

Board Office Use: Legislative File Info.	
File ID Number	21-2158
Introduction Date	10/13/21
Enactment Number	21-1658
Enactment Date	10/13/2021 CJH



## Board Cover Memorandum

**To** Board of Education

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

**Board Meeting Date** October 13, 2021

**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - Fremont High School

---

**Ask of the Board** Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2021-2022 School Plan for Student Achievement (SPSA) for Fremont High School



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

## 2021-2022 School Plan for Student Achievement (SPSA)

**School:** Fremont High School  
**CDS Code:** 1612590125716  
**Principal:** Rosemary McAtee & Tom Skjervheim  
**Date of this revision:** 4/21/2021

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

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

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/21/2021*  
*The District Governing Board approved this revision of the SPSA on: 10/13/2021*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Shanti Gonzales, Board President**

**2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Fremont High School

**Site Number:** 302

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

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

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 and 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:** 4/21/2021

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

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|---|--|--|

**Signatures:**

Rosemary Rivera



Principal

Signature

5/26/2021

Date

Ana Quintero



SSC Chairperson

Signature

Date

Vanessa Sifuentes, ED, HS Network



Network Superintendent

Signature

5/29/2021

Date

Lisa Spielman



Director, Strategic Resource Planning

Signature

7/1/2021

Date

**2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/9/2021	SSC	Conducted SSC meeting to review data, budget, and make 2021-22 budget recommendations.
2/22/2021	Lead Team	Conducted teacher lead team to discuss schoolwide data and instructional goals.
3/15/2021	Lead Team	Conducted teacher lead team meeting to discuss acadmic goals and 2021-22 budget allocations.
3/16/2021	SSC	Conducted SSC meeting to review proposal of 2021-22 budget and approve Title I and Title IV expenditures.
4/21/2021	SSC/English Language Learner families	Conducted meeting to review SPSA. Stakeholders provided feedback and made recoomendations.

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

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

### Early Childhood Education Program

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

### Summer Learning Program

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

### Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide 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.

## 2021-2022 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$301,760.00
Total Federal Funds Provided to the School from the LEA for CSI	\$324,450.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,576,860.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$276,000.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$104,700.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$7,360.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$852,550.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$150,450.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$18,400.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$324,450.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$787,950.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$626,210.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$1,950,650.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$2,576,860.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Fremont High School

**School ID:** 302

**School Description**

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

**School Mission and Vision**

**School Mission:**

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

**School Vision:**

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

**1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	~Increase of internships and dual enrollment opportunities for all 11th/12th grade students. ~1:1 student support for all 11th/12th grade students A-G completion. ~Increased visits to two year and four year colleges.	~Investment in college career readiness coordinator. ~ East Bay Consortium support for all 11th grade students in college exploration, dual enrollment registration, and Internships. ~Multiple opportunities for students to earn A-G credits and credit recovery during the school day and summer.

<i>Focal Student Supports</i>	~Below level reading intervention support. ~Case management per academy that concentrates on attendance and GPA. ~Student Support Team that focus on Tier 3 students.	~ Investment in STIP Sub and TSA to concentrate on reading intervention instruction. ~Investment in student support specialist, case manager, and attendance compliance officer to focus on focal students.
<i>Student/Family Supports</i>	~Student led conferences. ~Semester celebrations for students meeting academic and attendance goals. ~Full community service school with several outside partnerships who concentrate on supporting students and their families.	~Case management & Coordination of Student Services. ~Outside partnerships such as Casa de Sol and Alameda County for families and students. ~ Tiger clinic that provides a hub for our families who are in need of medical or legal assistance.
<i>Staff Supports</i>	~Increase student achievement and school-wide success through alignment of common core curriculum. ~Implementation of common grading policies and assessments. ~ Integration of technology in school-wide curriculum.	~Investment in whole staff retreats. ~Investments in TSA to coordinate PLCs. ~ Investment in technology for students and staff. ~Investment in Teacher Tech Lead to support students and staff.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	~65% A-G Completion ~ 56.6 Graduation rate. ~60.3 Currently On-track to graduate ~30.1% drop out rate.	~ Retention rate of Newcomers (English learners) and African American students disproportionately lower than other sub-groups
<i>Focal Student Supports</i>	~Large percentage of students reading far below grade level. ~Large percentage of student failing Algebra I.	~Limited opportunities to provide students with multiple opportunities to work on their reading. ~Limited opportunities for students to work on basic math skills.
<i>Student/Family Supports</i>	~ Lack of family participation in school initiatives that would bridge home and school.	~ Lack of family participation in school initiatives or activities. ~No dedicated staff member for parent outreach or education.



<i>Staff Supports</i>	~Staff hasn't received enough trauma informed Professional Development. ~Disalignment in school culture initiatives.	~Staff hasn't received enough professional development in equity based instruction or resources to support development of curriculum that supports the diverse needs of students. ~Teacher coaching is provided by peers therefore teacher being coached isn't always receiving the feedback in a way that requires them to make changes in their curriculum or classroom culture.
-----------------------	---	---

**1C: 20-21 STUDENT GOALS & TARGETS**

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

<b>School Goal for May 2024:</b>	In 2021-22 we will focus our school-wide and Small Learning Community (SLC) efforts on improving the on-track rates. on-track to graduation goal: > 70% 10th grade on-track to graduation goal: > 40% 9th grade
----------------------------------	--

**Instructional Focus Goal:** *All students graduate college-, career-, and community-ready.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Graduation Rate	All Students	n/a	65.2%	n/a	70.0%
On Track to Graduate: 9th Grade	All Students	n/a	69.7%	n/a	70.0%
On Track to Graduate: 11th Grade	All Students	n/a	42.0%	n/a	70.0%
A-G Completion	All Students	n/a	65.0%	n/a	70.0%
College/Career Readiness	All Students	n/a	34.3% (Spring 2019)	n/a	TBD

<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-106.2 (Spring 2019)	n/a	-91.2
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	n/a	TBD
IAB ELA Above Standard	All Students	n/a	n/a	n/a	n/a
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-73.6
IAB Math Above Standard	All Students	n/a	n/a	n/a	n/a
CAST (Science) at or above Standard	All Students	n/a	6.1% (Spring 2019)	n/a	TBD

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

**School Goal for May 2024:** Of students currently not reading at grade level, 75% will grow by two or more grade levels. Use Reading Inventory, Interim Assessment Blocks (IAB), and/or department benchmarks to monitor reading growth.  
 Increase reading intervention support for incoming 9th graders.  
 Use common assessments to determine where students need support and align our resources.

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-176.4 (Spring 2019)	n/a	-156.4
SBAC ELA Distance from Standard Met	English Learners	+20 points DF3	-153.5 (Spring 2019)	n/a	-133.5
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB ELA Above Standard	English Learners	n/a	n/a	n/a	n/a
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	53.5%	n/a	48.5%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-249 (Spring 2019)	n/a	-229.0
SBAC Math Distance from Standard Met	English Learners	+20 points DF3	-232.7 (Spring 2019)	n/a	-212.7
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a

IAB Math Above Standard	English Learners	n/a	n/a	n/a	n/a
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	0.0%	n/a	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	25.0%

<b>Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>					
<b>School Goal for May 2024:</b>		<p>By May of 2022, the school-wide chronic absence rate will drop below 13%</p> <p>School-wide monthly celebrations by Pathways</p> <p>Increase Home Visits</p> <p>Increase parent meetings to discuss attendance</p> <p>Monitor and address unexcused absences of more than 30 minutes.</p>			
<b>Instructional Focus Goal:</b> <i>All students build relationships to feel connected and engaged in learning.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	60.3%	n/a	85.0%
Suspensions	All Students	-2pp	9.2%	n/a	25%
Suspensions	African-American Students	-2pp	21.5%	n/a	10.0%
Suspensions	Students with Disabilities	-2pp	19.7%	n/a	10.0%
Chronic Absence	All Students	-2pp	31.8%	n/a	13.0%

Chronic Absence	African-American Students	-2pp	37.4%	n/a	13.0%
UCP Complaints	All Students	n/a	n/a	n/a	0

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

**School Goal for May 2024:** By May 2023, 70% or more of students surveyed will report feeling a positive sense of connectedness to the Fremont High community, as measured by the CA Healthy Kids Survey. Fremont High will continue implementation of a coherent school vision and student centered climate through established leadership oversight that allows the school to build a culture and climate that will foster increased academic success through increased parent outreach, various student support systems and interventions, active student engagement, increased academic rigor, as well as improved safety.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	90.0%	95%
Teacher Retention	All Teachers	n/a	70.7% (Fall 2020)	95.0%	95%

### 1D: IDENTIFIED NEED

**Instructions:** 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

**Instructions:** 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. How might inequities affect your school programs, and how might you mitigate this impact?

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

### 1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

**Instructions:** 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

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

**2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)**

**20-21 Priority for Proposed LCAP Goal: All students graduate college, career, and community ready**

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

**Theory of Change:**

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

**Related School Goal:**

By May of 2023, 75% percent of seniors will graduate and be college and career ready. All students will have multiple opportunities to earn A-G credits, make up lost credits, AP and/or dual enrollment credits.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

2020-21 Keep staffing consistent on collaborative teams. Improve alignment of work between pathway leaders and other leaders (teachers and other staff) on campus. We met this goal by attending SLC meetings and keeping all teams consistent and aligned. We didn't make any staff changes and plan on continuing this work.

**What evidence do you see that your practices are effective?**

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

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

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

<p><b>20-21 Priority for Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap</b></p>	<p><b>Eliminate Achievement Gap - On-going professional development to implement effective instructional strategies, including project-based learning and sustainability of academy model (SLC), in order to create equitable learning outcomes for all students and eliminate the achievement gap.</b></p>
<p><b>Theory of Change:</b></p>	<p>If each academy team member and teacher ensures that all students have equitable and appropriate access to high-quality supplementary learning opportunities, both within and beyond the regular school day and classroom and design rigorous and relevant learning activities and projects that reflect and respond to the diversity of student interests, strengths, cultural assets and ways of learning we will see a decrease in our equity gap.</p>
<p><b>Related School Goal:</b></p>	<p>Ongoing professional development to implement effective instructional strategies, including project based learning and sustainability of academy models (SLC), in order to create equitable learning outcomes for all students and eliminate the achievement gap.</p>
<p><b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b></p>	
<p>100% of students participated in text-based comprehension strategies in every subject area once a week. Literacy intervention took place in small groups and was included in their schedules, although we weren't able to reach all ninth grade students needing this support we were able to offer it to newcomer students. Next year, we will be staffing an extra ELD teacher that will hold more sections of literacy intervention as well as ELD.</p>	
<p><b>What evidence do you see that your practices are effective?</b></p>	
<p>Students were receiving the same strategies in all of their content classes. Students were able to name the strategy they were using and why during teacher observations and school walkthroughs.</p>	
<p><b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b></p>	
<p>Two major shifts happened this past year. 1. Mainstream students and Newcomer students had a block of time dedicated for literacy and ELD. Second shift will be made around professional development. there will be a PD team who will guide all professional development and be facilitated by teachers considered experts in the content area. This created more buyin and teacher collaboration along with differentiation in PD.</p>	
<p> </p>	



<p><b>20-21 Priority for Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged</b></p>	<p><b>Continue implementation of a coherent school vision and student-centered climate through established leadership oversight that allows the school to build a culture and climate that will foster increased academic success through increased parent outreach, various student support systems and interventions, active student engagement, increased academic rigor, as well as improved safety.</b></p>
<p><b>Theory of Change:</b></p>	<p>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.</p>
<p><b>Related School Goal:</b></p>	<p>By May 2023, 70% or more of students surveyed will report feeling a positive sense of connectedness to the Fremont High commu</p>
<p><b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b></p>	
<p>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."</p>	
<p><b>What evidence do you see that your practices are effective?</b></p>	
<p>Increased enrollment in dual-enrollment courses and interships and newcomer participation in CTE courses.</p>	
<p><b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b></p>	
<p>Newcomer and Mainstream students will equally participate in CTE trainings, Fieldtrips, and interships.</p>	
<p></p>	
<p><b>20-21 Priority for Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff</b></p>	<p>Academy team, full service community staff and college outreach representatives collaborate to ensure that all students and their families are provided with necessary support to be successful academically and have a clear understanding, early in high school career, of postsecondary options. Each student is assigned a counselor or student support service professional to assist students in applying to postsecondary programs including admissions, financial aid, enrollment placement, registration, and orientation.</p>
<p><b>Theory of Change:</b></p>	<p>If Fremont provides full service community supports for families and students we will see an increase in academic achievement, graduation, and postsecondary admission.</p>
<p><b>Related School Goal:</b></p>	<p>By May 2023 student suspension rates will decrease by 50% by enforcing 100% of staff participation in trauma informed practices and alignment with Fremont Way culture climate guidelines.</p>

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

No changes will be made at this time. We will continue with our practice of pairing each student with an advisor and case manager to support students and full service community practice.

**What evidence do you see that your practices are effective?**

95% of students report feeling supported by all the staff at Fremont High through the CHKS survey. 90% of families report knowing what is happening with their child's education.

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

No changes will be made to this strategy.

<b>20-21 Conditions for English Language Learners</b>	<b>Priority:</b> Increase ELL scholars development in English proficiency, classroom engagement, and academic language development.
---	---

<b>Theory of Change:</b>	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
--------------------------	---

<b>Related School Goal:</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
-----------------------------	--

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Use ELL snapshot data to identify competency levels and develop content/language objectives that will incorporate reading, speaking, and listening to meet the needs of our students.

**What evidence do you see that your practices are effective?**

Teacher observations and schoolwide walkthroughs show increase in engagement and shifts with scaffolds to support EL students.

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

Fremont will be embarking on changing our grading practices. We will be exploring mastery based grading in hopes to support all of our learners.

**DEPARTURE FROM PLANNED 20-21 SPSA BUDGET**

**Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?**

We have not made any major changes other than to add a few more teacher FTEs. We must add more student electives and teachers due to an increase in 9th grade enrollment. We now have a music program and adding one more FTE to support our incoming ninth graders reading below grade level.

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Fremont High School

**School ID:** 302

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

<b>School Priority ("Big Rock"):</b>	Increase student achievement and school-wide success through alignment of Common Core curriculum, implementation of Wall-to-Wall Academies as part of a Professional Learning Community, development of common grading policies and assessments, especially in areas of English Language Arts and Mathematics, integration of technology with one-to-one iPads, as well as implementation of A-G graduation requirements.
<b>School Theory of Change:</b>	Academic Achievement - Increase student achievement and school-wide success through alignment of Common Core curriculum, implementation of Wall-to-Wall Academies as part of a Professional Learning Community, development of common grading policies and assessments, especially in areas of English Language Arts and Mathematics, integration of technology with one-to-one iPads, as well as implementation of A-G graduation requirements.
<b>Related Goal(s):</b>	All students build relationships to feel connected and engaged in learning.
<b>Students to be served by these actions:</b>	<i>All Students</i>

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

1-4	Performance tasks aligned to VCUSD Graduate Profile and academy student outcomes with validated rubrics.	Provide ongoing professional development, resources, and materials to ensure all teams are supported in the development of rubrics.	Observations, Agendas, Walk-through, team notes, and assigned admin per academy.		Tier 1
1-5	Development and implementation of Senior Project in each academy	Provide the time and space for grade level teachers to plan and create alignment with Fremont's senior project.	Observations, Agendas, Walk-through, team notes, and assigned admin per academy.		Tier 1
1-6	Incorporate technology into daily or weekly lessons.	Provide tech support for those who need it. Purchase of technology for curriculum implementation.	Observations and Walkthroughs		Tier 1

<b>Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</b>	
<b>School Priority ("Big Rock"):</b>	Eliminate Achievement Gap - On-going professional development to implement effective instructional strategies, including project-based learning and sustainability of academy model (SLC), in order to create equitable learning outcomes for all students and eliminate the achievement gap.
<b>School Theory of Change:</b>	If each academy team member and teacher ensures that all students have equitable and appropriate access to high-quality supplementary learning opportunities, both within and beyond the regular school day and classroom and design rigorous and relevant learning activities and projects that reflect and respond to the diversity of student interests, strengths, cultural assets and ways of learning we will see a decrease in our equity gap.
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Academy teams will utilize and actively participate in the SST process	Provide SST protocol and SST team	Agendas, Team notes, Individual Student Plans		Tier 3
2-2	Academy teams will use data to develop action plans at the teacher and the academy level to address students' needs	Provide data to drive action plans, monitor academy trackers to drive decision making.	Observations, Agendas, Walk-through, team notes, and assigned admin per academy.		Tier 1
2-3	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	Provide ongoing professional development and conduct lead team walkthroughs.	Observations, Agendas, Walk-through, team notes, and assigned admin per academy.		Tier 1
2-4	Academic interventions are provided beyond the school day to provide extended learning opportunities including: -Saturday tutoring -Boot Camp (grade recovery) to ensure mastery of content standards for current coursework	Monitor student grades and needs. Create opportunities/time for teachers to provide credit recovery classes.	Student attendance rosters and lesson plans.		Tier 2
2-5	Teachers will reach out to families when students are at risk of failing	Monitor Jupiter grade/Aries and run D/F reports for teachers.	Monitor call log and intervention trackers per academy		Tier 3
2-6	Create common assessments and provide students with a variety of opportunities to demonstrate mastery of learning targets.	Provide team collaboration to review CCSS, curriculum, and identify learning targets/assessments.	Walkthroughs, posted learning targets with criteria for mastery.		Tier 1
2-7	Use researched based strategies to increase literacy and math skills.	Provide team collaboration to review CCSS, curriculum, and identify learning targets/assessments.	Walkthroughs, posted learning targets with criteria for mastery.		Tier 1

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

<b>School Priority ("Big Rock"):</b>	Continue implementation of a coherent school vision and student-centered climate through established leadership oversight that allows the school to build a culture and climate that will foster increased academic success through increased parent outreach, various student support systems and interventions, active student engagement, increased academic rigor, as well as improved safety.
<b>School Theory of Change:</b>	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.
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Review and become familiar with site culture and climate goals. In addition to family outreach goals.	Provide ongoing professional development and conduct lead team walkthroughs.	Observations, Agendas, Walk-through, team notes, and assigned admin per academy.		Tier 1
3-2	Plan rigorous and engaging lessons for students.	Provide ongoing professional development, comprehensive resources and materials.	Observations and Walkthroughs		Tier 1
3-3	Participate in Week of Welcome and align all classroom rules and expectations to The Fremont Way	Create WOW schedule for first 4 weeks of school, Revisit culture norms and expectations after Winter Break. Host monthly celebration activities.	Schoolwide participation		Tier 1
3-4	Provide students with bi-monthly class surveys to allow them to share how the class is going for them. Use the data to make adjustments.	Create student survey, calendar surveys in School Calendar, Insert PD time to review data and allow teachers time to make adjustments.	Observations, Agendas, Walk-through, team notes, and data.		Tier 1
3-5	Provide students with bi-monthly class surveys to allow them to share how the class is going for them. Use the data to make adjustments.	Create student survey, calendar surveys in School Calendar, Insert PD time to review data and allow teachers time to make adjustments.	Observations, Agendas, Walk-through, team notes, and data.		Tier 1

3-6	Provide students with case management support in a drop in basis.	Purchase FTE for case management for each academy. Case managers to hold a part of the agenda each week during small learning community meetings.	Agendas, Attendance and discipline data.		Tier 2
3-7	Provide students with onsite counseling services to support our most vulnerable students.	Provide advisory time slots for counselors to present their services and build relationships with students.	Coordination of Services Team referrals.		Tier 3
3-8	Provide onsite TUPE counseling.	Provide advisory time slots for counselors to present their services and build relationships with students.	Coordination of Services Team referrals.		Tier 3
3-9	Afterschool program will provide students with a safe and welcoming space for students who need academic support or want to participate in beyond the classroom activities or programs.	Provide advisory time slots for counselors to present their services and build relationships with students.	CHKS and Attendance Data		Tier 1
3-10	Student Support Specialist contract that will allow us to have 3 student support specialist who will mentor our most vulnerable students who are struggling with attendance, academics, or who need emotional support. Tier 1, 2, and 3	Incorporate time in grade level meetings, COST, and any other teams that will discuss student interventions.	Coordination of Services Team referrals, Universal referral forms, CHKS, and Attendance.		Tier 3

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

<b>School Priority ("Big Rock"):</b>	Academy team, full service community staff and college outreach representatives collaborate to ensure that all students and their families are provided with necessary support to be successful academically and have a clear understanding, early in high school career, of postsecondary options. Each student is assigned a counselor or student support service professional to assist students in applying to postsecondary programs including admissions, financial aid, enrollment placement, registration, and orientation.
--------------------------------------	---



<b>School Theory of Change:</b>	If Fremont provides full service community supports for families and students we will see an increase in academic achievement, graduation, and postsecondary admission.				
<b>Related Goal(s):</b>	By May 2023 student suspension rates will decrease by 50% by enforcing 100% of staff participation in trauma informed practices and alignment with Fremont Way culture climate guidelines.				
<b>Students to be served by these actions:</b>	All Students				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Collaborate with College Career Specialist	Provide time for teachers to collaborate with support staff.	PD/team agendas		Tier 1
4-2	Collaborate with school counselors	Provide time for teachers to collaborate with support staff.	PD/team agendas		Tier 2
4-3	Reach out to families when students are at risk of failing	Provide 11-month contract days for extra time spent on phone calls home.	School-wide intervention tracker		Tier 3
4-4	Complete COST or SST referrals when students is struggling emotionally or academically	Provide clear systems for COST/SST referrals.	School-wide intervention tracker		Tier 3
4-5	Advisors will hold at least two student led conferences with families	Provide short days and Saturdays for teachers to meet with families. Provide space for case managers to make home visits when teachers are unable to reach families.	School-wide intervention tracker		Tier 1
4-6	Teachers will participate in at least two after hour family events during the school year in addition to open house.	Calendar student/family celebrations in advance to prepare families and staff.	Agendas/Flyers		Tier 1
4-7	Attendance Compliance Officers will support students and families in maintaining	Calendar student/family celebrations in advance to prepare families and staff.	Agendas/Flyers		Tier 1

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	Increase ELL scholars development in English proficiency, classroom engagement, and academic language development.
<b>School Theory of Change:</b>	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
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Use ELL snapshot data to identify competency levels and develop content/language objectives that will incorporate reading, speaking, and listening to meet the needs of our students.	Provide ongoing professional development, comprehensive resources and materials.	Observations, Walkthroughs, PD agendas, team agendas		Tier 1
5-2	Increase language development by incorporating collaborative learning into lessons.	Provide ongoing professional development, comprehensive resources and materials.	Observations, Walkthroughs, PD agendas, team agendas		Tier 1
5-3	Use culturally responsive teaching strategies to increase student engagement.	Provide ongoing professional development, comprehensive resources and materials.	Observations, Walkthroughs, PD agendas, team agendas		Tier 1
5-4	Provide lessons that reach the variety of learning styles in the classroom such as visual/spatial or interpersonal.	Provide ongoing professional development, comprehensive resources and materials.	Observations and Walkthroughs		Tier 1
5-5	Include an exit ticket after every lesson to monitor students understanding of daily lessons.	Provide ongoing professional development, comprehensive resources and materials.	Observations and Walkthroughs		Tier 1
5-6	Provide ELD block for students in need of intensive support in english language development and reading.	Designate a full time teacher and student support staff for identified students.	Observations and Walkthroughs		Tier 2
5-7	Provide small group instruction for students in need of word work such as phonics or vocabulary development.	Pull out strategy for students struggling in reading.	Observations and Walkthroughs		Tier 3

PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Case manager	\$18,872.68	General Purpose Discretionary	2205	Classified Support Salaries	7428	Case Manager 24	0.21	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide students with case management support in a drop in basis.	302-1
Supplies	\$70,227.00	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	302-2
Copier agreement	\$5,000.00	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	302-3
Maintenance Work Orders	\$600.00	General Purpose Discretionary	5720	Maintenance Work Orders	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	302-4
Testing	\$10,000.00	General Purpose Discretionary	5875	Testing	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	302-5
Restorative Justice Coordinator to support Tier 1,2 and 3 students with Social Emotional Learning practices. Will also support 9th grade students in teaching them conflict resolution.	\$58,384.60	LCFF Supplemental	2205	Classified Support Salaries	8062	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Use culturally responsive teaching strategies to increase student engagement.	302-6
Five 11-12 month Teachers - allows for pathway purity and student cohorting within our academies. 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.	\$540,000	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	n/a	5.00	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-7
Teacher FTE: allows for pathway purity and student cohorting within our academies. 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.	\$93,280	LCFF Supplemental	1105	Certificated Teachers' Salaries	7956	Teacher 11Months 12-Pay	1.00	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Provide lessons that reach the varitey of learning styles in the classroom such as visual/spatial or interpersonal.	302-8

PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher FTE: allows for pathway purity and student cohorting within our academies. 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.	\$82,731	LCFF Supplemental	1105	Certificated Teachers' Salaries	7958	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	Academy teachers develop, implement, and follow up on academy outcomes for every grade level based on the VCUSD Graduate Profile	302-9
Teacher FTE: allows for pathway purity and student cohorting within our academies. 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.	\$89,600.76	LCFF Supplemental	1105	Certificated Teachers' Salaries	3696	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	Academy teams will use data to develop action plans at the teacher and the academy level to address students' needs	302-10
Surplus	\$0.00	LCFF Supplemental	4314	Student Incentives	n/a	n/a	n/a	n/a	n/a	302-11
Fund 1.00 FTE for the CTE Media Teacher to provide a full teaching line to mainstream and newcomer students.	\$118,973.40	Measure N	1105	Certificated Teachers' Salaries	7960	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	Project Based Learning aligned with Common Core standards	302-12
Fund 1.00 FTE for the CTE Architecture Teacher to provide a full teaching line to mainstream and newcomer students.	\$103,805.00	Measure N	1105	Certificated Teachers' Salaries	7440	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	Project Based Learning aligned with Common Core standards	302-13
Hire a College & Career Readiness Specialist, at 1.0 FTE. The College and Career Readiness Specialist will ensure that 100% of seniors fill out a FAFSA application, explore career options, and explore post secondary colleges/universities/trade-schools. (Salary + benefits)	\$104,349.96	Measure N	2205	Classified Support Salaries	3839	Specialist, College/Career Readiness	1.00	Goal 1: All students graduate college, career, and community ready.	Collaborate with College Career Specialist	302-14
Pathway Coach - to support restructuring of pathways, lead effective pathway SLCs, and align CTE courses with subject areas.	\$81,080.52	Measure N	2305	Classified Supervisors' and Administrators' Salaries	3520	Coach College/Career Pathways	0.50	Goal 1: All students graduate college, career, and community ready.	Project Based Learning aligned with Common Core standards	302-15
Create a new 0.5 FTE position to hire an additional counselor beyond the 2.0 FTE base allocation (per site one-pager). The additional .50 FTE is for a counselor above base to reduce the dropout rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school. (Salary + Benefits)	\$54,526.33	Measure N	1205	Certificated Pupil Support Salaries	New	n/a	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Academic interventions are provided beyond the school day to provide extended learning opportunities including: -Saturday tutoring -Boot Camp (grade recovery) to ensure mastery of content standards for current coursework	302-16

PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Hire a second STIP Sub to cover the pathway director and the pathway teacher classes on a regular basis in order for our pathway directors to consistently observe other teachers, and to collaborate with teachers to plan integrated curriculum and discuss student interventions. (Salary +Benefits)	\$60,000.00	Measure N	1105	Certificated Teachers' Salaries	New	n/a	1.00	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Provide lessons that reach the variety of learning styles in the classroom such as visual/spatial or interpersonal.	302-17
Teacher Salaries Stipends: Extended Contract for 5 Teachers to support students in career mentoring (finding, securing, and keeping employment). One teacher from each small learning community (Media, Architecture, Newcomers, and 9th) as well as SpEd will work together as a team to support students in completing work permits, finding jobs, applying for and interviewing for jobs, and to help them keep those jobs.	\$51,975.00	Measure N	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Academy teachers develop, implement, and follow up on academy outcomes for every grade level based on the VCUSD Graduate Profile	302-18
Classified Support Salaries Overtime: Extra Time/Overtime to compensate 2 Attendance Specialists and 2 Case Managers who will be performing home visits throughout the year as part of our intervention plan to decrease chronic absenteeism. In addition, home visits will be made when families can't come to us for student led conferences. Because Classified Employee hourly rates vary, we are unable to include a more specific dollar amount for the services to be provided by Attendance Specialists and Case Managers. However, it is expected that these employees will conduct home visits outside of their contractual hours for 4-6 hours per week.	\$54,000.00	Measure N	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Academy teams will utilize and actively participate in the SST process	302-19
Equipment & Materials: Purchase of wood, tools, and/or power tools to support 9th grade wheel construction projects.	\$14,661.11	Measure N	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Project Based Learning aligned with Common Core standards	302-20
Equipment: Purchase of cameras, lenses, and/or other photography equipment or supplies to support the 9th Grade wheel media projects.	\$14,661.11	Measure N	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Project Based Learning aligned with Common Core standards	302-21

PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Consultant Contract with Bay Area Community Resources to facilitate and pay-out the Work-Based Learning (WBL) stipends for students in the Architecture and Media Academies who participate in the Work Based Learning Career Preparation and Training experiences. Students will participate in internships throughout the year and through June 30, 2022. Students interest is high and we are confident we can spend these funds to support 50 students. We are particularly hopeful about the paid internship opportunities students can benefit from during the school year that allow them to develop and demonstrate pathway relevant skills and knowledge.	\$80,000.00	Measure N	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Project Based Learning aligned with Common Core standards	302-22
Attendance Compliance Officer: To support most at-risk students as they navigate social services, foster system, juvenile justice system, community violence, homelessness, etc.	\$71,854.13	Title I: Basic	2205	Classified Support Salaries	7428	Case Manager 24	0.79	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Weekly academy meetings are held during common planning time that support the implementation and alignment of PLC's	302-23
STIP Teacher (reading intervention) - Students entering 9th grade with SRI levels showing far below grade level reading standard. Students will be targeted to receive a double block of Language Arts instruction. Students that have been learning English for more than 7 years and are still far below grade level in literacy and English language proficiency will receive an English Language Development (ELD) class in addition to their regular English class .	\$54,918.20	Title I: Basic	1105	Certificated Teachers' Salaries	6269	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-24
Attendance Compliance Officer: To support most at-risk students as they navigate social services, foster system, juvenile justice system, community violence, homelessness, etc.	\$75,824.64	Title I: Basic	2205	Classified Support Salaries	New	n/a	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-25
Fingerprinting Volunteers - our goal is to increase parent engagement and have community members become part of the work we are doing.	\$1,360.00	Title I: Parent Participation	5838	Fingerprinting	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-26
Admissions - to provide students with opportunities to take their learning outside of the classroom.	\$16,940.29	Title I: Basic	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Use culturally responsive teaching strategies to increase student engagement.	302-27
Surplus - SSC will vote on expenditures that are aligned to our needs.	\$56,463.00	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	302-28
Communication Postage - to increase parent communication around students academics such as progress reports, events, and resources available for the community.	\$6,000.00	Title I: Parent Participation	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will reach out to families when students are at risk of failing	302-29

PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Transportation for Field Trips to allow students to visit colleges, universities, or take their learning outside of the classroom.	\$18,400.00	Title IV: Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Project Based Learning aligned with Common Core standards	302-30
STIP Teacher (reading intervention) - Students entering 9th grade with SRI levels showing far below grade level reading standard. Students will be targeted to receive a double block of Language Arts instruction. Students that have been learning English for more than 7 years and are still far below grade level in literacy and English language proficiency will receive an English Language Development (ELD) class in addition to their regular English class .	\$60,000.00	LCFF Concentration	1105	Certificated Teachers' Salaries	New	n/a	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-31
Physical Education Attendant to provide a safe and rigorous program for all students.	\$50,470.00	LCFF Concentration	2205	Classified Support Salaries	New	n/a	1.00	Goal 1: All students graduate college, career, and community ready.	Plan rigorous and engaging lessons for students.	302-32
Extended contracts - to support before and afterschool credit recovery options for students. In addition, it will create opportunities for teachers to make home visits and create more robust intervention plans with students and families.	\$39,980.00	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Incorporate technology into daily or weekly lessons.	302-33
Librarian - will allow us to offer students a place to check out books, research, and expand their love for reading.	\$55,000.00	Measure G: Library	1105	Certificated Teachers' Salaries	New	n/a	0.50	Goal 1: All students graduate college, career, and community ready.	Project Based Learning aligned with Common Core standards	302-34
STIP Teacher (reading intervention) - Students entering 9th grade with SRI levels showing far below grade level reading standard. Students will be targeted to receive a double block of Language Arts instruction. Students that have been learning English for more than 7 years and are still far below grade level in literacy and English language proficiency will receive an English Language Development (ELD) class in addition to their regular English class .	\$67,748.00	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	New	n/a	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-35
Student Support Specialist (5825)- BACR contract that will allow us to have 4 student support specialist who will mentor our most vulnerable students who are struggling with attendance, academics, or who need emotional support.	\$220,000.00	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide clear systems for COST/SST referrals.	302-36
Extended contracts - to support before and afterschool credit recovery options for students. In addition, it will create opportunities for teachers to make home visits and create more robust intervention plans with students and families.	\$26,854.00	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Academy teams will use data to develop action plans at the teacher and the academy level to address students' needs	302-37



**PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Student Incentives will be used to support attendance goals for students who are chronically absent, academic goals for students needing to reach the 2.0 mark, and The Fremont Way.	\$6,348.00	Comprehensive Support & Improvement (CSI) Grant	4314	Student Incentives	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Calendar student/family celebrations in advance to prepare families and staff.	302-38
License Agreement - purchasing online resources to facilitate online learning and google classroom assignments.	\$3,500.00	Comprehensive Support & Improvement (CSI) Grant	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Incorporate technology into daily or weekly lessons.	302-39
Out-of-School programs	\$210,154	21st Century Schools (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Academic interventions are provided beyond the school day to provide extended learning opportunities including: -Saturday tutoring -Boot Camp (grade recovery) to ensure mastery of content standards for current coursework	302-40



## **School-Parent Compact**

### **Fremont High School**

### **2020-21**

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

*This School-Parent Compact is in effect for the 2020-21 school year.*

#### **School Responsibilities**

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.
  - Communicate high expectations for every student.
  - Endeavor to motivate students to learn.
  - Communicate regularly with families.
  
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
  - Student Led Conferences will be held two times a year.
  - During October & March 2020-2021
  - School Site Council Establishment Meeting September 15 , 2020.
  
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - Student Led Conferences will be held two times a year.
  - October & March 2020-2021
  - School Site Council Establishment Meeting September 15, 2020.

- 4) Provide parents reasonable access to staff.
  - Parents will meet staff during Back to School Night.
  - Receive a letter with the students Advisors contact information.
  - Meet with their advisor two times a year to go over academics.
  
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.
  - All parents will be invited to Back to School Night.
  - Coffee with the Principal
  - School Community Meetings with translation services provided.
  
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
  - Families will have the opportunity to hold conferences with their advisory where they can learn about their child's classes and how to help them improve their grades.
  - Educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners.
  
- 7) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
  - Fremont will hold meetings where translation is provided.
  - Student Led Conferences will have translation services provided.
  - Home mailings will be sent in languages accessible to our community.

### **Teacher Responsibilities**

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

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

### **Parent Responsibilities**

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

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

## **Student Responsibilities**

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

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

This Compact was adopted by Fremont High School on September 15th, 2020, and will be in effect for the period of September 16th, 2020 to May 30th 2021.

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 September 30, 2020.

*Rosemary Rivera*  
**Signature of Principal**

9/16/2020

**Date**



## **Title I, Part A School Parent and Family Engagement Policy**

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

### **Fremont High School**

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

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

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

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

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

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

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

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

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

- Back to School Night
- Meaningful Parent Engagement
- Pathway Nights per Academies

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

- Hosting Back to School Night
- Newsletters

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

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

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

- Robocalls
- Robo Texts
- Flyers

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

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

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

- Inviting parents to sign up during community meetings.

### **OUSD Family Engagement Standard 4: Learning at Home**

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

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

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

## **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

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

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

- Weekly Professional Development
- Small Learning Communities
- Peer Observations

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

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

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

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

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

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

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

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

## **OUSD Family Engagement Standard 6: Community Collaboration and Resources**

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

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

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

### **Adoption**

This policy was adopted by Fremont High School School on 8/26/2019 and will be in effect for the period of August 12, 2019 through May 30, 2021.

**The school will distribute this policy to all parents on or before September 30, 2020.**

**Name of Principal:** Rosemary Rivera

  
**Signature of Principal**

**DATE:** August 12th, 2020





Strategic Resource Planning (SRP)

**Fremont High School**  
**School Site Council Membership Roster**  
**2020-2021**

**SSC - Officers**

Chairperson:	Ana Quintero
Vice Chairperson:	Ms.Regina
Secretary:	Dani Zimmerman

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Rosemary Rivera	X					
Ana Quintero				X		
Alejandra Gonzalez				X		
Regina Bellow				X		
Athziri Martin					X	
Siurave Quintanilla					X	
Edwin Emerson					X	
Kehinde Salter		X				
Dani Zimmerman		X				
Reyna Guerra		X				
Maria Valencia			X			

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	Last working Tuesday of each Month at 4:30 PM.
--	--

**SSC Legal Requirements (EC Sections 65000-65001):**

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

