

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Fremont High School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- Measure N
- 21st Century Learning

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Fremont High School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Fremont High School
CDS Code: 1612590125716
Co-Principals: Rosemary McAtee & Tom Skjervheim
Date of this revision: 6/6/2017

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

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

Contact: Rosemary McAtee
Address: 4610 Foothill Blvd.
Oakland, CA 94601

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

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Fremont High School

Site Number: 302

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input checked="" type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

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

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

Date(s) plan was approved: 5/8/17

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

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

Signatures:

Rosemary McAtee & Tom Skjervheim		<u>5/14/17</u>
School Co-Principals	Signature	Date
Carlos Castro		<u>5/14/17</u>
Print name of SSC Chairperson	Signature	Date
Ron Smith		<u>5/16/17</u>
Network Superintendent	Signature	Date
Marcus Silvi		<u>5/17/17</u>
Coordinator, Office of Accountability Partners	Signature	Date



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Fremont High School
 CDS Code: 1612590125716
 Co-Principals: Rosemary McAtee & Tom Skjervheim
 Date of this revision: 5/15/2017

The Single 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	Position: Co-Principal
Address: 4610 Foothill Blvd.	Telephone: 510-434-5257
Oakland, CA 94601	Email: rosemary.mcatee@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/24/17	Fremont Staff	2016-17 budget vs. 2017-18 allocations. Staff was introduced to the possible cuts and plan moving forward to cover the cost of lost FTEs.
2/27/17	SSC and Fremont Families	2016-17 budget vs. 2017-18 allocations. Staff was introduced to the possible cuts and plan moving forward to cover the cost of lost FTEs.
4/24/17	SSC and Fremont Families	2017-18 one pager presentation that included FTE's gained and lost. SSC engaged in meaningful conversations around Fremont's areas of growth and how to best align the budget to it. SPSA strategies were developed.
5/8/17	Staff / SSC	Stakeholders review and approve Fremont big rocks and funding allocations.

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$246,300.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$785,934.30	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$50,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$1,082,234.30	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$131,638.41	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$4,408.39	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$136,046.80	\$0.00

PART 1: ABOUT THE SCHOOL

1A. 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.

1B. 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.

1C. School Multi-Year WASC Goals

Length of WASC Accreditation: 1 year

Last WASC Self-Study: 2015-16

Next Self-Study:

School WASC Goal:

Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)

Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources (SPSA, WASC, LCAP)

Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.

Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.

Associated LCAP Goal:

1: Graduates are college and career ready.

5: Students are engaged in school everyday.

2: Students are proficient in state academic standards.

1: Graduates are college and career ready.

PART 2: NEEDS ASSESSMENT

2A. Schoolwide Strengths and Challenges

Focal Area	Strengths	Challenges
Graduate Outcomes	AP Course Performance-AP Course access improved from 18% in 2013-14 to 22.1% in 2014-15. The AP Exam pass rate increased from 35.2% in 2013-14 to 40.0% in 2014-15. Concurrent Enrollment in community college courses exceeded the district average in 2014-15: 7.7% to 7.1%.	AP Course Performance-AP course access for African American students declined to 7.8% in 2014-15 from 9.3% in 2013-14. 69% of all students are not meeting A-G requirements.
Post-Secondary Readiness	The Chronic absence rate of Special Education students slightly declined from 47.4% in 2013-14 to 41.4% in 2014-15. Foster Youth suspensions declined from 76.2% in 2013-14 to 64.3% in 2014-15. California Healthy Kids Survey parent participation rate increased from 5.2% in 2013-14 to 8.7% in 2014-15.	Chronic Absence rates for all students, special education students and foster youth, exceeded District Averages in 2014-15 (All: 24.5%>12.5%; SpED: 41.4%>20.3; Foster: 65%>24.2%). African American absence rates are at 35.50% and is the lowest performing group on the SPF. The Suspension Rate exceeded the district average in 2014-15: 12.1%>4.1%. While the AA Male Suspension Rate is lower than the District Average, 76.1%<89.7%, as well as the Foster Youth rate, 64.3%<86.7%, the goal is no suspensions. There is no data reflecting academic activities offered for Families in 2013-14 or 2014-15.
Climate and Culture	The EL Reclassification rate increased from 1% in 2013-14 to 12.2% in 2014-15. LTEL reclassification rate increased from 2% in 2013-14 to 20.2% in 2014-15.	The percentage of students reading at or above grade level as measured by the SRI Reading Level declined to 11.5% in 2014-15 from 14.1% in 2013-14. 74% of the entering 9th grade students were reading multiple years below grade level. In 2015-16, the % of students reading at or above grade level did not increase between the Fall and Mid-year assessment.
Rigorous Academics	100% of our students participate in a Linked Learning pathway by the beginning of 10th grade. Non-Newcomer students are fully cohorted in CTE courses, English, social studies, and science. Newcomer students are cohorted in CTE courses in each of the three pathways.	Full pathway participation has not had a significant impact on graduation outcomes, post-secondary readiness outcomes, or rigorous academics. Enrollment needed to sustain three pathways has declined in recent years making it increasingly difficult to cohort teachers in addition to cohorting students. As a result aligned teacher collaboration (intergrated curriculum, shared practices across the pathway) and student supports have suffered as most teachers have to teach in multiple pathways.
Pathway Development		

2B. Schoolwide Root Cause Analysis of Highest Leverage Challenges

Focal Area	Highest Leverage Challenge	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	64% of students are multiple years below grade level. In addition, our lack of consistency in both attendance and social/emotional capacity contributes to our 73% off track to graduation rate.	Students do not earn enough credits to graduate or their grade point average was below 2.0. Students did not have an opportunity to make up credits or complete credit recovery. The school did not provide enough opportunities for credit recovery. Classroom instruction did not meet student need for intervention or acceleration. Counseling or case management was not available to provide personalized support.	Personalized Student Support
Post-Secondary Readiness	Our A-G cutoff goal for 2015-16 was 69% or a growth of 4.9 %. However, our current A-G completion was 40%. Although we met the goal of 4.9% of growth the reality is that we need to improve our A-G completion by 30%.	74% of 9th grade students enter reading several years below grade level. The majority are reading at an elementary school level (even across the EO, non-Sped population.) Instruction focuses on common core standards and not the teaching of reading. Academic literacy is not available to all students. Large EL and LTEL population who do not qualify to be reclassified as fluent. Teachers and students are not focused on the assessment as an indicator of reading proficiency and its impact on school performance success.	Equity/Access/Achievement
Climate and Culture	Due to the uncertainty of our attendance data we are unable to prove growth in this area. Our available data shows that we have 2% or 13 of our students chronically absent. In addition, we have decreased our suspensions by 50% or 100 but we still hold the highest suspension rate compared to other HS throughout our district. Our suspensions all fall under the violence band. Violence and lack of consistent SEL strategies remain a challenge.	There has not been consistent targeted intervention focused on attendance with a concentrated effort to bring students back into school. Poor academic performance for some students is a factor for not attending. Homeless and Foster youth are in situations where the home life fluctuates and makes it difficult to attend school. Newcomer population attendance often disrupted by need to work, especially in warmer months--many work construction/day labor/restaurant industry. The large number of new teachers and high teacher turnover impacts student attendance.	Equity/Access/Achievement

Rigorous Academics	Our LTEL students have not shown any growth for three consecutive years. Our reclassification cutoff was set at 5% but instead we decreased by -4.0. LTEL students are also multiple years behind in reading which indicates a need for a curriculum shift for our LTEL students.	High correlation to SRI score. Even though this is a baseline score, it is a indication of the lack of focus on academic literacy. Student population enters with below proficient scores; classroom instruction does not address the need. Academic support not available to all students. Large EL and LTEL population are not qualifying to be reclassified as fluent in English. Students do not have access to needed support.	Equity/Access/ Achievement
Pathway Development	Consolidate one pathway to better match enrollment numbers to right-sized pathways. 9th graders and Newcomer students will continue to select into two pathways, but not three. CTE, ELA, social studies, and some science and math teachers will be cohorted into one pathway.	Though each pathway currently has a dedicated collaboration period, many teachers are forced to choose between pathway collaboration periods. Cohorting teachers into one of two pathways (or 9th grade or Newcomer) will allow teachers to focus their collaboration around curriculum and student support in one small learning community (SLC).	Building a Rigorous Academic Core: Teacher Conditions

2C. Current Strategy Analysis

Current 16-17 Strategies	Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
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<p>Schoolwide Instructional Improvement Strategy:</p>	<p>Through direct instruction of literacy strategies, the ILT will support school wide implementation specifically focused on annotation, writing-to-learn, and academic conversation. PBL building on the Senior Capstone to reflect mastery of learning. Blended learning, specifically co-teaching and technology infusion. Advisory will support literacy that is embedded in college and career curriculum, school-wide readings, and explicit instruction in study skills.</p>	<p>No</p>	<p>Not Yet</p>	<p>As a school we have attempted 1) direct instruction of literacy strategies; 2) ILT supported implementation of literacy (reading, comprehension) strategies across content areas and grade levels; 3) will focus on vertical alignment of Senior Capstone for spring PD; 4) Advisory has supported study skills and college and career planning What's working: + Whole staff engaged in professional learning about literacy instruction; + Teachers are engaging in inquiry cycles and tracking focal students to monitor impact of their efforts to improve literacy; + school culture effort to elevate the importance of literacy growth; + SpEd team now working together to improve shared strategies What's not working: - pathway teams and other SLC's (math, SpEd, Spanish) are not necessarily focused on how they are supporting; - while pathway coach supports all academy collaboration, admin support has been little to none - co-teaching/inclusion model not structured to support teachers (GenEd and SpEd) nor students as effectively as needed</p>
<p>Culture & Climate Improvement Strategy:</p>	<p>Increased focus on target populations with social emotional supports: case management, restorative justice, academic intervention and acceleration</p>	<p>No</p>	<p>Not Yet</p>	<p>1) We have recently hired an RJ coordinator; 2) Have worked to realign the assignment of case managers and the sharing of the student success and intervention across school, advisors, and support staff. What's working: 1) Teachers are following protocol for referrals; 2) COST following through with students identified as needing additional supports; 3) What's not working: 1) intervention strategies have yet to be defined; 2) Resources for students are not employed systemically and lack communication for students, teachers, parents, advisors; 3) Suspension rate very high, and few opportunities for restorative AND preventative practices for students with behavior infractions; 4) Schoolwide discipline does not lead to learning and restoration of community; 5) Need PD plan and outcomes for culture team</p>

Pathway Development Strategy:	Integration of newcomer population into all career pathways with strategic staffing dedicated toward supporting pathway teachers in scaffolding and planning for newcomers.	Not Yet	Not Yet	1) Our NEST 10th graders have been cohorted into sheltered CTE classes in each of the three pathways; 2) Our 11th and 12th graders that have demonstrated EL proficiency have been mainstreamed into all three pathways (as opposed to just in Architecture); 3) Many SIFE students still not mainstreamed, regardless of grade as a result of academic skill need and ELD needs
Design Feature #1 (New/Emerging):	New site-based governance team focused on new teacher support and professional development	No	Yes	1) New organization structure grew out of ILT and teacher leaders in the spring of 2016, and built upon by new school leaders; 2) Multiple teams (design, ILT, culture, parent leaders) meet monthly to bi-monthly to lead school and discuss major decisions; 3) Central school-wide leadership team proposed in the summer of 2016 has not been able to meet due to time and capacity
Design Feature #2 (New/Emerging):	Advisory Period for all grades	Yes	Yes	1) All teachers and some support staff hold the role of advisors and meet two days per week with students; 2) Structure of grade-level (and NEST) leads meet monthly and collaborate with co-principal, pathway coach, WBL liason, and CR specialist to develop curriculum and support advisory effort; 3) One Wednesday PD each month is dedicated to supporting advisory implementation across the school; 4) Student-Led Conferences convened once per semester through Advisory
Design Feature #3 (New/Emerging):	Common Core Teacher Leaders providing instructional support for teachers and students focused on literacy achievement for LTELs and English only students	Yes	Not Yet	1) Leading pull-outs to pilot LLI and F&P with 9th grade student groups; 2) Supports 9th grade ELA teachers in literacy instruction; 3) Participates on ILT and helps to lead literacy-based PD; 4) Piloting small case load of coaches
Signature Element #1 (Established):	Newcomer Program-NEST	Yes	Yes	1) Well-established program strengthened with TSA position; 2) Visit to BiNCA and MMA in Boston to support 5-year design of Newcomer program, specifically for unaccompanied minors that arrive mid-year and the large number of students designated as SIFE
Signature Element #2 (Established):	9th Grade House	Yes	Not Yet	1) Facilitated by CCTL and co-principal with participation by 9th grade counselor and case manager; 2) Focus on holistic support for 9th grade students as well as targeted academic needs; 3) Literacy PD and strategy PD at least once per week

Signature Element #3 (Established):	Senior Graduation Capstone Project	Yes	Yes	1) Capstone course to support students 2) Capstone mentor program targeting high needs seniors 3) Core team of teachers participating in quarterly district Capstone PDs for the second year; 4) ILT-led cycle of inquiry focused on vertical alignment of Capstone competencies for scheduled for spring 2017
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PART 3: ANNUAL SCHOOL GOALS

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	Increase graduation rate to 65% by June 2018.	Graduation Rate	All Students	53.00%	58.30%	65.00%	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)
Post-Secondary Readiness	Increase average SRI reading level to 25% by June 2018.	SRI	All Students	15.00%	20.00%	25.00%	3A. Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.

Climate and Culture	Reduce the chronic absence rate of African American students to 20% by June 2018.	Chronic Absence	All Students	1.7%*	25.00%	20.00%	Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources (SPSA, WASC, LCAP)
Rigorous Academics	Increase the number of 12th grade students schoolwide meeting A-G requirements to 50% by June 2018 and ensure that 80% of 9th grade students meet A-G requirements.	A-G Completion	All Students	37.90%	43.95%	50.00%	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)
Pathway Development	By 11th grade, 100% of students have demonstrated mastery in critical career readiness areas (i.e. resume writing, mock-interview) and 33% of students have successfully completed an internship opportunity by the beginning of 12th grade. Attention paid to ensure equity of access to career readiness opportunities for under-represented student groups (African American, ELL, SpEd, and foster youth)	Internship Participation: Percent of students who have completed an internship opportunity by the start of 12th grade	All Students	n/a	n/a	33.00%	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)

PART 4: STRATEGIES

Major Improvement Strategies	1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
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<p>Schoolwide Language & Literacy Improvement Strategy:</p>	<p>Schoolwide Inquiry Cycles (EX: Citing text to support conclusion and inferences) SRI goal setting & monitoring through advisory & English classes Intervention for students who have failed English I during first semester - skill development boot camp after school during spring semester to support foundational literacy skills students need to succeed in core content areas - addresses disproportionate English I failure rate for long-term ELL, foster youth, African American, and SpEd students;</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>
<p>Schoolwide Mathematics Improvement Strategy:</p>	<p>Intervention for students who have failed Algebra I during first semester - skill development boot camp after school during spring semester to support foundational numeracy and math skills students need to succeed in math courses - addresses disproportionate Algebra I failure rate for ELL, foster youth, African American, and SpEd students.</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>	<p>Equity/Access/Achievement</p>
<p>Culture & Climate/SEL Improvement Strategy:</p>	<p>Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school.</p>	<p>Equity/Access/Achievement</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>
<p>Pathway Development/Implementation Strategy:</p>	<p>Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.</p>	<p>School Leadership & School Vision</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>
<p>Measure N Design Features</p>		<p>1st Linked Learning Implementation Criteria</p>	<p>2nd Linked Learning Implementation Criteria</p>
<p>Measure N Design Feature #1:</p>	<p>Advisory and Case Management with explicit focus on supporting most at risk students (foster youth, incarcerated youth, SpEd, long-term ELL)</p>	<p>Personalized Student Support</p>	<p>Equity/Access/Achievement</p>
<p>Measure N Design Feature #2:</p>	<p>Introduction to pathways and school mission through 9th grade elective wheel and 9th grade interventions (i.e. literacy acceleration and credit/skill recovery)</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>	<p>Work-Based Learning</p>
<p>Measure N Design Feature #3:</p>	<p>Dual enrollment, apprenticeship and certification opportunities expanded in two remaining pathways - continue to expand opportunities to better include ELL and Newcomer students, foster youth, and SpEd students</p>	<p>Program of Study & Master Scheduling</p>	<p>School Leadership & School Vision</p>

Signature Elements (Established Practices)		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established):	Veteran teachers (including CTE teachers and pathway leaders) who have led pathway design and instruction for many years. Students feel supported by and strong connection with their teachers. Veterans have helped to build out career readiness across pathways through strong industry partnerships that result in student internships, experiential site visits, and on-campus partnerships.	Building a Rigorous Academic Core: Teacher Conditions	Work-Based Learning
Signature Element #2 (Established):	Newcomer program has continued to evolve and improve over the years to support the academic and social-emotional needs of a predominantly traumatized and high need Newcomer population.	Equity/Access/Achievement	Personalized Student Support
Signature Element #3 (Established):	Senior Capstone project well-established and driver for vertical alignment of rigorous student learning across the campus. All students, whether ELL, foster, SpEd, or gifted and talented should be held to a consistently and calibrated high-level of academic expectations, as well as supported individually to meet those expectations.	Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions

PART 5: STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Schoolwide Language & Literacy Improvement Strategy: A3.4: Teacher Professional Development focused on Literacy			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action

<p>FTE ITL (Instructional Teacher Leader) to support coherence across the school in standards-based literacy instruction</p>	<p>Schoolwide Inquiry Cycles (EX: Citing text to support conclusiong and inferences)</p> <p>SRI goal setting & monitoring through advisory & English classes</p> <p>Schoolwide leveled</p> <p>Intervention for students who have failed English I during first semester - skill development boot camp after school during spring semester to support foundational literacy skills students need to succeed in core content areas - addresses disproportionate English I failure rate for long-term ELL, foster youth, African American, and SpEd</p>	<p>A3.4: Teacher Professional Development focused on Literacy</p>	<p>All Students</p>
<p>Improve quality and consistency of teacher practice and student performance in Literacy Across the Curriculum through Inquiry Cycles with an emphasis on longterm English Learners.</p>		<p>A3.4: Teacher Professional Development focused on Literacy</p>	<p>English Learners</p>

<p>Define Tiers 1,2,3 academic interventions and supports practices to increase literacy and increase SRI proficiency.</p>	<p>Schoolwide Inquiry Cycles (EX: Citing text to support conclusiong and inferences) SRI goal setting & monitoring through advisory & English classes Intervention for students who have failed English I during first semester - skill development boot camp after school during spring semester to support foundational literacy skills students need to succeed in core content areas - addresses disproportionate English I failure rate for long-term ELL, foster youth, African American, and SpEd</p>	<p>A3.2: Reading Intervention</p>	<p>English Learners</p>
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<p>Use STIP SUB to provide release time for PLCs, curriculum planning, lesson/unit design and lesson study observations. Stip Sub to release Teacher Leaders and key staff to visit other schools to observe and learn from instruction, school culture and family engagement practices.</p>	<p>Schoolwide Inquiry Cycles (EX: Citing text to support conclusiong and inferences)</p> <p>SRI goal setting & monitoring through advisory & English classes</p> <p>Schoolwide leveled</p> <p>Intervention for students who have failed English I during first semester - skill development boot camp after school during spring semester to support foundational literacy skills students need to succeed in core content areas - addresses disproportionate English I failure rate for long-term ELL, foster youth, African American, and SpEd</p>	<p>A2.1: Implementation of CCSS & NGSS</p>	<p>All Students</p>
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Schoolwide Mathematics Improvement Strategy: *Intervention for students who have failed Algebra I during first semester - skill development boot camp after school during spring semester to support foundational numeracy and math skills students need to succeed in math courses - addresses disproportionate Algebra I failure rate for ELL, foster youth, African American, and SpEd students.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
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<p>Create systems and structures for monitoring formative and summative data to best support ELL, SpEd, and foster youth.</p>	<p>Intervention for students who have failed Algebra I during first semester - skill development boot camp after school during spring semester to support foundational numeracy and math skills students need to succeed in math courses - addresses disproportionate Algebra I failure rate for ELL, foster youth, African American, and SpEd students.</p>	<p>A2.1: Implementation of CCSS & NGSS</p>	<p>Other</p>
<p>Implement schoolwide math strategies such as claims and evidence to ensure all students are well prepared for college.</p>		<p>A2.1: Implementation of CCSS & NGSS</p>	<p>All Students</p>
<p>Math teachers have dedicated collaboration period to build upon TRU math collaboration work this year - math teachers will all have at least one other teacher with a similar teaching assignment (i.e. Geometry) to support lesson study and shared curricular collaboration to support most challenged sub-groups (ELL, SpEd, foster youth).</p>		<p>A2.9: Targeted School Improvement Support</p>	<p>Foster Youth</p>
<p>Personalized learning opportunities in mathematics through digital playlists, robotics and advanced computer science, and concurrent enrollment for advanced math classes (i.e. calculus) to challenge gifted and talented students and differentiated support for ELL, SpEd, and other students;</p>	<p>Intervention for students who have failed Algebra I during first semester - skill development boot camp after school during spring semester to support foundational numeracy and math skills students need to succeed in math courses - addresses disproportionate Algebra I failure rate for ELL, foster youth, African American, and SpEd students.</p>	<p>A2.9: Targeted School Improvement Support</p>	<p>Students with Disabilities</p>

Culture & Climate/SEL Improvement Strategy: *Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Case manager to coordinate and facilitate COST, prioritize service referrals/case management for students outside sphere of success (chronic absenteeism, suspensions, low GPA). To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school	Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school	A5.1: School Culture & Climate (Safe & Supportive Schools)	Low-Income Students
Use School Culture Team, PBIS team or COST team to create a behavioral RTI pyramid that all staff understand and implement.		A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students

<p>FTE for Restorative Justice Coordinator that will support/train in Tier 1,2,3 RJ practices. Build SEL competencies of adults serving students. Provide SEL education to adults during staff meetings. Build teacher competency on SEL supports for specific student populations (African American males, ELs, Low Income, SpEd, Foster youth, etc.)</p>	<p>Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school</p>	<p>A5.1: School Culture & Climate (Safe & Supportive Schools)</p>	<p>All Students</p>
<p>FTE for Community Relations for family engagement staffing to implement activities aligned to school priorities including academics, goal setting, attendance, college/career, and HS transition. Use of data analysis protocols with SSC, EL's committee and Parent Leadership groups.</p>		<p>A6.5: Academic Parent-Teacher Communication & Workshops</p>	<p>All Students</p>

Pathway Development/Implementation Strategy: *Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
<p>Small Learning Communities and Academic/Career Pathways</p>		<p>A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)</p>	<p>All Students</p>

<p>CTE (Career Technical Education) teachers will instruct students in various technical and vocational subjects within our Architecture & Media pathway. Each pathway will provide students with the skills and knowledge necessary to enter an occupation Organize work-based experiences, internships, college/career field trips, and career days/guest speakers.</p>	<p>Dual enrollment, apprenticeship and certification opportunities expanded in two remaining pathways - continue to expand opportunities to better include ELL and Newcomer students, foster youth, and SpEd students</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>
<p>Develop and implement pathway coaching plans that support a cycle of continuous improvement that are aligned to the Linked Learning model of high quality college and career pathways improvement for the purpose of achieving “Certified” status in Linked Learning Pathway.</p>	<p>Improve curriculum intergration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>
<p>Build pathway contacts with businesses, community, and post-secondary partners for instructional and advisory supports aligned to pathway student learning outcomes and work-based learning goals.</p>		<p>A1.1: Pathway Programs</p>	<p>All Students</p>

Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies):

<p>Strategic Action</p>	<p>Strategy This Action Supports</p>	<p>Associated LCAP Action Area (for funded actions)</p>	<p>Primary Target Student Group for This Action</p>
<p>Case manager to coordinate and facilitate COST, prioritize service referrals/case management for students outside sphere of success (chronic absenteeism, suspensions, low GPA).To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school</p>	<p>Advisory and Case Management with explicit focus on supporting most at risk students (foster youth, incarcerated youth, SpEd, long-term ELL)</p>	<p>A2.2: Social Emotional Learning</p>	<p>All Students</p>

<p>Case manager to coordinate and facilitate COST, prioritize service referrals/case management for students outside sphere of success (chronic absenteeism, suspensions, low GPA). To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school</p>	<p>Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school</p>	<p>A2.2: Social Emotional Learning</p>	<p>All Students</p>
<p>Case manager to coordinate and facilitate COST, prioritize service referrals/case management for students outside sphere of success (chronic absenteeism, suspensions, low GPA). To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school</p>		<p>A2.2: Social Emotional Learning</p>	<p>All Students</p>
<p>Assistant Principals will observe seven teachers with 0-2 years of experience. AP will create and use sub weekly schedule that includes regular time to conduct observation and feedback with teachers before, during and after school.</p>	<p>Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory.</p>	<p>A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)</p>	<p>All Students</p>

<p>Use student-led conferences as a tool for students to take responsibility for using data to reflect on progress and for setting and accomplishing own goals. Newcomer teachers and program coordinator differentiate for students with interrupted formal education (SIFE) as well as unaccompanied minors - in addition to supporting their EL needs, our Newcomer students need support navigating and accessing resources from the foster, special education, and legal systems</p>	<p>Newcomer program has continued to evolve and improve over the years to support the academic and social-emotional needs of a predominantly traumatized and high need Newcomer population. Newcomer teachers and program coordinator differentiate for students with interrupted formal education (SIFE) as well as unaccompanied minors - in addition to supporting their EL needs, our Newcomer students need support navigating and accessing resources from the foster, special education, and legal systems</p>	<p>A4.3: Newcomer Programs</p>	<p>English Learners</p>
<p>FTE for New teacher support who will provide classroom-based instructional mentoring to all first and second year (new or recently returning) teachers. In addition to mentoring, coach will provide professional development for beginning teachers in areas such as classroom management, instructional strategies, and supporting newcomer students.</p>	<p>Newcomer program has continued to evolve and improve over the years to support the academic and social-emotional needs of a predominantly traumatized and high need Newcomer population.</p>	<p>A4.3: Newcomer Programs</p>	<p>English Learners</p>

<p>FTE for New teacher who will support and will provide classroom-based instructional mentoring to all first and second year (new or recently returning) teachers. In addition to mentoring, coach will provide professional development for beginning teachers in areas such as classroom management, instructional strategies, and supporting ELL, SpEd, and foster youth.</p>	<p>Schoolwide Inquiry Cycles (EX: Citing text to support conclusiong and inferences) SRI goal setting & monitoring through advisory & English classes Intervention for students who have failed English I during first semester - skill development boot camp after school during spring semester to support foundational literacy skills students need to succeed in core content areas - addresses disproportionate English I failure rate for long-term ELL, foster youth, African American, and SpEd</p>	<p>A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)</p>	<p>All Students</p>
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ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 CA 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, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

School:

Fremont High School

2017-18 Single Plan for Student Achievement: Proposed Budget

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$110,695.63	Call for Quality Schools	Assistant Principals will observe seven teachers with 0-2 years of experience. AP will create and use sub weekly schedule that includes regular time to conduct observation and feedback with teachers before, during and after school.	Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)		10APRH	10APRH0072	1.00	302-1
\$9,271.42	Call for Quality Schools	Teacher stipends to support planning, prep, and professional development	Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	A1.3: A-G Completion	5826				302-2
\$30,000.00	Call for Quality Schools	Case manager to coordinate and facilitate COST, prioritize service referrals/case management for students outside sphere of success (chronic absenteeism, suspensions, low GPA). To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school	Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school.	A2.2: Social Emotional Learning	5825				302-3
\$35,000.00	Call for Quality Schools	Teacher stipends to support planning, prep, and professional development	Schoolwide Inquiry Cycles (EX: Citing text to support concluding and inferences) SRI goal setting & monitoring through advisory & English classes Intervention for students who have failed English I during first semester - skill development boot camp after school during spring semester to support foundational literacy skills students need to succeed in core content areas - addresses disproportionate English I failure rate for long-term ELL, foster youth, and SpEd students;	A1.3: A-G Completion	1120				302-4

\$10,000.00	General Purpose Discretionary	Copier maintenance agreement to support overall school operation	Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	A1.3: A-G Completion	5610					302-5
\$25,000.00	General Purpose Discretionary	FTE for Restorative Justice Coordinator that will support/train in Tier 1,2,3 RJ practices. Build SEL competencies of adults serving students. Provide SEL education to adults during staff meetings. Build teacher competency on SEL supports for specific student populations (African American males, ELs, Low Income, SpEd, Foster youth, etc.)	Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736					302-6
\$27,000.00	General Purpose Discretionary	East Bay Consortium Educational Institution (EBC) will support in improving college opportunities for our students. Academic and advising will be their primary focus.	Dual enrollment, apprenticeship and certification opportunities expanded in two remaining pathways - continue to expand opportunities to better include ELL and Newcomer students, foster youth, and SpEd students	A1.3: A-G Completion	5825	STLNWL		1.00		302-7
\$33,646.30	General Purpose Discretionary	Create systems and structures for monitoring formative and summative data to best support ELL, SpEd, and foster youth.	Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school.	A2.1: Implementation of CCSS & NGSS	5732					302-8
\$35,000.00	General Purpose Discretionary	Surplus	Advisory and Case Management with explicit focus on supporting most at risk students (foster youth, incarcerated youth, SpEd, long-term ELL)	A3.3: Family Engagement focused on Literacy Development	5825					302-9
\$142,653.70	General Purpose Discretionary	Supplies to support overall school operation	Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	A1.3: A-G Completion	4310					302-10

\$28,676.61	LCFF Concentration	PE Attendant	Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	A5.2: Health and Wellness (Mental & Physical Health)		PEATTN	PEATTN0024	1.00	302-11
\$14,354.18	LCFF Concentration	PE teacher	Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	A1.3: A-G Completion		TCHR11	TCHR110086	0.20	302-12
\$6,969.21	LCFF Concentration	Case manager to coordinate and facilitate COST, prioritize service referrals/case management for students outside sphere of success (chronic absenteeism, suspensions, low GPA).To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school	Advisory and Case Management with explicit focus on supporting most at risk students (foster youth, incarcerated youth, SpEd, long-term ELL)	A2.2: Social Emotional Learning	5825				302-13
\$64,303.46	LCFF Supplemental	Math teacher	Intervention for students who have failed Algebra I during first semester - skill development boot camp after school during spring semester to support foundational numeracy and math skills students need to succeed in math courses - addresses disproportionate Algebra I failure rate for ELL, foster youth, African American, and SpEd students.	A1.3: A-G Completion		TCHR11	TCHR110053	1.00	302-14
\$65,042.76	LCFF Supplemental	Physiology Teacher	Schoolwide Inquiry Cycles (EX: Citing text to support conclusiong and inferences) SRI goal setting & monitoring through advisory & English classes Intervention for students who have failed English I during first semester - skill development boot camp after school during spring semester to support foundational literacy skills students need to succeed in core content areas - addresses disproportionate English I failure rate for long-term ELL, foster youth, and SpEd students;	A1.3: A-G Completion		TCHR11	TCHR110061	1.00	302-15

\$66,428.14	LCFF Supplemental	English/ELD teacher	Newcomer program has continued to evolve and improve over the years to support the academic and social-emotional needs of a predominantly traumatized and high need Newcomer population.	A1.3: A-G Completion		TCHR11	TCHR110066	1.00	302-16
\$77,440.11	LCFF Supplemental	Biology teacher	Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohort pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	A1.3: A-G Completion		TCHR11	TCHR110083	1.00	302-17
\$57,416.72	LCFF Supplemental	PE teacher	Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohort pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	A1.3: A-G Completion		TCHR11	TCHR110086	0.80	302-18
\$83,141.06	LCFF Supplemental	Newcomer Physics teacher	Newcomer program has continued to evolve and improve over the years to support the academic and social-emotional needs of a predominantly traumatized and high need Newcomer population.	A1.3: A-G Completion		TCHR11	TCHR110144	1.00	302-19
\$5,448.05	LCFF Supplemental	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				302-20
\$22,259.69	Measure G: TGDS	Use STIP SUB to provide release time for PLCs, curriculum planning, lesson/unit design and lesson study observations. Stip Sub to release Teacher Leaders and key staff to visit other schools to observe and learn from instruction, school culture and family engagement practices.	Schoolwide Inquiry Cycles (EX: Citing text to support conclusion and inferences) SRI goal setting & monitoring through advisory & English classes Intervention for students who have failed English I during first semester - skill development boot camp after school during spring semester to support foundational literacy skills students need to succeed in core content areas - addresses disproportionate English I failure rate for long-term ELL, foster youth, and SpEd students;	A2.1: Implementation of CCSS & NGSS		TCSTIP	TCSTIP0478	0.50	302-21

\$4,980.00	Measure G: TGDS	Teacher stipends for alternate observers	Schoolwide Inquiry Cycles (EX: Citing text to support conclusion and inferences) SRI goal setting & monitoring through advisory & English classes Intervention for students who have failed English I during first semester - skill development boot camp after school during spring semester to support foundational literacy skills students need to succeed in core content areas - addresses disproportionate English I failure rate for long-term ELL, foster youth, and SpEd students;	A2.6: Teacher Evaluation	1120					302-22
\$25,017.91	Measure G: TGDS	Surplus for FTE ITL (Instructional Teacher Leader) to support coherence across the school in standards-based literacy instruction	Schoolwide Inquiry Cycles (EX: Citing text to support conclusion and inferences) SRI goal setting & monitoring through advisory & English classes Intervention for students who have failed English I during first semester - skill development boot camp after school during spring semester to support foundational literacy skills students need to succeed in core content areas - addresses disproportionate English I failure rate for long-term ELL, foster youth, and SpEd students;	A3.4: Teacher Professional Development focused on Literacy						302-23
\$80,068.71	Measure N	Case manager to coordinate and facilitate COST, prioritize service referrals/case management for students outside sphere of success (chronic absenteeism, suspensions, low GPA). To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school	Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school.	A5.1: School Culture & Climate (Safe & Supportive Schools)		CSEMGR	CSEMGR9999	0.75		302-24
\$77,510.71	Measure N	Small Learning Communities and Academic/Career Pathways and CTE (Career Technical Education) teachers will instruct students in various technical and vocational subjects within our Architecture & Media pathway.	Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohort pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	A1.1: Pathway Programs		TCHR11	TCHR110046	1.00		302-25

\$77,570.35	Measure N	Small Learning Communities and Academic/Career Pathways and CTE (Career Technical Education) teachers will instruct students in various technical and vocational subjects within our Architecture & Media pathway.	Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	A1.1: Pathway Programs		TCHR11	TCHR110049	1.00	302-26
\$83,396.68	Measure N	Small Learning Communities and Academic/Career Pathways and CTE (Career Technical Education) teachers will instruct students in various technical and vocational subjects within our Architecture & Media pathway.	Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	A1.1: Pathway Programs		TCHR11	TCHR110054	1.00	302-27
\$85,776.04	Measure N	Small Learning Communities and Academic/Career Pathways and CTE (Career Technical Education) teachers will instruct students in various technical and vocational subjects within our Architecture & Media pathway.	Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	A1.1: Pathway Programs		TCHR11	TCHR110062	1.00	302-28
\$69,928.43	Measure N	Small Learning Communities and Academic/Career Pathways and CTE (Career Technical Education) teachers will instruct students in various technical and vocational subjects within our Architecture & Media pathway.	Dual enrollment, apprenticeship and certification opportunities expanded in two remaining pathways - continue to expand opportunities to better include ELL and Newcomer students, foster youth, and SpEd students	A1.1: Pathway Programs		TCHR11	TCHR110076	1.00	302-29
\$97,448.10	Measure N	Small Learning Communities and Academic/Career Pathways and CTE (Career Technical Education) teachers will instruct students in various technical and vocational subjects within our Architecture & Media pathway.	Senior Capstone project well-established and driver for vertical alignment of rigorous student learning across the campus. All students, whether ELL, foster, SpEd, or gifted and talented should be held to a consistently and calibrated high-level of academic expectations, as well as supported individually to meet those expectations.	A1.1: Pathway Programs		TCHR11	TCHR119999	1.00	302-30
\$5,626.99	Measure N	Supplies to support pathway programs	Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	A1.1: Pathway Programs	4310				302-31

\$78,024.00	Measure N	Develop and implement pathway coaching plans that support a cycle of continuous improvement that are aligned to the Linked Learning model of high quality college and career pathways improvement for the purpose of achieving "Certified" status in Linked Learning Pathway.	Dual enrollment, apprenticeship and certification opportunities expanded in two remaining pathways - continue to expand opportunities to better include ELL and Newcomer students, foster youth, and SpEd students	A1.1: Pathway Programs	5708				302-32
\$38,732.10	Supplemental Program Investment	Define Tiers 1,2,3 academic interventions and supports practices to increase literary and increase SRI proficiency.	Intervention for students who have failed Algebra I during first semester - skill development boot camp after school during spring semester to support foundational numeracy and math skills students need to succeed in math courses - addresses disproportionate Algebra I failure rate for ELL, foster youth, African American, and SpEd students.	A3.2: Reading Intervention		PEATTN	PEATTN0023	1.00	302-33
\$22,259.69	Supplemental Program Investment	STIP to define Tiers 1,2,3 academic interventions and supports practices to increase literary and increase SRI proficiency.	Intervention for students who have failed Algebra I during first semester - skill development boot camp after school during spring semester to support foundational numeracy and math skills students need to succeed in math courses - addresses disproportionate Algebra I failure rate for ELL, foster youth, African American, and SpEd students.	A3.2: Reading Intervention		TCSTIP	TCSTIP0478	0.50	302-34
\$19,963.21	Supplemental Program Investment	Case manager to coordinate and facilitate COST, prioritize service referrals/case management for students outside sphere of success (chronic absenteeism, suspensions, low GPA).To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school	Reduce suspension rate by 50 % from 145 students (March 2017) to 72 students by March 2018. All teachers & support staff will be trained in and able to utilize restorative practices. Focus on Community building and code of respect in advisory. To reduce the drop-out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school.	A2.2: Social Emotional Learning	5825				302-35
\$115,702.71	Title I Basic	FTE for New teacher support who will provide classroom-based instructional mentoring to all first and second year (new or recently returning) teachers. In addition to mentoring, coach will provide professional development for beginning teachers in areas such as classroom management, instructional strategies, and supporting newcomer students.	Newcomer program has continued to evolve and improve over the years to support the academic and social-emotional needs of a predominantly traumatized and high need Newcomer population.	A4.3: Newcomer Programs		T11TSA	T11TSA0211	1.00	302-36

\$15,935.70	Title I Basic	Personalized learning opportunities in mathematics through digital playlists, robotics and advanced computer science, and concurrent enrollment for advanced math classes (i.e. calculus) to challenge gifted and talented students and differentiated support for ELL, SpEd, and other students;	Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.	A2.9: Targeted School Improvement Support	5732				302-37
\$4,408.39	Title I Parent Participation	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				302-38

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

Student Pledge:

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

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

Student signature**Parent/Guardian or Family Member Pledge:**

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

Teacher signature

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

Signed on this _____ day of _____, 20_____.



School Site Council Membership Roster – High School

School Name: Fremont High School

School Year: 2016-2017

Chairperson : Carlos Castro		Vice Chairperson: Michelle Gonzalez	
Email: c	Phone: 4	Email: n	Phone: 5
Secretary: Ana Quintero		LCAP Parent Advisory Nominee:	
Email:	Phone: 4	Email:	Phone:
LCAP EL Parent Advisory Nominee:		LCAP Student Nominee:	
Email:	Phone:	Email:	Phone:

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Michelle Gonzalez			x			
Jasmene Miranda			x			
Agnes Zapata			x			
Jason Muniz			x			
Elizabeth Gonzalez						x
Paulina Pablo					x	
Ana Quintero					x	
Maria Torres					x	
Carlos Castro				x		
Zusana Mendoza						x
Angel Salazar						x

Meeting Schedule (day/month/time)	Mondays/monthly/6 pm
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SSC Legal Requirements: (Ed. Code 52852)

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. There must be an equal number of students and parents/community members;
4. Majority of school staff members must be classroom teachers;
5. **Students are required to be members of the High School SSC**
6. Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff

AND

3-Parent/Community
3-Students

Revised 8/22/2016

Title I School Parental Involvement Policy 2016 -2017

Fremont High School has developed a written Title I parental involvement policy with input from Title I parents. We held monthly SSC meetings & met with parents on our Saturday events. It has distributed the policy to parents of Title I students. We have a copy posted in the main office and we distributed SSC meeting. The policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Fremont High School agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their school's participation in the Title I Program.
 2. Explain the requirements of the Title I Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title I Plan.

At Fremont, we communicate with our parents via Flyers, Messenger Calls, and parent meetings. The Title I meeting will be announced at the SSC meetings. The meeting will be in the afternoon/early evening given most of our parents' work during the day.

- Offer a flexible number of meetings for parents.

Our SSC meetings are in the early evening but we do have other avenues for our parents. We have ESL classes for our parents during the day and we have coffee with the school community several every month. We also have 5 planned Saturday Interventions when parents can come and talk to teachers and staff and receive update on programs at Fremont.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I Parent Involvement Policy.

At Fremont, we communicate with our parents via Flyers, Messenger Calls, and parent meetings. The Title I meeting will be announced at the SSC meetings. The meetings are in the afternoon/early evening given most of our parents' work during the day.

- Provides parents of Title I students with timely information about Title I programs.

Information about services provided is done through the various parent meetings.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

At Fremont we communicate with our parents via Flyers Messenger Calls, and parent meetings, SSC, etc. The meetings will be in the afternoon/early evening given most of our parent's work during the day. We also have 5 planned Saturday Interventions when parents can come and talk to teachers and staff and receive update on programs at Fremont. We also hold individual meetings with parents. (Student Success Meetings).

- Provides parents of title I students, if requested, with opportunities for regular meetings to participate in decisions relating the education of their children.

Student Success Meetings are scheduled by teachers or parents after school so that most or all of the student's teachers can attend the meeting.

School-Parent Compact

Fremont has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

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

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

Our monthly SSC meetings are in the early evening but we do have other avenues for our parents. At SSC meetings, parents are given information about the district/state content standards and the district and state graduation requirements. We have 5 planned Saturday Interventions when parents can come and talk to teachers and staff and receive update on programs at Fremont. This time is also used for individual student progress and assessments.

In partnership with several community organizations, parents and students are offered financial aid and college going workshops.

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

Materials and training opportunities are offered throughout various venues. We have presently trained 5 parents to implement spring workshops.

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

At Fremont we have 3 monthly professional development sessions per month and monthly faculty meetings. Pertinent issues are shared out and discussed with staff at these sessions.

Two parent engagement workshops are planned for our staff.

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

At Fremont we have a Family Center that coordinates and integrates activities/or our school. We also allocated funds for a Community Assistant to better the community with our parents.

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

We provide translation services at our meetings and the materials and phone messages are in English and Spanish, our major language spoken.

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

We provide refreshments, translation services and on occasions child supervision services. We also meet with the parent representatives in support of the monthly meetings.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
- *We provide translation services at our meetings and the materials and phone messages are in English and Spanish, our major languages spoken on campus. We also meet with parents at various times of the day to increase parent involvement and parent communication. Our parent center is easily accessible as it is on the first floor.*

Adoption

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

We held monthly SSC meetings, and we held our children participation in Title I informational meeting on October 27, 2016.

This Policy was adopted by Fremont High School Site Council on October 27, 2016 and will be in effect for the period of 2016-17 school year. The school will distribute the policy to all parents of participation Title I, Part A, children on or before 2/23/2017. It will be made available to the local community on or before 2/27/2017.

Fremont High School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide in a language the parents can understand.


Co Principal's Signature

10/17/16
Date