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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Fremont High School

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Fremont High School.

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

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

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

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

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Fremont High School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Fremont High School
CDS Code: 1612590125716
Principal:
Date of this revision: 5/23/2023

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

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

Contact: Nidya Baez

Position: Principal

Address: 4610 Foothill Blvd.
Oakland, CA 94601

Telephone: 510-434-5257

Email:

The School Site Council recommended this revision of the SPSA for Board approval on: 5/23/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Fremont High School

Site Number: 302

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" 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 | <input checked="" type="checkbox"/> 21st Century Community Learning |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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

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

Date(s) plan was approved: 5/23/2023

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

- | | | |
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| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare b |
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Signatures:

Nidya Baez
Principal

Nidya Baez
Signature

Regina Bellow

Regina M. Bellow

SSC Chairperson

[Signature]
Signature

6/2/2023

Vanessa Sifuentes
Network Superintendent

[Signature]
Signature

6/5/23

Lisa Spielman

Lisa Spielman



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5/23/2023

Date

Date

Date

6/2/2023

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/1/2022	SSC, Faculty Council, Staff	Reached out to staff with new budget proposal tool for the Community Schools grant (\$360,000)
11/1/2022	SSC	Conducted SSC meeting to hear, read, and discuss CS grant proposals.
11/15/2022	SSC	Conducted a Community Schools Needs Assessment to inform the new expenditures, tied into the One-Pager and SPSA goals.
12/13/2022	SSC	Discussion and approval of CS grant.
1/24/2023	SSC	Conducted SSC meeting to review data, budget recommendations.
1/30/2023	SSC	Voted for final budget expenditures for Title I and Title IV for 23-24.
2/21/2023	SSC	Conducted SSC meeting review data to assess 22-23 goals.
2/22/2023	Lead Team	Conducted teacher lead team to discuss schoolwide data and instructional goals and 2023-24 expenditures.
3/10/2023	SELLS/SSC	Conducted SELLS and SSC meeting to assess 22-23 goals and inform 23-24 expenditures of Title I Basic.
4/11/2023	SSC	Reviewed attendance and graduation data to prepare for the Community Forum.

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$637,070.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,660,620.00

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)	\$382,500	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$122,100	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$10,200	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$934,150	TBD
21st Century Community Learning Centers (Title IV #4124)	\$218,870	TBD	After School Education and Safety Program (ASES #6010)	\$0	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$25,500	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$967,300	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$637,070	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$2,023,550	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$637,070
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
52.8%	47.2%	53.0%	28.8%	12.8%	0.3%	96.4%	14.0%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
19.1%	2.2%	67.5%	3.1%	0.5%	2.8%	0.4%	0.6%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: Students are empowered to achieve their dreams by providing them with academic, life, and career skills, fostering critical thinking, lifelong learning, and community-mindedness, while helping them identify interests and career goals, create plans for their future, and be physically and mentally healthy with a strong foundation of life skills to ensure success beyond graduation.

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-106.2	n/a	-128.2	<i>not available until Fall 2023</i>	0.7
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	10.2%	16.2%	<i>not available until Fall 2023</i>	70.0%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-202.3	n/a	-228.8	<i>not available until Fall 2023</i>	0.7
CAST (Science) at or above Standard	All Students	6.1%	n/a	1.9%	<i>not available until Fall 2023</i>	70.0%

Graduation Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Four-Year Cohort Graduation Rate	All Students	65.2%	71.9%	68.7%	<i>not available until Fall 2023</i>	70.0%
On Track to Graduate: 9th Grade	All Students	70.1%	53.4%	68.7%	<i>not available until Fall 2023</i>	70.0%
On Track to Graduate: 11th Grade	All Students	42.0%	29.8%	46.2%	<i>not available until Fall 2023</i>	70.0%

A-G Completion	All Students	65.0%	52.1%	53.2%	<i>not available until Fall 2023</i>	70.0%
College/Career Readiness <i>*2018-19 baseline</i>	All Students	34.3%	n/a	n/a	<i>not available until Fall 2023</i>	70.0%

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

School Goal for Targeted Supports for Focal Student Groups: All students are in a small learning community where teachers are frequently collaborating on literacy strategies and standards-aligned assessments. SLC teams plan for the needs of English language learners and students with low literacy skills.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-176.4	n/a	-199.1	<i>not available until Fall 2023</i>	-156.4
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	-106.5	n/a	-129.9	<i>not available until Fall 2023</i>	-133.5
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	44.2%	51.0%	<i>not available until Fall 2023</i>	40.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-249	n/a	-249.0	<i>not available until Fall 2023</i>	-200.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	-204.1	n/a	-230.1	<i>not available until Fall 2023</i>	-150.0

Reclassification Measures & Annual Targets		*Complete Part 1 of ELD Reflection				
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	1.1%	1.0%	3.9%	<i>not available until Fall 2023</i>	10.0%
LTEL Reclassification	Long-Term English Learners	3.4%	3.2%	8.8%	<i>not available until Fall 2023</i>	10.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.						
School Goal for Student & Family Engagement: Build and maintain strong relationships between the school and the community through regular communication, involvement in community events, and collaborative efforts to support students and families.						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	54.8%	70.7%	61.6%	<i>not available until Fall 2023</i>	90.0%
Out-of-School Suspensions	All Students	9.0%	n/a	8.1%	<i>not available until Fall 2023</i>	8.0%
Out-of-School Suspensions	African American Students	19.7%	n/a	8.1%	<i>not available until Fall 2023</i>	8.0%
Out-of-School Suspensions	Special Education Students	19.2%	n/a	8.1%	<i>not available until Fall 2023</i>	8.0%
Chronic Absenteeism	All Students	31.8%	67.7%	55.6%	<i>not available until Fall 2023</i>	30.0%
Chronic Absenteeism	African American Students	37.4%	79.2%	71.2%	<i>not available until Fall 2023</i>	30.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal for High-Quality Staff: Staff ensure all students feel supported, engaged, and heard by building relationships, providing academic support, and creating a welcoming and inclusive environment for all						
Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	83.3%	70.7%	73.6%	<i>not available until Fall 2023</i>	85.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Advance placement and dual enrollment classes help students learn at the post-secondary level. Academy classes prepare students for several career opportunities	Consistent and stable CTE staff has allowed for academy classes to continuously improve and better serve students in their personal career goals. School counselors have also been consistent and stable.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Higher number of students with IEPs are graduating in comparison to whole school graduation rate. Common department prep during the day and a strong coaching team.	The investment in coaches. Master schedule supports department work.
<i>LCAP Goal 3: Student & Family Engagement</i>	Teachers and students have good one-one relationships and teachers want to see the best in their students. There have been interesting activities happening on campus.	There is at least one adult on campus a student has built a relationships with. Multiple activities were put on last year and there is antecedent of events to pull from.
<i>LCAP Goal 4: Staff Supports</i>	Staff engages in programs outside of Fremont High School to better curriculum. Peer coaches are available and have been beneficial.	Are able to align curriculum to outside resources/tools/supports. There is common collaboration happening.

Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	The 2020-21 school year had low academic rigor and did not fully prepare students for college, career, and life. It has been difficult narrowing the learning gap. School offers limited amount of courses that aim to improve students' life readiness skills. Title I funds will be used to support 2 Case Managers (1.25 FTE) that will work with site staff to monitor the attendance, grades and work of students, for students. The Case Managers will also promote educational programs, cooperation, conflict resolution, self-esteem, goal setting, academic achievement and attendance to identified students. Title I funds will also support a Teacher (1.0) FTE that will provide at level reading instruction for below grade level students and provide 1:1 support for students reading far below grade level.	Standard Based Learning does not require life readiness courses. Online learning due to COVID-19 negatively affected students' learning and therefore students lack prerequisite knowledge they need for the classes they are taking now.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Although the Professional Development Team is gathering teachers in professional development, accountability is still needed because teachers are at different levels and there is a need for more alignment within departments.	Not all departments have coaching to help them align their work, coaching needs to be expanded to VAPA and PE,
<i>LCAP Goal 3: Student & Family Engagement</i>	There needs to be and overall feeling of connectedness with all teachers that students encounter at school. A high percentage of students did not use the services available to them on campus, i.e. The Tiger Clinic.	In group/classroom setting students feel like they are only spectators. Students may not know or are not aware of all resources available at school. Title I resources will be used to provide extended contracts to support student engagement. Unallocated Title I - Parent Funds will be used to positively impact Parent and Family Engagement.

<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Teachers have different grading systems. Staff need more support in professional development sessions. Teachers need to be paid more.</p>	<p>Students preferring certain teachers because of their grading style. Teachers not fully meeting goals. Title I funds will be used to provide an Attendance Compliance Officer (1.0 FTE) that will provide training for school personnel regarding identification of high-risk students; assist and advise students with behavioral or attendance problems; assist the student and family in resolving health, behavior, attendance, and other related problems; refer to various available resources as appropriate.</p>
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1D: IDENTIFIED NEED

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

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

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, Black/African-American students, and Latino 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 LCAP goals and to the specific purposes of each funding program.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Fremont High School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Due to the increase in enrollment there has been an increase in staffing. There has been an increase in ELLs, particularly a need to support LTELs reclassify. No major changes to the 22-23 SPSA took place other than a larger allocation of Title I funds which the site employed in purchasing technology for the increase in students (see Part 4 Budget Revisions).

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

With the increase in student enrollment, having more adults to support in attendance and classrooms has supported the scaling of overall programming. We must continue to fund these strategies post-Covid19 pandemic, as students and staff attendance has continued to be a challenge.

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

OUSD has stopped the CSI funds and we have had to shift funds to maintain our case management (Tier 2/3) team. We have also received the Community Schools Fund which has provided additional funds for activities that create a positive climate and culture, including family engagement in student data/progress, and building a positive identity for different cultural groups.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
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11-Month Teacher	LTEL Reclassification	Teacher taught 3 sections of ELD for LTELs (10-12th graders) and 2 sections of Reading/Literacy Intervention for struggling reading (9th graders) during the school day.	Teacher provided differentiated instruction to students by reading levels. Based on principal observation this strategy has it has helped to have a dedicated teacher to target groups of students. Students were identified by teachers, counselors, and summer bridge staff to be in the sections. LTELs are reclassifying a higher level than before: Fall 2022 = 14 students in comparison to the the entire 21-22 school year = 21.	Continue. This course is supporting students in practicing reading in a safe and inclusive environment, where they are receiving targetted reading curriculum and support. We want to continue to help struggling readers read a grade level and reclassify when it applies.
Attendance Compliance Officer	Chronic Absenteeism	Attendance Compliance Officer (ACO) will identify and monitor at-risk and high-risk students; assist identified students to become successful at school.	Weekly attendance monitoring. Monthly parent communication with students struggling to make it to school. Chronic absenteeism has decreased by 20% as of Feb. 2023 (midyear) in comparison to the 21-22 school year.	Continue. Need to continue monitoring attendance to inform case management and counseling work (direct impact on grades, A-G completion, and students social needs).
STIP	LTEL Reclassification	Each STIP Teacher will meet with small groups throughtout the day. Students will be grouped by reading level and receive the instruction needed to support their reading growth.	High school students need small settings where they feel safe to practice reading. Due to the academic demand students face in High School, it is important to ensure students have a model that allows them to disconnect from the demands and just practice reading. Based on principal observation this model has allowed our students to show gains in reading.	Continue. Small group instruction to support Reading teacher has proven effective support an increase in LTEL reclassification. However, OUSD is providing funding for 3 STIPs for our school and will be repurposing Title I funds for other needs and moving this Expenditure to our BASE Allocation for STIPs.

STIP	Chronic Absenteeism	Each STIP Teacher will meet with small groups throughout the day. Students will be grouped by reading level and receive the instruction needed to support their reading growth.	High school students need small settings where they feel safe to practice reading. Due to the academic demand students face in High School, it is important to ensure students have a model that allows them to disconnect from the demands and just practice reading. Based on principal observation this model has allowed our students to show gains in reading.	Continue. Small group instruction to support Reading teacher has proven effective support an increase in LTEL reclassification. However, OUSD is providing funding for 3 STIPs for our school and will be repurposing Title I funds for other needs and moving this Expenditure to our BASE Allocation for STIPs.
Unallocated to Computer and Technology	Reading Inventory (RI) Growth of One Year or More	Technology	In order to become 1:1 and replace outdated chromebooks, we need to continue investing in technology. Teachers utilize chromebooks everyday in daily tasks and testing activities (SRI, SBAC, CAST). We currently still need 6 chromebook carts to be 1:1, and at the moment our system supports all classrooms to either have a cart or share in the same hallway. Access to technology is imperative for day to day instruction and learning.	Change. Technology remains to be a priority at the site. Site will use the 21-22 carryover for technology.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Fremont High School

School ID: 302

3: SCHOOL STRATEGIES & ACTIONS

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

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

School 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.

Students to be served by these actions:	<i>All Students</i>
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#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Project Based Learning aligned with Common Core standards	Provide ongoing professional development, comprehensive resources and materials.			
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.			
1-3	Academy teachers develop, implement, and follow up on academy outcomes for every grade level based on the OUSD Graduate Profile	Provide the time for teachers to follow up and plan implementation.			

1-4	Performance tasks aligned to OUSD 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.			
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.			
1-6	Incorporate technology into daily or weekly lessons.	Provide tech support for those who need it. Purchase of technology for curriculum implementation.			

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

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.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Academy teams will utilize and actively participate in the SST process	Provide SST protocol and SST team			Tier 2

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.			Tier 2
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.			Tier 1
2-4	Academic interventions are provided beyond the school day to provide extended learning opportunities including: - Saturday tutoring - Boot Camp (grade recovery) to ensure mastery of content standards for current coursework	Monitor student grades and needs. Create opportunities/time for teachers to provide credit recovery classes.			Tier 2
2-5	Teachers will reach out to families when students are at risk of failing	Monitor jupiter grade/Aries and run D/F reports for teachers.			Tier 3
2-6	Create common assessments and provide students with a variety of opportunities to demonstrate mastery of learning targets.	Provide team collaboration to review CCSS, curriculum, and identify learning targets/assessments.			Tier 1
2-7	Use researched based strategies to increase literacy and math skills.	Provide team collaboration to review CCSS, curriculum, and identify learning targets/assessments.			Tier 1

2-8	Provide onsite TUPE counseling.	Provide advisory time slots for counselors to present their services and build relationships with students.			Tier 3
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

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.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Review and become familiar with site culture and climate goals. In addition to family outreach goals.	Provide ongoing professional development and conduct lead team walkthroughs.			
3-2	Plan rigorous and engaging lessons for students.	Provide ongoing professional development, comprehensive resources and materials.			
3-3	Participate in Week of Welcome and align all classroom rules and expectations to The Fremont Way	Create WOW schedule for first 4 weeks of school, Revisit culture norms and expectations after Winter Break. Host monthly celebration activities.			

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.			
3-5	Provide students with bi-monthly class surveys to allow them to share how the class is going for them. Use the data to make adjustments.	Creat student survey, calendar surveys in School Calendar, Insert PD time to review data and allow teachers time to make adjustments.			
3-6	Provide students with case management support in a drop in basis.	Purchase FTE for case management for each academy. Case managers to hold a part of the agenda each week during small learning community meetings.			
3-7	Provide students with onsite counseling services to support our most vulnerble students.	Provide advisory time slots for counselors to present their services and build relationships with students.			
3-8	Provide onsite TUPE counseling.	Provide advisory time slots for counselors to present their services and build relationships with students.			

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

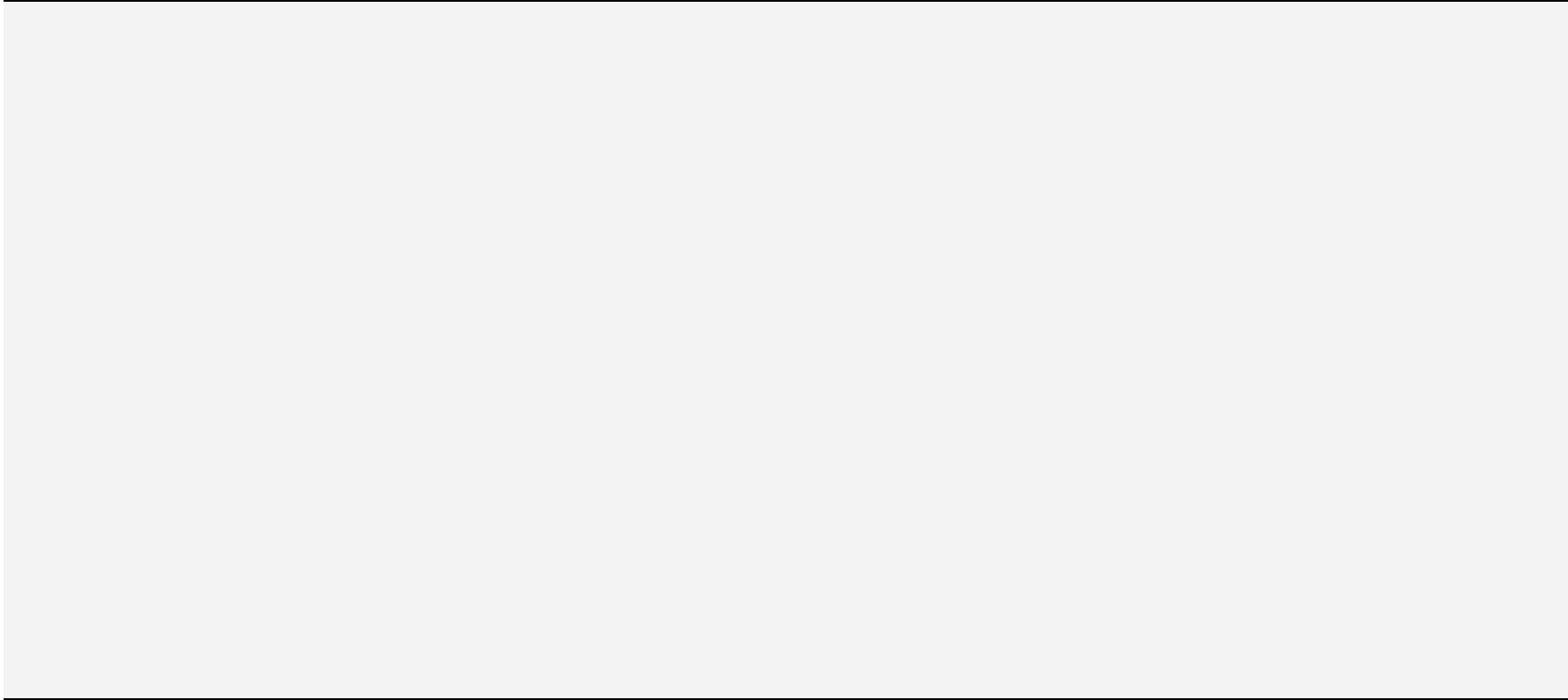
School Priority:	Academy team, full service community staff and college outreach representatives collaborate to ensure that all students and their families are provided with necessary support to be successful academically and have a clear understanding, early in high school career, of postsecondary options. 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.

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Collaborate with College Career Specialist	Provide time for teachers to collaborate with support staff.			
4-2	Collaborate with school counselors	Provide time for teachers to collaborate with support staff.			
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.			
4-4	Complete COST or SST referrals when students is struggling emotionally or academically	Provide clear systems for COST/SST referrals.			

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Provide Culturally Sustaining Pedagogy and Mastery Based Grading practices to facilitate learning environments of high expectations and high support that lead to student mastery.				
School Theory of Change:	Staff will begin to embark in Mastery Based Grading and focus on building relationships that are rooted in equity.				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>Black students and families</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Build trusting relationships & identify strenghts of each student	Provide ongoing professional develoment, provide peer collaboration opportunities, continue to address inequities with staff .			

5-2	Teach Relationship Skills through social emotional competencies	Provide ongoing professional development, provide peer collaboration opportunities, continue to address inequities with staff .			
5-3	Represent diverse identities into daily curriculum	Provide ongoing professional development, provide peer collaboration opportunities, continue to address inequities with staff .			
5-4	Make black student identities visible and make connections with their families	Provide ongoing professional development, provide peer collaboration opportunities, continue to address inequities with staff .			



CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

(see [Stages of ELD instructions and resources](#))

School Priority:	Increase ELL scholars development in English profeciency, 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 Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	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 develoment, comprehensive resources and materials.			
6-2	Increase language development by incorporating collabortative learning into lessons.	Provide ongoing professional develoment, comprehensive resources and materials.			
6-3	Use culturally responsive teaching strategies to increase student engagement.	Provide ongoing professional develoment, comprehensive resources and materials.			
6-4	Provide lessons that reach the varitey of learning styles in the classroom such as visual/spatial or interpersonal.	Provide ongoing professional develoment, comprehensive resources and materials.			

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Contracts (portion over 25K)	\$193,870	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Plan rigorous and engaging lessons for students.	302-1
Contracts	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Participate in Week of Welcome and align all classroom rules and expectations to The Fremont Way	302-2
Teacher Extended Time	\$2,310	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Participation in Foundational Professional Learning	Review and become familiar with site culture and climate goals. In addition to family outreach goals.	302-3
Classified Overtime	\$1,155	California Community Schools Partnership Program	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Participation in Foundational Professional Learning	Review and become familiar with site culture and climate goals. In addition to family outreach goals.	302-4
Engagement Supplies	\$18,400	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Review and become familiar with site culture and climate goals. In addition to family outreach goals.	302-5
Light Refreshments	\$15,000	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Review and become familiar with site culture and climate goals. In addition to family outreach goals.	302-6
Uniforms	\$47,200	California Community Schools Partnership Program	4380	Uniforms	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-7
To be allocated in Fall 2023.	\$81,155	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Create WOW schedule for first 4 weeks of school, Revisit culture norms and expectations after Winter Break. Host monthly celebration activities.	302-8

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Musical Instruments	\$53,000	California Community Schools Partnership Program	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-9
Travel & Conferences	\$12,000	California Community Schools Partnership Program	5200	Travel And Conferences	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Participate in Week of Welcome and align all classroom rules and expectations to The Fremont Way	302-10
Rentals	\$15,000	California Community Schools Partnership Program	5622	Rentals: Equipment	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Build trusting relationships & identify strenghts of each student	302-11
Contracts	\$17,960	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Review and become familiar with site culture and climate goals. In addition to family outreach goals.	302-12
Contracts - Music	\$20,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-13
Oakland Kids First Contract	\$57,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Review and become familiar with site culture and climate goals. In addition to family outreach goals.	302-14
Fingerprinting	\$1,000	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Review and become familiar with site culture and climate goals. In addition to family outreach goals.	302-15
Transportation	\$10,240	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Build trusting relationships & identify strenghts of each student	302-16

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Postage	\$8,580	California Community Schools Partnership Program	5910	Postage	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Review and become familiar with site culture and climate goals. In addition to family outreach goals.	302-17
To be allocated in Fall 2023.	\$77,670	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	Academy teachers develop, implement, and follow up on academy outcomes for every grade level based on the VCUSD Graduate Profile	302-18
To be allocated in Fall 2023.	\$77,670	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	Academy teachers develop, implement, and follow up on academy outcomes for every grade level based on the VCUSD Graduate Profile	302-19
To be allocated in Fall 2023.	\$15,000	Educator Effectiveness Grant	4399	Unallocated	n/a	n/a	n/a	n/a	Staff Participation in Foundational Professional Learning	Academy teams will use data to develop action plans at the teacher and the academy level to address students' needs	302-20
Testing Fees	\$10,000	Educator Effectiveness Grant	5875	Testing	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC ELA Distance from Standard Met	Create common assessments and provide students with a variety of opportunities to demonstrate mastery of learning targets.	302-21
STIP Teacher	\$87,855	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	6269	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	LTEL Reclassification	Use researched based strategies to increase literacy and math skills.	302-22
STIP Teacher	\$88,935	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	8292	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Academy teams will use data to develop action plans at the teacher and the academy level to address students' needs	302-23
STIP Teacher	\$88,982	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	8303	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Academy teams will use data to develop action plans at the teacher and the academy level to address students' needs	302-24

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Specialist, Career Pathway Transitions	\$39,383	K-12 Strong Workforce Program	2205	Classified Support Salaries	8233	Specialist, Career Pathway Transitions	0.33	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Collaborate with College Career Specialist	302-25
Specialist, Career Pathway Transitions	\$134,847	K-12 Strong Workforce Program	2205	Classified Support Salaries	8597	Specialist, Career Pathway Transitions	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Collaborate with College Career Specialist	302-26
Supplies	\$65,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	Academy teachers develop, implement, and follow up on academy outcomes for every grade level based on the OUSD Graduate Profile	302-27
PE Uniforms	\$21,100	LCFF Discretionary	4380	Uniforms	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	Participate in Week of Welcome and align all classroom rules and expectations to The Fremont Way	302-28
Dues & Memberships	\$1,000	LCFF Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Create WOW schedule for first 4 weeks of school, Revisit culture norms and expectations after Winter Break. Host monthly celebration activities.	302-29
Copy Machine Maintenance	\$12,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide ongoing professional development, comprehensive resources and materials.	302-30
Keys	\$2,000	LCFF Discretionary	5720	Maintenance Work Orders	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide ongoing professional development, comprehensive resources and materials.	302-31

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Educational Platform Licenses	\$11,000	LCFF Discretionary	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Provide ongoing professional development, comprehensive resources and materials.	302-32
Testing Fees	\$10,000	LCFF Discretionary	5875	Testing	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-33
11-Month Teacher	\$13,377	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	11-Month Teacher	0.10	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-34
11-Month Teacher	\$96,703	LCFF Supplemental	1105	Certificated Teachers' Salaries	9099	11-Month Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-35
11-Month Teacher	\$96,866	LCFF Supplemental	1105	Certificated Teachers' Salaries	2800	11-Month Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-36
Contracts	\$120,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Participation in Foundational Professional Learning	Academy teachers develop, implement, and follow up on academy outcomes for every grade level based on the VCUSD Graduate Profile	302-37
PE Attendant	\$35,786	LCFF Supplemental	2205	Classified Support Salaries	8295	PE Attendant	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	On Track to Graduate: 9th Grade	Plan rigorous and engaging lessons for students.	302-38

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Attendance Specialist, Bilingual	\$56,090	LCFF Supplemental	2205	Classified Support Salaries	6508	Attendance Specialist, Bilingual	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Reach out to families when students are at risk of failing	302-39
Community Relations Assistant II, Bilingual	\$56,090	LCFF Supplemental	2205	Classified Support Salaries	8291	Community Relations Assistant II, Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Reach out to families when students are at risk of failing	302-40
PE Attendant	\$64,754	LCFF Supplemental	2205	Classified Support Salaries	9094	PE Attendant	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	On Track to Graduate: 9th Grade	Plan rigorous and engaging lessons for students.	302-41
Restorative Justice Facilitator	\$66,363	LCFF Supplemental	2205	Classified Support Salaries	8062	Restorative Justice Facilitator	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teach Relationship Skills through social emotional competencies	302-42
Case Manager	\$118,310	LCFF Supplemental	2405	Clerical Salaries	8647	Case Manager	0.75	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Reach out to families when students are at risk of failing	302-43
Case Manager	\$138,190	LCFF Supplemental	2405	Clerical Salaries	7428	Case Manager	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Reach out to families when students are at risk of failing	302-44
To be allocated in Fall 2023.	\$71,620	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	Out-of-School Suspensions	Reach out to families when students are at risk of failing	302-45

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Library Technician	\$85,512	Measure G, Library Support	2205	Classified Support Salaries	9330	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Increase language development by incorporating collaborative learning into lessons.	302-46
11-Month Teacher	\$32,244	Measure N	1105	Certificated Teachers' Salaries	7440	11-Month Teacher	0.25	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-47
11-Month Teacher	\$35,066	Measure N	1105	Certificated Teachers' Salaries	7960	11-Month Teacher	0.25	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-48
11-Month Teacher	\$48,357	Measure N	1105	Certificated Teachers' Salaries	1902	11-Month Teacher	0.38	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-49
11-Month Teacher	\$57,914	Measure N	1105	Certificated Teachers' Salaries	9102	11-Month Teacher	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-50
11-Month Teacher	\$57,914	Measure N	1105	Certificated Teachers' Salaries	9102	11-Month Teacher	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-51
11-Month Teacher	\$70,013	Measure N	1105	Certificated Teachers' Salaries	3101	11-Month Teacher	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-52

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
11-Month Teacher	\$70,013	Measure N	1105	Certificated Teachers' Salaries	3101	11-Month Teacher	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-53
11-Month Teacher	\$80,595	Measure N	1105	Certificated Teachers' Salaries	1902	11-Month Teacher	0.63	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-54
STIP Teacher	\$86,719	Measure N	1105	Certificated Teachers' Salaries	8294	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-55
11-Month Teacher	\$96,733	Measure N	1105	Certificated Teachers' Salaries	7440	11-Month Teacher	0.75	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-56
11-Month Teacher	\$105,199	Measure N	1105	Certificated Teachers' Salaries	7960	11-Month Teacher	0.75	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-57
Counselor	\$41,263	Measure N	1205	Certificated Pupil Support Salaries	8301	Counselor	0.50	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Academy teams will use data to develop action plans at the teacher and the academy level to address students' needs	302-58
Specialist, College/Career Readiness	\$132,896	Measure N	2205	Classified Support Salaries	3839	Specialist, College/Career Readiness	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Collaborate with College Career Specialist	302-59

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Coach, College/Career Pathways	\$52,373	Measure N	2305	Classified Supervisors' and Administrators' Salaries	3520	Coach, College/Career Pathways	0.50	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Academy teachers develop, implement, and follow up on academy outcomes for every grade level based on the VCUSD Graduate Profile	302-60
Coach, College/Career Pathways	\$89,205	Measure N	2305	Classified Supervisors' and Administrators' Salaries	3520	Coach, College/Career Pathways	0.50	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Academy teachers develop, implement, and follow up on academy outcomes for every grade level based on the VCUSD Graduate Profile	302-61
To be allocated in Fall 2023.	\$103,434	Measure N	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	Academy teachers develop, implement, and follow up on academy outcomes for every grade level based on the VCUSD Graduate Profile	302-62
To be allocated in Fall 2023.	\$10,200	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	LTEL Reclassification	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.	302-63
11-Month Teacher	\$85,152	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7957	11-Month Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	Differentiated & culturally relevant instruction is provided in every classroom to insure all students meet grade level and academic standards	302-64
Extended contract	\$3,999	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	Use researched based strategies to increase literacy and math skills.	302-65
Student Attendance Compliance Officer	\$113,150	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	8293	Student Attendance Compliance Officer	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Reach out to families when students are at risk of failing	302-66

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Case Manager	\$39,437	Title I, Part A Schoolwide Program	2405	Clerical Salaries	8647	Case Manager	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Complete COST or SST referrals when students is struggling emotionally or academically	302-67
Case Manager	\$140,762	Title I, Part A Schoolwide Program	2405	Clerical Salaries	359	Case Manager	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Complete COST or SST referrals when students is struggling emotionally or academically	302-68
To be allocated in Fall 2023.	\$25,500	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	A-G Completion	Incorporate technology into daily or weekly lessons.	302-69



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Fremont High School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Holding Student Led Conferences two times a year, with Advisory Teacher in October & February 2022-2023
- Holding monthly School Site Council meetings
- Access to Jupiter Grades progress reports

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

- Holding Student Led Conferences two times a year, with Advisory Teacher in October & February 2021-2023
- Holding monthly School Site Council meetings
- Jupiter Grades progress reports

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

- Holding Student Led Conferences two times a year, with Advisory Teacher in October & February 2021-2023
- Holding monthly School Site Council meetings
- Jupiter Grades progress reports

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

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

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

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

Adoption

This policy was jointly developed and adopted by the Fremont High School on September 15th, 2022 and will be in effect for the period August 8th, 2022 through May 25th, 2023.

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

Name of Principal: Nidya Baez



Signature of Principal

09/1/2022
Date

Please attach the School-Parent Compact to this document.



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

This School-Parent Compact is in effect for the 2021-23 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 via Parent Square, mailers, and phone calls.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - Student Led Conferences will be held two times a year, co-held with Advisory Teacher during October & February 2021-2023
3. Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - Student Led Conferences will be held two times a year, with Advisory Teacher in October & February 2021-2023
 - School Site Council monthly meetings
 - Jupiter Grades progress reports
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 advisors 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, and push all students to perform at their maximum potential.
- Update student grades multiple times during the 6-week marking period and contact home when there are academic challenges.
- Strive to address the individual needs of the student, differentiate in my lessons.
- Provide a safe, positive and healthy learning environment.

Parent Responsibilities

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

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

Student Responsibilities

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

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

This Compact was adopted by Fremont High School on August 30th, 2021, revised on September 15, 2022, and will be in effect for the period of August 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before Sept. 27, 2022.

Signature of Principal *[Handwritten Signature]*

Date Sept. 15, 2022

Signature of Parent/Guardian _____ Date _____

Student Name _____



Strategic Resource Planning (SRP)

Fremont High School
School Site Council Membership Roster
2022-2023

SSC - Officers

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

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Nidya Baez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Emma Anderson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Francisco Gaxiola	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Oscar Mendez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Rowan Driscoll	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Regina Bellow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Shelley Mitchell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Yolanda Leon Rangel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Siurave Quintanilla-Vasquez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Kimberly Higareda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Jaliza Collins	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Crystal Cadena- Mendoza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd

SSC Meeting Schedule: (Day/Month/Time)	8/22, 11/15/22, 12/13/22, 1/17/23, 2/21/23, 3/21/22, 4/18/23, 5/16/23 from
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

4 Parents/Community Members

1 Student (at least)