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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 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 2020-2021 School Plan for Student Achievement (SPSA) for Fremont High School



2020-2021 School Plan for Student Achievement (SPSA)

School: Fremont High School
CDS Code: 1612590125716
Principal: Rosemary McAtee & Tom Skjervheim
Date of this revision: 3/24/2020

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.
Oakland, CA 94601

Telephone: 510-434-5257

Email: rosemary.mcatee@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 3/24/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: Fremont High School

Site Number: 302

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

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

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

Date(s) plan was approved: March 24, 2020

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.)
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Signatures:

Rosemary Rivera



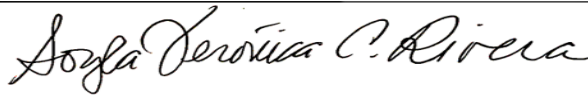
6/10/2020

Principal

Signature

Date

Soyla Rivera



6/10/2020

SSC Chairperson

Signature

Date

Lucia Moritz



6/18/2020

Network Superintendent

Signature

Date

Lisa Spielman

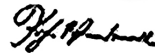


6/18/2020



8/27/2020

Jody London
President, Board of Education



8/27/2020

Kyla Johnson-Trammell
Secretary, Board of Education

2020-21 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 2020-21 SPSSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/3/2020	Lead Team	Budget and Masterschedule priorities (Teacher leaders and Admin Team)
2/24/2020	Lead Team	Team discussed whats worked and what hasn't. Shared concerns and wishlist for the upcoming school year. Made recoomendations on Measure N expenditures. (Teacher leaders and Admin Team)
3/2/2020	Lead Team	Budget 1 pager, budget priorities, and budget discussion. (Teacher leaders and Admin Team)
12/17/2020	SSC	Budget priorities and possible funding challenges. (Parents, Teachers, Students, and Admin)
2/25/2020	SSC	Budget 1 pager discussion, budget priorities, and budget allocations. (Parents, Teachers, Students, and Admin)
3/24/2020	SSC	2020-2021 Budget allocations and Ttitle I expenditures. Team voted for 2020-2021 budget expenditures and Title I Expenditures. (Parents, Teachers, Students, and Admin)

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$761,146.00
Total Federal Funds Provided to the School from the LEA for CSI	\$294,350.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,476,386.00

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)	\$246,636.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$88,800.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$5,304.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$720,800.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$214,856.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$195,040.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$294,350.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	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)	\$710,600.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$761,146.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$1,715,240.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$2,476,386.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<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>	<ul style="list-style-type: none"> ~Below level reading intervention support. ~Case management per academy that concentrates on attendance and GPA. ~Student Support Team that focusus on Tier 3 students. 	<ul style="list-style-type: none"> ~ Invenstment in STIP Sub and TSA to concentrate on reading intervention instruction. ~Investment in student support specialist, case manager, and attendance compliance officer to focus on focal students.
<i>Student/Family Supports</i>	<ul style="list-style-type: none"> ~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. 	<ul style="list-style-type: none"> ~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>	<ul style="list-style-type: none"> ~Increase student achievement and school-wide success through alignment of common core curriculum. ~Implementation of common grading policies and assessments. ~ Integration of techlology in school-wide cutticlum. 	<ul style="list-style-type: none"> ~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.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	<ul style="list-style-type: none"> ~52.9% A-G Completion ~ 58.6 Graduation rate. ~65.2 Currentlty On-track to graduate ~32.0% drop out rate. 	<ul style="list-style-type: none"> ~The 4-yr dropout rate is 32.0% for all students while the district rate is 23.3%. ~ Retention rate of Newcomers (English learners) and African American students disproportionally lower than other sub-groups
<i>Focal Student Supports</i>	<ul style="list-style-type: none"> ~Large percentage of students reading far below grade level. ~Large percentage of student failing Algebra I. 	<ul style="list-style-type: none"> ~Limited opportunities to provide students with multiple opportunites to work on their reading. ~Limited opportunities for students to work on basic math skills.
<i>Student/Family Supports</i>	<ul style="list-style-type: none"> ~ Lack of family participation in school initiatives that would bridge home and school. 	<ul style="list-style-type: none"> ~ Lack of family participation in school initiatives or activities. ~No dedicated staff member for parent outreach or education.

<i>Staff Supports</i>	<p>~Staff hasn't received enough trauma informed Professional Development.</p> <p>~Disalignment in school culture initiatives.</p>	<p>~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.</p> <p>~Teacher coaching is provided by peers therefore teacher being coached isn't always receiving the feedback in a way that requires them to make changes in their curriculum or classroom culture.</p>
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1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:	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.
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Instructional Focus Goal: All students graduate college-, career-, and community-ready.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Graduation Rate	All Students	TBD	56.7%	n/a	75.0%
On Track to Graduate: 9th Grade	All Students	TBD	Coming soon	n/a	75.0%
On Track to Graduate: 11th Grade	All Students	TBD	Coming soon	n/a	75.0%
A-G Completion	All Students	TBD	39.5%	n/a	75.0%
College/Career Readiness	All Students	TBD	n/a	n/a	TBD

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Grade 11 Students	+15 points DF3	-106.2	n/a	-202.0

Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	20.3%	n/a	30%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Grade 11 Students	+15 points DF3	-202.3	n/a	-202.0
CAST (Science)	All Grade 11 Students	TBD	6.1%	n/a	-202

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:	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.
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Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-176.4	n/a	60.0
SBAC ELA	English Learners	+20 points DF3	-153.5	n/a	60.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	53.5%	n/a	60.0
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-249.0	n/a	60.0
SBAC Math	English Learners	+20 points DF3	-232.7	n/a	60.0
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	0.0%	n/a	25.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	25.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023:	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.
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Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	60.3%	n/a	80.0%
Suspensions	All Students	-2pp	9.2%	n/a	5.0%
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	63.7%	n/a	50.0%
Chronic Absence	African-American Students	-2pp	72.2%	n/a	60%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023:	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.
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School Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Suspension Monthly Reports and Universal Referral Forms	African American Students	-2pp	14.95%	n/a	5.0%

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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Fremont High School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
2019-20 Enabling Conditions	
Related School Goals:	See 2019-20 SPSA.
Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
2019-20 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 strategic actions 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.	
2019-20 Language & Literacy Focal Area	
Theory of Change:	If we invest in reading intervention for all below grade-levels, and if we focus on reading across all content areas as a school, then of students currently not reading at grade level, 75% will grow by two or more grade levels.
Related School Goals:	See 2019-20 SPSA.
Briefly describe the overall implementation of 19-20 strategic actions for this area. If you changed any planned staffing or activities after completing your SPSA, please describe.	
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 need to make staffing changes so that a teacher can hold a few sections of literacy intervention as well as ELD.	
What evidence do you see that your strategic actions are effective?	
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.	
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.	

Two major shifts will happen this year. 1. Mainstream students and Newcomer students will have a block of time dedicated for literacy and ELD. Second shift will be made around professional development. 2020-21 there will be a PD team who will guide all professional development and be facilitated by teachers considered experts in the content area. We hope this shift creates more teacher buy-in.

2019-20 Rigorous Academics & Career Technical Education (CTE) Focal Area

Theory of Change:	If we focus on the conditions for success for all of our English learners (across all programs and grade-levels) we will see improved performance and integration of all ELL's regardless if Newcomer or LTEL
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Related School Goals:	See 2019-20 SPSA.
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Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

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.

What evidence do you see that your strategic actions are effective?

Increased enrollment in dual-enrollment courses and interships.

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.

Newcomer and Mainstream students will equally participate in CTE trainings, Fieldtrips, and interships.

2019-20 Work-Based Learning Focal Area

Theory of Change:	If we focus on building on the foundation of the WBL partnerships and experiences and further vetting and sequencing them, then we will see the relationship between teachers and partners mature and we will see students highly engaged in exploring the Media and Architecture & Design fields through a variety of sequenced activities and opportunities.
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Related School Goals:	See 2019-20 SPSA.
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Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We double blocked English classes for all Newcomer students; We have additional academic supports (math intervention and literacy intervention) as well as social-emotional supports (case managers, clinicians, legal support) for all Newcomer students;

What evidence do you see that your strategic actions are effective?

Newcomer students now have a dedicated case managers who is supporting them directly and working with outside partners to link NC students to interships and jobs.

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.

We added a newcomer case manager that would work directly with teachers and community.

2019-20 Comprehensive Student Supports (CSS) Focal Area

Theory of Change:	If we focus on school-wide climate, building community in SLCs, and aligning support persons, systems and interventions within and across SLCs, then we will decrease the rates of chronic absences and increase student safety and success.
Related School Goals:	See 2019-20 SPSA.
Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
The purchase of case managers, college career specialist, and attendance truancy officer was greatly effective in the sense that it allowed all students to have a person they could constantly reach out to for emotional support as well as academic. The team met weekly to discuss individual students and properly intervene.	
What evidence do you see that your strategic actions are effective?	
Having case managers, attendance compliance officers, and CCRS has allowed us to fully implement our interventions strategies. Our case managers concentrate on making sure students are staying on top of their grades, attendance, and fully implementing our SART/SARB system. In addition, our CCRS has been able to reach students that would normally not think to attend college. She provides that next step for families and the support they need to think beyond HS. Fremont continues to work through their challenges and part of that is providing students with 1:1 support.	
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.	
We will not be making any changes in staff or strategy. We will continue to work on student interventions. We will add more scheduled celebrations and parent nights so parents can also be part of celebrating students achievement.	
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET	
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. 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.	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS				
School: Fremont High School			School ID: 302	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices	
Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)				
School Priority:	Increase student achievement and school-wide success through alignment of Common Core curriculum, implementation of Wall-to-Wall Academies as part of a Professional Learning Community, development of common grading policies and assessments, especially in areas of English Language Arts and Mathematics, integration of technology with one-to-one iPads, as well as implementation of A-G graduation requirements.			
School Theory of Change:	Academic Achievement - Increase student achievement and school-wide success through alignment of Common Core curriculum, implementation of Wall-to-Wall Academies as part of a Professional Learning Community, development of common grading policies and assessments, especially in areas of English Language Arts and Mathematics, integration of technology with one-to-one iPads, as well as implementation of A-G graduation requirements.			
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.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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 assinged admin per academy.	
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 assinged admin per academy.	
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 assinged admin per academy.	

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.	
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.	
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	

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

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

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.	
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.	
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.	
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	
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.	
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.	

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Priority:		Continue implementation of a coherent school vision and student-centered climate through established leadership oversight that allows the school to build a culture and climate that will foster increased academic success through increased parent outreach, various student support systems and interventions, active student engagement, increased academic rigor, as well as improved safety.		
School Theory of Change:		If we focus on school-wide climate, building community in SLCs, and aligning support persons, systems and interventions within and across SLCs, then we will decrease the rates of chronic absences and increase student safety and success.		
Related School Goal:		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 sytems and interventions, active student engagement, increased academic rigor, as well as improved safety.		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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 assinged admin per academy.	
3-2	Plan rigourous and engaging lessons for students.	Provide ongoing professional develoment, comprehensive resources and materials.	Observations and Walkthroughs	
3-3	Participate in Week of Welcome and align all classroom rules and expecations 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	
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.	Creat 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.	

3-5	Review montly attendance reports with students during a well attended period.	Run monthly attendance reports, 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 assinged admin per academy.	
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Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Priority:	Academy team, full service community staff and college outreach representatives collaborate to ensure that all students and their families are provided with necessary support to be successful academically and have a clear understanding, early in high school career, of postsecondary options. Each student is assigned a counselor or student support service professional to assist students in applying to postsecondary programs including admissions, financial aid, enrollment placement, registration, and orientation.
School Theory of Change:	If Fremont provides full service community supports for familes and students we will see an increase in academic achievement, graduation, and postsecondary admission.
Related School Goal:	By May 2023 student suspension rates will decrease by 50% by enforcing 100% of staff participation in trama informed practices and alignment with Fremont Way culture climate guidelines.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Collaborate with College Career Specialist	Provide time for teachers to collaborate with support staff.	PD/team agendas	
4-2	Collaborate with school counselors	Provide time for teachers to collaborate with support staff.	PD/team agendas	
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	
4-4	Complete COST or SST referrals when students is stuggling emotionally or academically	Provide clear systems for COST/SST referrals.	School-wide intervention tracker	

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	
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	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority:	Increase ELL scholars development in English proficiency, classroom engagement, and academic language development.			
School Theory of Change:	If we focus on the conditions for success for all of our English learners (across all programs and grade-levels) we will see improved performance and integration of all ELL's regardless if Newcomer or LTEL			
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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	
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	

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	
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	
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	
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	~Large percentage of students reading far below grade level. ~Large percentage of student failing Algebra I.

PROPOSED 2020-21 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
BACR after school 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.	\$214,856	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Plan rigorous and engaging lessons for students.	302-1
Inquiry Cycles Teacher Observations-STIP Sub to support small learning communities through cycles of inquiry, peer observations, and new teacher supports.	TBD	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	NH0-465	STIP Teacher	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Weekly academy meetings are held during common planning time that support the implementation and alignment of PLC's	302-2
Unallocated funds will be designated once SSC meets to go over student data.	\$50,000	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Project Based Learning aligned with Common Core standards	302-3
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.	\$180,860	Comprehensive Support & Improvement (CSI) Grant	5828	Assemblies/Classroom Presentations	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reach out to families when students are at risk of failing	302-4
Classified Overtime: To support home visits, testing coordination, and translation supports.	\$15,108	General Purpose Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Reach out to families when students are at risk of failing	302-5
Books: To support purchase of leveled library in reading intervention class.	\$10,000	General Purpose Discretionary	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Project Based Learning aligned with Common Core standards	302-6
Supplies: Teachers will receive a budget twice a year to order supplies of their choosing to support students everyday learning environment.	\$33,300	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-7

Refreshments: To support meeting refreshments for family events, celebratory events for students or partners.	\$892	General Purpose Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will participate in at least two after hour family events during the school year in addition to open house.	302-8
Testing: To support students who may not be able to pay for college readiness exams.	\$10,000	General Purpose Discretionary	4375	Testing Materials	n/a	n/a	n/a	Draft LCAP 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
Purchase of chromebooks for reading intervention students.	\$2,657	General Purpose Discretionary	4400	Non-Capitalized Equipment	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-10
Conference/Retreats: pathway retreats to develop integrated projects and curriculum that include modification for Sped Students and English Language Learners. Pathway alignment with Schoolwide mission and vision. In addition, case managers, attendance compliance officers, and office staff will develop intensive support plan for school wide SEL implementation.	\$2,000	General Purpose Discretionary	5200	Travel And Conferences	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Academy teachers develop, implement, and follow up on academy outcomes for every grade level based on the VCUSD Graduate Profile	302-11
Machine Maintenance: To support everyday creation of standard aligned task for student engagement during lessons.	\$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Plan rigorous and engaging lessons for students.	302-12
Rental Facility: To cover a venue for Graduating class of 2021.	\$10,000	General Purpose Discretionary	5624	Rentals: Facility	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Calendar student/family celebrations in advance to prepare families and staff.	302-13
Keys- To provide teachers or sub teachers with keys when needed.	\$500	General Purpose Discretionary	5720	Maintenance Work Orders	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-14
Postage: To support parent communications through progress reports, report cards, and monthly newsletters.	\$1,000	General Purpose Discretionary	5724	Mail Services/Postage	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Academy teachers develop, implement, and follow up on academy outcomes for every grade level based on the VCUSD Graduate Profile	302-15

Postage: To support parent communications through progress reports, report cards, and monthly newsletters.	\$1,000	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Academy teachers develop, implement, and follow up on academy outcomes for every grade level based on the VCUSD Graduate Profile	302-16
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.	\$78,879	LCFF Concentration	1105	Certificated Teachers' Salaries	3687	Teacher 11Months 12-Pay	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-17
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.	\$90,769	LCFF Concentration	1105	Certificated Teachers' Salaries	4464	Teacher 11Months 12-Pay	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-18
Unallocated funds will be designated once SSC meets to go over student data.	\$25,884	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Incorporate technology into daily or weekly lessons.	302-19
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.	\$84,943	LCFF Supplemental	1105	Certificated Teachers' Salaries	3315	Teacher 11Months 12-Pay	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-20

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.	TBD	LCFF Supplemental	1105	Certificated Teachers' Salaries	3536	Teacher 11Months 12-Pay	0.20	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Project Based Learning aligned with Common Core standards	302-21
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.	\$0	LCFF Supplemental	1105	Certificated Teachers' Salaries	3664	Teacher 11Months 12-Pay	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-22
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.	\$82,833	LCFF Supplemental	1105	Certificated Teachers' Salaries	3696	Teacher 11Months 12-Pay	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-23
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.	\$0	LCFF Supplemental	1105	Certificated Teachers' Salaries	3941	Teacher 11Months 12-Pay	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-24

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.	\$84,943	LCFF Supplemental	1105	Certificated Teachers' Salaries	4744	Teacher 11Months 12-Pay	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-25
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.	TBD	LCFF Supplemental	1105	Certificated Teachers' Salaries	4752	Teacher 11Months 12-Pay	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-26
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 A-G courses.	\$25,789	LCFF Supplemental	1105	Certificated Teachers' Salaries	4837	Teacher 11Months 12-Pay	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-27
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 A-G courses.	\$17,861	LCFF Supplemental	1105	Certificated Teachers' Salaries	5209	Teacher 11Months 12-Pay	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-28
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 A-G courses.	\$84,943	LCFF Supplemental	1105	Certificated Teachers' Salaries	6226	Teacher 11Months 12-Pay	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-29
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 A-G courses.	\$40,996	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-30

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 A-G courses.	\$12,590	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-31
Attendance Compliance Officer: To support most at-risk students as they navigate social services, foster system, juvenile justice system, community violence, homelessness, etc.	TBD	LCFF Supplemental	2205	Classified Support Salaries	NH0-334	Student Attendance Compliance Officer	0.50	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Review montly attendance reports with students during a well attended period.	302-32
Books to support SSR in English classes.	\$2,948	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide lessons that reach the varitey of learning styles in the classroom such as visual/spatial or interpersonal.	302-33
Library clerk: will allow us to offer students a place to check out books, research, and expand their love for books.	\$39,312	Measure G: Library	2205	Classified Support Salaries	NH0-335	Library Clerk	0.70	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Project Based Learning aligned with Common Core standards	302-34
Unallocated funds will be designated once SSC meets to go over student data.	\$2,253	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Project Based Learning aligned with Common Core standards	302-35
Fund 1.00 FTE for the CTE Media Teacher to provide a full teaching line to mainstream and newcomer students.	\$70,154	Measure N	1105	Certificated Teachers' Salaries	4837	Teacher 11Months 12-Pay	0.80	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-36
Fund .60 FTE for Science SEI to support 10th grade Newcomers, specifically SIFE in sheltered science classes; new classes from last year after low pass rates with Newcomers in Gen Ed science classes. These additional sections are necessary in order for cohorting and newcomer students to be integrated in and have access to the CTE and pathway courses. Fund .20 FTE Media Collaboration to align curriculum to pathway and industry standards. (E.N)	TBD	Measure N	1105	Certificated Teachers' Salaries	4752	Teacher 11Months 12-Pay	0.80	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-37

Fund .60 FTE for Science SEI to support 10th grade Newcomers, specifically SIFE in sheltered science classes; new classes from last year after low pass rates with Newcomers in Gen Ed science classes. These additional sections are necessary in order for cohorting and newcomer students to be integrated in and have access to the CTE and pathway courses. Fund .20 FTE for Media Collaboration to align curriculum to pathway and industry standards. (A.L)	\$71,446	Measure N	1105	Certificated Teachers' Salaries	5209	Teacher 11Months 12-Pay	0.80	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-38
"Fund .40 FTE for 1 prep period for science department leadership coaching AND Media academy co-director responsibilities, and 1 period of new science credit recovery model where students who have previously failed a class can raise grades to passing (or a-g eligibility) over the course of 6-week marking period. Fund .40 FTE for chemistry teacher to ensure science cohorting of 10th grade students in the Media academy, in addition to English, history, and CTE classes. (AT)"	\$93,414	Measure N	1105	Certificated Teachers' Salaries	3536	Teacher 11Months 12-Pay	0.80	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-39
Fund 1.00 FTE for the CTE Media Teacher to provide a full teaching line to mainstream and newcomer students.	\$110,061	Measure N	1105	Certificated Teachers' Salaries	NH0-406	Teacher 11Months 12-Pay	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-40
"Fund .40 FTE for history teacher to provide Government SEI to support 12th grade Newcomers, specifically SIFE in sheltered science classes. These additional sections are necessary in order for cohorting and newcomer students to be integrated in and have access to the CTE and pathway courses. Fund .40 FTE for U.S. teacher to ensure history cohorting of 11th grade students in the Media academy, in addition to English, science, and CTE classes. ""	\$110,061	Measure N	1105	Certificated Teachers' Salaries	NH0-461	Teacher 11Months 12-Pay	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-41
College and Career Readiness Specialist - To ensure that 100% of seniors fill out a FAFSA application, explore career options, and explore post secondary colleges/universities/trade-schools.	\$103,801	Measure N	2205	Classified Support Salaries	3839	Specialist, College/Career Readiness	1.00	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Collaborate with College Career Specialist	302-42
Unallocated funds will be designated once SSC meets to go over student data.	\$42,968	Measure N	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Incorporate technology into daily or weekly lessons.	302-43

Pathway Coach - to support restructuring of pathways, lead effective pathway SLCs, and align CTE courses with subject areas.	\$74,818	Measure N	2305	Classified Supervisors' and Administrators' Salaries	3520	Coach College/Career Pathways	0.50	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Project Based Learning aligned with Common Core standards	302-44
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 A-G courses.	\$110,061	Title I: Basic	1105	Certificated Teachers' Salaries	NH0-327	Teacher 11Months 12-Pay	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-45
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 A-G courses.	\$51,763	Title I: Basic	1105	Certificated Teachers' Salaries	6269	STIP Teacher	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-46
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 A-G courses.	TBD	Title I: Basic	1105	Certificated Teachers' Salaries	NH0	STIP Teacher	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Project Based Learning aligned with Common Core standards	302-47
Unallocated funds will be designated once SSC meets to go over student data.	\$25,553	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Project Based Learning aligned with Common Core standards	302-48
Rollover Funds:Unallocated funds will be designated once SSC meets to go over student data.	\$5,304	Title I: Basic	4400	Non-Capitalized Equipment	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Project Based Learning aligned with Common Core standards	302-49
Rollover Funds:Unallocated funds will be designated once SSC meets to go over student data.	\$16,575	Title IV: Student Support & Academic Enrichment	4400	Non-Capitalized Equipment	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Project Based Learning aligned with Common Core standards	302-50



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 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Rosemary Rivera
Name of Principal


Signature of Principal

August 28th, 2019

DATE



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



**FREMONT
HIGH SCHOOL**

School-Parent Compact

Fremont High School

2019-20

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 2019-20 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.
 - October 7-11, 2019 & March 16-20, 2020
 - School Site Council Establishment Meeting September 16th, 2019.
- 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 7-11, 2019 & March 16-20, 2020
 - School Site Council Establishment Meeting September 16th, 2019.

- 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.

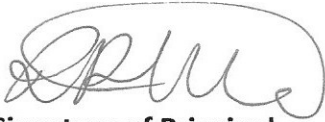
Student Responsibilities

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

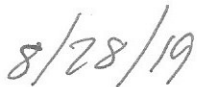
- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by Fremont High School on September 16th, 2019, and will be in effect for the period of September 16th, 2019 to May 30th 2020.

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, 2019.



Signature of Principal



Date



Strategic Resource Planning

2019-20

School Site Council Membership Roster – Secondary

School Name: **Fremont High School**

Chairperson : Soyla Rivera

Vice Chairperson: Juan Matias Pablo

Secretary: Joseph Notaro

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Ji Lee		x			
Joey Notaro		x			
Alexangra Toledo		x			
Angelica Ochoa			x		
Juan Matias Pablo					x
Ivan Rivera					x
Soyla Rivera				x	
Bill Deluchi				x	
Ana Quintero				x	
Rosemary Rivera	x				

Meeting Schedule
(day/month/time)

Last Working Tuesday @ 4:30 pm

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. Majority of school staff members must be classroom teachers;
4. **Students are required to be members of the High School SSC**
5. Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff
AND
6-Parent/Community
Or
3-Parent /Community
3-Students