	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Invest in pathway teams and department teams	302-10
Community Relations Ast II Bil	\$36,832	LCFF Supplemental	2205	Classified Support Salaries	8291	Community Relations Assistant II, Bilingual	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Invest in pathway teams and department teams	302-11
Teacher 11Mos 12Pay	\$40,062	LCFF Supplemental	1105	Certificated Teachers' Salaries	9552	11-Month Teacher	0.4	Goal 1: All students graduate college, career, and community ready.		Implement reading/literacy strategies, that can address both struggling readers and ELLs.	302-12
Restorative Justic Facilitator	\$70,152	LCFF Supplemental	2205	Classified Support Salaries	8062	Restorative Justice Facilitator	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-13

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 302

School: Fremont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher 11Mos 12Pay	\$88,207	LCFF Supplemental	1105	Certificated Teachers' Salaries	4367	11-Month Teacher	1	Goal 1: All students graduate college, career, and community ready.		Implement reading/literacy strategies, that can address both struggling readers and ELLs.	302-14
Teacher STIP	\$101,246	LCFF Supplemental	1105	Certificated Teachers' Salaries	6269	STIP Teacher	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Have teacher coaches in a collaboration release period	302-15
Case Manager 24	\$130,061	LCFF Supplemental	2405	Clerical Salaries	8647	Case Manager	0.75	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Train case managers to facilitate student intervention protocols in pathway teams.	302-16
Case Manager 24	\$143,491	LCFF Supplemental	2405	Clerical Salaries	7428	Case Manager	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Train case managers to facilitate student intervention protocols in pathway teams.	302-17
5825 - Consultants	\$180,600	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Train case managers to facilitate student intervention protocols in pathway teams.	302-18
4314 - Student Incentives	\$3,900	Title I, Part A Schoolwide Program	4314	Student Incentives	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Celebrate student achievement when progressing towards grade-level literacy skills.	302-19
4399 - Unallocated	\$4,260	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-20

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 302

School: Fremont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5846 - Licensing Agreements	\$15,000	Title I, Part A Schoolwide Program	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Implement reading/literacy strategies, that can address both struggling readers and ELLs.	302-21
Teacher STIP	\$91,750	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	8303	STIP Teacher	1	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Invest in pathway teams and department teams	302-22
Case Manager 20	\$123,280	Title I, Part A Schoolwide Program	2405	Clerical Salaries	New	Case Manager	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Train case managers to facilitate student intervention protocols in pathway teams.	302-23
Case Manager 24	\$158,890	Title I, Part A Schoolwide Program	2405	Clerical Salaries	359	Case Manager	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Train case managers to facilitate student intervention protocols in pathway teams.	302-24
4399 - Unallocated	\$80	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-25
5200 - Travel and Conferences	\$10,950	Title I, Part A Parent & Family Engagement	5200	Travel And Conferences	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-26
4399 - Unallocated	\$32,267	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated	n/a	n/a	n/a	n/a		Invest in pathway teams and department teams	302-27
Teacher 11Mos 12Pay	\$40,888	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	7957	11-Month Teacher	0.4	Goal 1: All students graduate college, career, and community ready.		Implement designated ELD courses.	302-28

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 302

School: Fremont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Case Manager 24	\$43,354	Comprehensive Support & Improvement (CSI) Grant	2405	Clerical Salaries	8647	Case Manager	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Train case managers to facilitate student intervention protocols in pathway teams.	302-29
5739 - IT Services	\$63,206	Comprehensive Support & Improvement (CSI) Grant	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Implement reading/literacy strategies, that can address both struggling readers and ELLs.	302-30
5825 - Contracts	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-31
5100 - Subagreement	\$195,931	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-32
4310 - Materials and Supplies	\$2,750	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Implement reading/literacy strategies, that can address both struggling readers and ELLs.	302-33
5875 - Testing	\$6,000	Title IV, Part A Student Support & Academic Enrichment	5875	Testing	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide acceleration courses (Advanced Placement, Dual Enrollment) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	302-34
5200 - Travel and Conferences	\$6,750	Title IV, Part A Student Support & Academic Enrichment	5200	Travel And Conferences	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-35

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 302

School: Fremont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4399 - Unallocated	\$12,075	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-36
5220 - Conference Expense	\$7,000	Educator Effectiveness Grant	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Provide acceleration courses (Advanced Placement, Dual Enrollment) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	302-37
1120 - Teacher Salaries Stipends	\$8,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Invest in pathway teams and department teams	302-38
4399 - Unallocated	\$360,000	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a		Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-39
4399 - Unallocated	\$211,620	Proposition 28 (Arts & Music in Schools)	4399	Unallocated	n/a	n/a	n/a	n/a		Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-40
4399 - Unallocated	\$81,000	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a		Invest in pathway teams and department teams	302-41
4399 - Unallocated	\$81,000	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a		Invest in pathway teams and department teams	302-42
4399 - Unallocated	\$24,641	College & Career Access Pathways Grant	4399	Unallocated	n/a	n/a	n/a	n/a		Invest in pathway teams and department teams	302-43
5829 - Admissions Fees	\$500	Measure H	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Celebrate student achievement when progressing towards grade-level literacy skills.	302-44

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 302

School: Fremont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
5886 - Transportation	\$5,500	Measure H	5886	Transportation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Celebrate student achievement when progressing towards grade-level literacy skills.	302-45
5200 - Travel and Conferences	\$7,951	Measure H	4432	Furniture < \$5,000	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Work with OUSD leadership to align district initiatives and site plans to engage all department chairs and site leaders.	302-46
Teacher 11Mos 12Pay	\$32,487	Measure H	1105	Certificated Teachers' Salaries	7440	11-Month Teacher	0.25	Goal 1: All students graduate college, career, and community ready.		Invest in pathway teams and department teams	302-47
Counselor	\$44,139	Measure H	1205	Certificated Pupil Support Salaries	8301	Counselor	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Invest in pathway teams and department teams	302-48
1120 - Teachers Salaries Stipends	\$65,000	Measure H	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Invest in pathway teams and department teams	302-49
Teacher 11Mos 12Pay	\$71,424	Measure H	1105	Certificated Teachers' Salaries	3101	11-Month Teacher	0.5	Goal 1: All students graduate college, career, and community ready.		Invest in pathway teams and department teams	302-50
Teacher 11Mos 12Pay	\$71,424	Measure H	1105	Certificated Teachers' Salaries	3101	11-Month Teacher	0.5	Goal 1: All students graduate college, career, and community ready.		Invest in pathway teams and department teams	302-51

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 302

School: Fremont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Coach College/Career Pathways	\$83,091	Measure H	2305	Classified Supervisors' and Administrators' Salaries	3520	Coach, College/Career Pathways	0.5	Goal 1: All students graduate college, career, and community ready.		Invest in pathway teams and department teams	302-52
Teacher STIP	\$89,563	Measure H	1105	Certificated Teachers' Salaries	8294	STIP Teacher	1	Goal 1: All students graduate college, career, and community ready.		Invest in pathway teams and department teams	302-53
Teacher 11Mos 12Pay	\$97,460	Measure H	1105	Certificated Teachers' Salaries	7440	11-Month Teacher	0.75	Goal 1: All students graduate college, career, and community ready.		Invest in pathway teams and department teams	302-54
Spec College/Career Readiness	\$139,794	Measure H	2205	Classified Support Salaries	3839	Specialist, College/Career Readiness	1	Goal 1: All students graduate college, career, and community ready.		Invest in pathway teams and department teams	302-55
Teacher 11Mos 12Pay	\$139,954	Measure H	1105	Certificated Teachers' Salaries	1902	11-Month Teacher	1	Goal 1: All students graduate college, career, and community ready.		Invest in pathway teams and department teams	302-56
Teacher 11Mos 12Pay	\$158,113	Measure H	1105	Certificated Teachers' Salaries	9102	11-Month Teacher	1	Goal 1: All students graduate college, career, and community ready.		Invest in pathway teams and department teams	302-57
Library Technician	\$88,939	Measure G, Library Support	2205	Classified Support Salaries	9330	Library Technician	1	Goal 1: All students graduate college, career, and community ready.		Implement reading/literacy strategies, that can address both struggling readers and ELLs.	302-58



Pacto entre la escuela y los padres
Escuela secundaria de Fremont
2023-25*

Este Pacto entre la escuela y los padres ha sido desarrollado conjuntamente con los padres y miembros de la familia y describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación para ayudar a los niños a alcanzar los altos estándares académicos del Estado de California. Estamos comprometidos a ejercer la seguridad, el respeto, y la responsabilidad.

Este Pacto entre la escuela y los padres está vigente para el año escolar 2021-23.

Responsabilidades de la escuela

La escuela se compromete a llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- 1) Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje efectivo y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A cumplir con los exigentes estándares académicos del Estado de California.
 - Comunicar altas expectativas para cada estudiante.
 - Esforzarse por motivar a los estudiantes a aprender.
 - Comunicarse regularmente con las familias a través de Parent Square, correos y llamadas telefónicas.
- 2) Conducir conferencias de padres y maestros durante las cuales se discutirá este pacto en relación con el logro individual del niño.
 - Las conferencias dirigidas por estudiantes se llevarán a cabo dos veces al año, conjuntamente con el maestro asesor durante octubre y febrero de 2021-2023.
- 3) Brindar a los padres informes frecuentes sobre el progreso de sus hijos y asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.
 - Las conferencias dirigidas por estudiantes se llevarán a cabo dos veces al año, con el maestro asesor en octubre y febrero de 2021-2023
 - Reuniones mensuales del consejo del sitio escolar
 - Informes de progreso de grados en el sistema Júpiter Grades
- 4) Proporcionar a los padres un acceso razonable al personal.
 - Los padres se reunirán con el personal durante la Noche de Regreso a Clases.
 - Recibir una carta con la información de contacto de los asesores de los estudiantes.
 - Reúnase con su asesor dos veces al año para repasar lo académico.
- 5) Brindar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades del salón de clases.
 - Todos los padres serán invitados a la Noche de Regreso a la Escuela.
 - Café con el director
 - Reuniones de la comunidad escolar con servicios de traducción proporcionados.
- 6) Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.



- Las familias tendrán la oportunidad de realizar conferencias con sus asesores donde podrán aprender sobre las clases de sus hijos y cómo ayudarlos a mejorar sus calificaciones.
 - Educa a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y cómo trabajar con los padres y miembros de la familia como socios iguales.
- 7) Asegure una comunicación bidireccional regular y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.
- Fremont llevará a cabo reuniones en las que se proporcione traducción.
 - Las conferencias dirigidas por estudiantes contarán con servicios de traducción.
 - Los envíos a domicilio se enviarán en idiomas accesibles para nuestra comunidad.

Responsabilidades del maestro

Acepto apoyar el aprendizaje de mis estudiantes de las siguientes maneras:

- Comunicar expectativas claras de desempeño tanto a los estudiantes como a los padres, y alentar a todos los estudiantes a rendir al máximo de su potencial.
- Actualizar las calificaciones de los estudiantes varias veces durante el período de calificaciones de 6 semanas y comunicarme con el hogar cuando haya desafíos académicos.
- Esforzarme por abordar las necesidades individuales del estudiante, diferenciar en mis lecciones. Proporcionar un ambiente de aprendizaje seguro, positivo y saludable.

Responsabilidades de los padres

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Ofrézcase como voluntario en el salón de clases de mi hijo si es posible.
- Participar en las decisiones relacionadas con la educación de mi hijo.
- Promover el uso positivo del tiempo extracurricular de mi hijo. por ejemplo, limitar el tiempo para ver televisión o videojuegos, garantizar 30 minutos de lectura, etc.
- Comunicarse con la escuela cuando exista una inquietud y abstenerse de involucrarse en actos de violencia con otros miembros de la comunidad escolar.
- Asegurarme de que mi hijo asista a la escuela todos los días.

Responsabilidades del estudiante

Acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Llegar a la escuela a tiempo todos los días.
- Trabajar duro en todas mis clases y pedir ayuda cuando la necesito.
- Informar cuando me siento inseguro, hay acoso/amenazas hacia mí mismo o hacia otras personas cercanas a mí a un administrador, maestro o miembro del personal.
- Respetar a mi escuela, compañeros de clase, personal, miembros de la comunidad y familia en todo momento, especialmente no usaré la violencia como el primer método de resolución.

Este Compromiso fue adoptado por Fremont High School el 30 de agosto de 2021, revisado el 25 de Agosto de 2023 y estará vigente durante el período de agosto de 2023.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A durante o antes de Sept. 15.



Firma del Director *Nidya Baerz* Fecha. 25 De Agosto De 2023

Firma del Padre/Tutor _____ Fecha _____

Nombre del estudiante _____



**School-Parent Compact
Fremont High School
2023-25***

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

This School-Parent Compact is in effect for the 2023-25 school year.

School Responsibilities

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

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.
 - a. Communicate high expectations for every student.
 - b. Endeavor to motivate students to learn.
 - c. Communicate regularly with families via Parent Square, mailers, and phone calls.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - a. Student Led Conferences will be held two times a year, co-held with Advisory Teacher during October & February 2021-2023
3. Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - a. Student Led Conferences will be held two times a year, with Advisory Teacher in October & February 2021-2023
 - b. School Site Council monthly meetings
 - c. Jupiter Grades progress reports
4. Provide parents reasonable access to staff.
 - a. Parents will meet staff during Back to School Night.
 - b. Receive a letter with the students Advisors contact information.
 - c. Meet with their advisor two times a year to go over academics.
5. Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.
 - a. All parents will be invited to Back to School Night.
 - b. All parents are invited to Coffee with the Principal
 - c. School Community Meetings with translation services provided.



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

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

Teacher Responsibilities

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

- Communicate clear expectations for performance to both students and parents, and push all students to perform at their maximum potential.
- Update student grades multiple times during the 6-week marking period and contact home when there are academic challenges.
- Strive to address the individual needs of the student, differentiate in my lessons.
- Provide a safe, positive and healthy learning environment.

Parent Responsibilities

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

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

Student Responsibilities

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

- Get to school on time every day.
- Do my class assignments every day.
- Work hard in all of my classes and ask for help when I need it.
- Report when I feel unsafe, there is harassment/threats towards myself or others near me to an administrator, teacher, or staff member.
- Respect my school, classmates, staff, community members, and family at all times, especially I will not use violence as the first method of resolution.



This Compact was adopted by Fremont High School on August 30th, 2021, revised on August 25th, 2023, and will be in effect for the period of August 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before Sept.15, 2023.

Signature of Principal *Nidya Boez* **Date** August 25th, 2023

Signature of Parent/Guardian _____ **Date** _____

Student Name _____



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Fremont High School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Holding Student Led Conferences two times a year, with Advisory Teacher in September & February 2023-2024
- Holding monthly School Site Council meetings
- Access to Jupiter Grades progress reports

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

- Providing parents reasonable access to staff.
- Providing all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.
- Providing parents with materials and training to help them improve the academic achievement of their children.
- Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Annual Distribution of the Parent and Family Engagement Policy via Parent Square

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

- Holding monthly School Site Council meetings
- Holding monthly Coffee with the Principal meetings
- Communicating regularly with families via Parent Square, mailers, and phone calls.

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

- Holding Student Led Conferences two times a year, with Advisory Teacher in September & February 2023-2025
- Holding monthly School Site Council meetings
- Jupiter Grades progress reports

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

- Holding meetings at Fremont where translation is provided.
- Providing translation services at Student Led Conferences
- Sending home mailings in languages accessible to our community.
- Distributing information via Parent Square which allows for translation

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Inviting all parents to Back to School Night.
- Inviting all parents to the monthly Coffee with the Principal meetings
- Inviting all parents to School Community Meetings with translation services provided

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Having opportunities for families to hold conferences with their advisors where they can learn about their child's classes and how to help them improve their grades.
- Holding workshops for families during Coffee with the Principal meetings where they can get additional support on how to best support their students

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

- Having opportunities for staff members to hold conferences with parents where they can work in partnership to learn how to best support students
- Holding monthly School Site Council meetings where parents and staff work collaboratively to address the needs of their school
- Inviting all parents to the monthly Coffee with the Principal meetings

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

- Holding Student Led Conferences two times a year, with Advisory Teacher in September & February 2023-2025
- Holding monthly School Site Council meetings
- Jupiter Grades progress reports

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

- Holding monthly School Site Council meetings
- Holding monthly Coffee with the Principal meetings
- Communicating regularly with families via Parent Square, mailers, and phone calls.

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

- Inviting all parents to Back to School Night with translation services provided.
- Inviting all parents Coffee with the Principal with translation services provided.
- Inviting all parents to School Community Meetings with translation services provided.

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

- Holding monthly School Site Council meetings
- Holding monthly Coffee with the Principal meetings

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- Holding two meetings a year with community based organizations to plan family activities (ex. Fall Forum, Spring Forum).
- Post community resources and event information in the Main Office and send out through ParentSquare.

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the school plan for student achievement (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was jointly developed and adopted by the Fremont High School on August 25th, 2023 and will be in effect for the period August 7th, 2023 through May 23rd, 2025.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Name of Principal: Nidya Baez

Signature of Principal *Nidya Baez*

Date *8/25/2023*

Please attach the School-Parent Compact to this document.



Fremont High School School Site Council Membership Roster 2023-2024

SSC - Officers

Chairperson:	Regina Bellow
Vice Chairperson:	Yolanda Leon Rangel
Secretary:	Shelley Mitchell

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Nidya Baez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Charles Simon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Brian Wilson - appointed on 01.23.24	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Oscar Mendez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Rowan Driscoll	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Regina Bellow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Shelley Mitchell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Yolanda Leon Rangel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Isaia [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Fabiola [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Jaliza Collins	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd

SSC Meeting Schedule: (Day/Month/Time)	December 19th January 16th 2024
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SSC Legal Requirements (EC Sections 65000-65001):

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

