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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Fremont High School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Fremont High School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Fremont High School



2025-26 School Plan for Student Achievement (SPSA)

School: Fremont High School
CDS Code: 1612590125716
Principal: Nidya Baez
Date of this revision: 5/16/2025

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: Co-Principals
Address: 4610 Foothill Blvd. Oakland, CA 94601	Telephone: 510-434-5257 Email: nidya.baez@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/16/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Fremont High School

Site Number: 302

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

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

Date(s) plan was approved: 5/16/2025

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

☐ Flyers in students' home languages

☐ Announcement at a public meeting

☐ Other (notices, ParentSquare blasts, etc.)

Signatures:

Nidya Baez

Principal

Nidya Baez

Signature

5/13/2025

Date

Jaliza Collins

SSC Chairperson

Jaliza Collins

Signature

5/16/25

Date

SELLS Representative (optional)

Signature

Date

Vanessa Sifuentes

Network Superintendent

VSifuentes

Signature

5/15/25

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/16/25

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/4/2025	SELLS	Voting in of members. Reviewed school wide goals.
10/8/2024	SSC	Convened to review budget for CCSPP and heard proposals from the campus community.
10/21/2024	Faculty Meeting	Reviewed Attendance Data and Intervention Data. Gathered input on Attendance Systems.
11/12/2024	SSC	Convened to review final CCSPP budget and vote. Also reviewed "SPSA 101" and the key components of th
11/19/2024	Faculty Meeting	Reviewed Attendance Data and Intervention Data. Gathered input on Attendance Systems.
12/6/2024	SELLS	Reviewed SPSA Goals and testing dates.
12/9/2024	Faculty Meeting	Reviewed Attendance Data and gathered staff input on collaboration and instruction.
12/10/2024	SSC	Reflection on team development.
1/14/2025	SSC	Reflection on Title I expenditures and budget changes. Approved Title I 25-26 Expenditures.

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$651,049.70
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,530,260.70

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$417,600
Title I, Part A Parent & Family Engagement (#3010)	\$11,600
21st Century Community Learning Centers (Title IV, Part B #4124)	\$221,850
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$651,050

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,530,260.70

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$122,300
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$25,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CSPP #6332)	\$520,000
Proposition 28 (Arts & Music in Schools #6770)	\$211,911
SUBTOTAL OF STATE & LOCAL FUNDING:	\$879,211

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Fremont High School		School ID: 302
CDS Code: 1612590125716	SSC Approval Date:	Board Approval Date:

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.

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

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

School Demographics, 2023-24

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

1B: GOALS & IDENTIFIED NEEDS**LCAP Goal 1: All students graduate college, career, and community ready.**

School Goal:	By May 2026, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 50% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments
Identified School Need:	Explicit literacy and language instruction across all content areas. We need to continue to align team practices, literacy strategies, and professional learning to increase number of students on-track. Our students need to demonstrate mastery in literacy and math in order to be college and career ready.

English Language Arts Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-123.6	-135.6	not available until fall 2025	-115.0
SBAC ELA Participation	All Students	73.7%	83.4%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	9.5%	22.6%	not available until fall 2025	15.0%

Mathematics/Science Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-220.7	-223.9	not available until fall 2025	-200.0

SBAC Math Participation	All Students	83.4%	83.4%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	4.0%	4.6%	not available until fall 2025	8.0%
California Science Test (CAST) Participation	All Students	66.1%	88.7%	not available until fall 2025	95.0%
Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Five Year Cohort Graduation Rate	All Students	76.0%	81.3%	not available until fall 2025	80.0%
On Track to Graduate: 9th Grade	All Students	61.3%	65.5%	not available until fall 2025	65.0%
On Track to Graduate: 11th Grade	All Students	48.8%	51.2%	not available until fall 2025	60.0%
A-G Completion	All Students	62.2%	48.0%	not available until fall 2025	63.0%
College/Career Readiness	All Students	32.9%	37.8%	not available until fall 2025	35.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal:	By May 2026, 100% of math teachers will implement interim assessments and 75% of all students enrolled in math will complete the district math three (3) interim assessments and iReady (3) reading assessments. By May 2026, 75% of ELLs students below grade level reading will move up multiple grade levels as measured by the iReady assessment.				
Identified School Need:	Over half of the school population are ELLs and most of them are not newcomers. They are in the general education program with other students who have low literacy skills. We need to support them to access the curriculum and demonstrate grade-level skills.				
Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-186.2	-178.2	not available until fall 2025	-115.0
SBAC ELA Distance from Standard Met	English Learners	-176.9	-180.7	not available until fall 2025	-171.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	28.2%		not available until fall 2025	25.0%
SBAC Math Distance from Standard Met	Special Education Students	-282.9	-229.4	not available until fall 2025	-200.0
SBAC Math Distance from Standard Met	English Learners	-257.6	-250.0	not available until fall 2025	-252.0
Reclassification Measures & Targets		*Reference Stages of ELD Data slides			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	3.5%	2.3%	not available until fall 2025	8.0%
LTEL Reclassification	Long-Term English Learners	7.8%	4.5%	not available until fall 2025	13.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 35% to 30%.				
Identified School Need:	Students need more social-emotional supports during instructional time to manage trauma, peer pressure, and academic demands. Students are currently avoiding academics and engaging in unsafe behaviors while on campus. Students that are absent often do not verify their absences so we need to improve our communications systems.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	61.6%	51.1%	not available until fall 2025	66.0%
Out-of-School Suspensions	All Students	8.9%	8.0%	not available until fall 2025	7.0%
Out-of-School Suspensions	African American Students	20.6%	20.9%	not available until fall 2025	15.0%
Out-of-School Suspensions	Special Education Students	14.6%	13.0%	not available until fall 2025	9.0%
Chronic Absenteeism	All Students	59.3%	39.9%	not available until fall 2025	35.0%
Chronic Absenteeism	African American Students	60.4%	46.0%	not available until fall 2025	30.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	By May 2026, the Personnel Committee will have interviewed and made offers to staff/teacher for 100% of the vacancies that reflect Oakland's rich diversity. By May 2026, 100% of non-credentialed teachers will be enrolled in a credential program and preliminary credentialed teachers will be enrolled in induction.				
Identified School Need:	Investment in staff and teacher collaboration and coaching to support new teachers and develop shared leadership in teams to prevent burn out.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	75.0%	76.5%	not available until fall 2025	75%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By May 2026, students will demonstrate increased literacy and math proficiency as measured by:</i></p> <p><i>Metric 1) 50% of students reaching their growth goals on i-Ready reading assessment</i></p> <p><i>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i></p>	<p><i>I-Ready data shows students in "3 or More Grade Levels Below" area decreased from 71.7% to 58% from the fall to the mid year. Student in "Mid-Above Grade" and "Early on Grade" level increased as well. Students are aware of assessment and are able to track progress which is then able to be shared with families such as during student led conferences. This has helped parents/guardians have a tool to track and monitor their student. Additionally, with the re-launch of the library students have additional materials and space to encourage and strengthen literacy skills outside of the classroom. There has been 271 student drops in's at the school library in the month of December 2024.</i></p>
LCAP Goal 2:	<p><i>By May 2026, 100% of math teachers will implement interim assessments and 75% of all students enrolled in math will complete the district math three (3) interim assessments and iReady (3) reading assessments. By May 2026, 75% of ELLs students below grade level reading will move up multiple grade levels as measured by the iReady assessment.</i></p>	<p><i>87.6% of student population participated in I-Ready Reading assessment in the fall and 76.9% of the student population participated in the I-Ready Reading mid year assessment. Interim assessments for Algebra 1, Algebra 2 and Geometry have been administered in classes. Last year only 12.8% of all students enrolled in Geometry participated in assessment, this year (2024-25) 67.4% took the assessment. This has helped teachers have data to monitor student progress and allows for greater student support.</i></p>

<p><i>LCAP Goal 3:</i></p>	<p><i>By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 35% to 30%.</i></p>	<p><i>The Attendance Team now has a dedicated newcomer case manager which allows our team to have a specific case manager for each of our core groups on campus; 9th Grade, Media. Architecture, SPED and Newcomer. Our students who were in the "severe chronic absent" group decreased from 18.9% to 8% and our "satisfactory" group grew from 39.5% to 51.1% from the 23-24 school year to the 24-25 school year. Our newcomer students went from having the lowest percentage of students having "satisfactory" (35.5%) attendance to having a "satisfactory" attendance percentage 52.9% (2nd largest group with "satisfactory" attendance) in the 24-25 school year. Our teaching staff is collaborating to abide by our hall pass policy, using an online platform called MINGA, as well as implementing Tier 1 strategies. Through MINGA, Attendance Team has identified students who are continuously tardy who need other interventions before becoming chronically absent. Tardies made up 6,200 passes in September 2024 to 3,600 in December 24. Teachers are calling home if a student is absent 3 or more days in the week from their courses and documenting it on a form. 59.9% of the student population completed the Sown To Grow pre-survey.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2026, the Personnel Committee will have interviewed and made offers to staff/teacher for 100% of the vacancies that reflect Oakland's rich diversity. By May 2026, 100% of non-credentialed teachers will be enrolled in a credential program and preliminary credentialed teachers will be enrolled in induction.</i></p>	<p><i>We continue to have a strong group of veteran teachers who care about staff retention and are willing to coach. The Personnel Committee is strong and seeks candidates that have a long-term commitment to education and willingness to be coached. Administration supports a coaching collaboration period in the Master Schedule to allow OUSD coaches to also help with the growing number of teachers that are new or non-credentialed. We have maintained over 80% of teacher retention and 1 out of 4 teachers are OUSD graduates.</i></p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>By May 2026, students will demonstrate increased literacy and math proficiency as measured by:</i></p> <p><i>Metric 1) 50% of students reaching their growth goals on i-Ready reading assessment</i></p> <p><i>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i></p>	<p><i>Many of our ELLs are not completing the required courses for a high school diploma. Our newcomer students struggle the most to stay in school for 4 years due to employment. Our drop out rate is still high for newcomers and ELLs. There are students who aren't compatible with the way our school system is set-up, which does not address their economic needs or they are significantly behind and feel discouraged to return after one or two semesters of high school. Although our "3 years or below grade level group" decreased from Fall to Midyear, we are seeing 58% of students who are taking the I Ready diagnostic as of Midyear are "3 years or below grade level". Moreover, 2.2% of EL students were able to move from "multiple grade levels below" to "1 grade level below" from Fall to Midyear, but no EL students moved to "early at grade" or "mid above grade". Title I funding will be allocated to support student growth in LCAP Goal 1 by funding the following initiatives: 2 Case Managers (total 2.0 FTE), 1 Library Tech (1.0 FTE), and .40 FTE Attendance Specialist Bi-Lingual, Software Licenses with a focus on Math and Literacy, hardware for the classroom and college board tests for students. .</i></p>
LCAP Goal 2:	<p><i>By May 2026, 100% of math teachers will implement interim assessments and 75% of all students enrolled in math will complete the district math three (3) interim assessments and iReady (3) reading assessments. By May 2026, 75% of ELLs students below grade level reading will move up multiple grade levels as measured by the iReady assessment.</i></p>	<p><i>Teachers are not all implementing the new interim assessments due to lack of clarity from school site leadership. Students' attendance also impacts how many students take the assessments, so while the early adopters of the assessments want to test more students, truancy is a barrier. From Fall to Midyear lack of participation increased from 12% to 23% among all students and 20% to 43% among our African American students.</i></p>

LCAP Goal 3:	<p><i>By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 35% to 30%.</i></p>	<p><i>Students are continuing to not show up to school despite phone calls and interventions. Many families need more support to motivate their children to attend. While we have Tier 1 systems in place, there is still inconsistent implementation across all teachers. Capacity to follow up with hundreds of students who are chronically absent who all have different needs is a great challenge. Our "at risk" group grew from 20.6% (23-24) to 22.3 % (24-25) and our "moderate" group remained similar 21% (23-24) to 18% (24-25). Our African American students became the 2nd largest group who were in the "severe chronic absent" group as opposed to the prior year when they were the 5th largest group. Moreover, the Sown To Grow's contract was not immediately renewed at the beginning of the school year which delayed the roll out of the curriculum and most of the resources and curriculum attached remain unavailable in Spanish or other languages to use with our newcomer population (~200+ students). Title I Parent funding will be utilized to support families by covering postage for communication, providing light refreshments to encourage parent attendance at family meetings, and purchasing software licenses, all aimed at further enhancing growth in this area.</i></p>
LCAP Goal 4:	<p><i>By May 2026, the Personnel Committee will have interviewed and made offers to staff/teacher for 100% of the vacancies that reflect Oakland's rich diversity. By May 2026, 100% of non-credentialed teachers will be enrolled in a credential program and preliminary credentialed teachers will be enrolled in induction.</i></p>	<p><i>We have many teachers on emergency credentials or still completing their credential program. The distribution of teacher mentees with the coaches can be uneven depending on the year, as some content areas have more newer teachers than others, making it unpredictable.</i></p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Fremont High School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

Fremont High School has made significant progress in the implementation of the current SPSA. For Goal 1, the transition to iReady from SRI has been accepted and the majority of the mathematics teachers have implemented a Math Interim. The school has some promising data in iReady, but it is too early to tell as only 2 administrations have taken place by mid-year. For Goal 2, Academic Literacy are still new courses but all of the ELLs are enrolled in an Academic Literacy or ELD course. For Goal 3, attendance is improving and chronic absenteeism has decreased. However, only 700/1150 students took the Sown To Grow Pre-Survey, so the school will not have full results. For Goal 4, most new teachers have a mentor on site and all teaching positions are filled. The Administrative Team has continued to evaluate teachers and support with credentialing so that teachers are highly-qualified.

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

Our focus on literacy, attendance, and supports has helped all teams focus. We have seen teachers discuss assessment data with each other and students be more aware of their scores. Teachers use their collaboration time to work through the implementation of assessments and new adopted curriculum. There is a greater emphasis in reading. Most teachers attend their collaboration time and PD, including OUSD PD.

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.

The goals will still focus on literacy, math interims, attendance, and staff/student support systems to improve in academic outcomes. We will be investing more in the Library by funding the Library Tech, Teacher Librarian, books, and resources. This will support all grades and levels, including the Capstone projects. We will also be investing our Title I funds to continue case management, as we need out of the classroom support for further intervention and restorative practices.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
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4314 - Student Incentives - \$3,900	Student Connectedness to School	Celebrate student achievement when progressing towards grade-level literacy skills.	Every 6 weeks, we distribute over 600 certificates. We award medals during Semester marks.	We will continue distribute certificates since it has motivated students to continue to improve. We will also print certificates through IReady which willalso help students/families know how reading levels are going.
5846 - Licensing Agreements - \$15,000	i-Ready Growth of One Year or More	Newsela is an online tool that provides news articles and other materials, adapted to various reading levels, to help students develop critical reading skills. As a school we purchased NewsELA for all teachers and train ELA teachers on how to use it to better support our students in improving their reading levels.	32 teachers have actively engaged with the tool, about half of the staff. All teachers have accounts, but only ELA teachers had some training. Need for more training. From students: inconsistent implementation and AP English uses other tools. From non-ELA teachers: have not used it but have heard from other teachers using it, have looked at it and would like to use it in the future, potentially bridge between performing arts and English. Too early to tell if this expenditure has been successful.	Continue NewsELA. Bring a math quote for 25-26 SY for IXL. IXL is very beneficial for geometry. Mr. Zinyemba's students completed 18,000 math problems, has tools for IEP needs and different languages, includes videos by tutors. For any subject: Quizziz, accessibility and language options, good for absences. Will survey teachers as to what apps, licenses, AI tools are of interest, how apps/licenses have impacted or will impact student learning.
1105 - STIP SUB - \$91, 750	i-Ready Growth of One Year or More	STIP sub provides coverage for teachers to observe and collaborate.	While subs are still needed for daily coverage when teachers are out, this Stip Sub has covered for shorter periods of time so that teachers are not having to submit for a sub that does not know our student populations.	Discontinue due to budgetting restrictions with Job Classification
2405 - Case Manager 20 - \$123,279.53	Chronic Absenteeism	Train case managers to facilitate student intervention protocols in pathway teams. Monitor student behavior, participate in Attendance Team, parent engament, RJ/mediations.	Chronic Absenteeism has decreased to 26% from 39.9%. Case managers are able to check in with students to provide support towards improving attendance and ultimately academics	Continue. Now that all small learning communities have a dedicated case manager, attendance rates have improved, communication with teachers and admin has improved, and more campus supervision has taken place.

2405 - Case Manager 24 - \$158,890	Chronic Absenteeism	Train case managers to facilitate student intervention protocols in pathway teams. Monitor student behavior, participate in Attendance Team, parent engament, RJ/mediations.	Chronic Absenteeism has decreased to 26% from 39.9%. Case managers are able to check in with students to provide support towards improving attendance and ultimately academics	Continue. Now that all small learning communities have a dedicated case manager, attendance rates have improved, communication with teachers and admin has improved, and more campus supervision has taken place.
5200 - Travel and Conferences - \$10,950	Student Connectedness to School	Fund the professional development of parent leaders to then create an active, parent organization that represents diverse racial, ethnic, socio-economic, and other groups in the school, that supports the school move closer towards whole school goals. We will be taking 3-4 SELLS/ Coffee With the principal/ SSC parents to the 2025 National Community Schools & Family Engagement Conference	Our parents in Coffee With the Principal, SELLS and SSC have met regurlary. We have had multiple data dive sessiones in both groups and parents fell confident about how the data has guided us as a school to identify our goals and reach our goals. Parent participation in the CHKS increased from 97 (2023-24) to 276 (2024-25) parents. We are also planning for our 3rd annual community forum in April	We will continue to maintian our skilled parent groups on campus (Coffee With The Principal, SELLS, SSC). We will continue to seek different opportunities for our parents to get trainnings around different areas i.e attendance, testing, wellness and etc.

Licensing Agreement - NewsELA	i-Ready Growth of One Year or More	Newsela is an online tool that provides news articles and other materials, adapted to various reading levels, to help students develop critical reading skills. As a school we purchased NewsELA for all teachers and train ELA teachers on how to use it to better support our students in improving their reading levels.	32 teachers have actively engaged with the tool, about half of the staff. All teachers have accounts, but only ELA teachers had some training. Need for more training. From students: inconsistent implementation and AP English uses other tools. From non-ELA teachers: have not used it but have heard from other teachers using it, have looked at it and would like to use it in the future, potentially bridge between performing arts and English. Too early to tell if this expenditure has been successful.	Continue NewsELA. Bring a math quote for 25-26 SY for IXL. IXL is very beneficial for geometry. Mr. Zinyemba's students completed 18,000 math problems, has tools for IEP needs and different languages, includes videos by tutors. For any subject: Quizziz, accessibility and language options, good for absences. Will survey teachers as to what apps, licenses, AI tools are of interest, how apps/licenses have impacted or will impact student learning.
Extended Contract - Up to \$20,000	College/Career Readiness	Extended Contract for World Language Teacher to teach AP Course	Department needed an additional section of Advanced Placement Spanish Language, above and beyond the allocations. Department decided to offer the additional course outside of the teacher's assignment. The additional section allows for a morning and afternoon session to be offered in the master schedule, allowing flexibility for 11th and 12th graders to take an AP course.	Not sustainable for teachers. While the funding provides compensation, the teacher's workload is not ideal for sustainability.
4399 - Classified OT - \$2,749	Student Connectedness to School	Overtime for classified staff to provide interpretation/translation or custodial support during non school school hours such as during events/meetings to do further student and family engagement around attendance	Chronic Absenteeism has decreased to 26% from 39.9%. Our Spring SLC conferences (2025) saw an increase compared to last year's Spring SLC conferences (2024)	We will continue to fund OT for classified staff provide interpretation/translation or custodial support during non school school hours to families and students because it is a strategy that has helped increase engagement and participation

4310 - Science Class Supplies - \$2,000	CAST (Science) at or above Standard	STEM lab supplies for science classes to further support students in reaching science standards by creating more enagaging opoortunities in their classrooms.	Increased participation in CAST testing from 201 (2023) to 258 (2024). A slight increase of %.6 in "Met/Exceed" standard	If funding allows, we will continue to fund lab supplies because they offer a way for students to have more hands activities and get excited about their learning. We hope to look at how math classes and science classes can colloborate during these different activities
4310 - Science Class Notebooks - \$2,000	CAST (Science) at or above Standard	All students receive science notebooks to ensure that they are all able to access their science classes and learning. Introduce consistant practices and tools across all science classes	Increased participation in CAST testing from 201 (2023) to 258 (2024). A slight increase of %.6 in "Met/Exceed" standard	If funding allows, we will continue to fund tools that support consistant practices throughout all classes like the universal use of science class notebooks. We would like to explore how similar tools can be used consistently across other departments in order to ensure all students access their learning

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Fremont High School		SCHOOL ID:		302
3: SCHOOL STRATEGIES & ACTIVITIES			2025-26 High School SPSA Guidance	
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		By May 2026, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 50% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments		
Identified Need:		Explicit literacy and language instruction across all content areas. We need to continue to align team practices, literacy strategies, and professional learning to increase number of students on-track. Our students need to demonstrate mastery in literacy and math in order to be college and career ready.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Implement reading/literacy strategies, that can address both struggling readers and ELLs.	All Students	Academic	Tier 1 - Universal
1-2	Communicate with campus community about curriculum and assessments on a monthly basis (ie. announcements, ParentSquare, letters home, B2SN, Student led conferences).	All Students	Academic	Tier 1 - Universal
1-3	All new teachers attend foundational curriculum training.	All Students	Academic	Tier 1 - Universal
1-4	Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	All Students	Academic	Tier 1 - Universal
1-5	Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	All Students	Behavioral	Tier 1 - Universal
1-6	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal
1-7	Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	All Students	Academic	Tier 3 - Intensified
1-8	Cohort RSP students to concentrate resources with smaller teacher teams to address their needs.	Special Education	Academic	Tier 2 - Supplemental

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		By May 2026, 100% of math teachers will implement interim assessments and 75% of all students enrolled in math will complete the district math three (3) interim assessments and iReady (3) reading assessments. By May 2026, 75% of ELLs students below grade level reading will move up multiple grade levels as measured by the iReady assessment.		
Identified Need:		Over 70% of students participated in assessments this year. Participation must improve. We have a low rate of reclassification for the size and diversity of the ELL population. Continuing to participate in these assessments helps students see their growth through multiple indicators and can help staff begin to predict reclassification and plan for other literacy supports.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Provide regular collaboration time for teachers to look at student data and develop scaffolds in their content.	Low Income Students	Academic	Tier 1 - Universal
2-2	Implement designated ELD courses.	English Learner Students	Academic	Tier 2 - Supplemental
2-3	Train teacher advisors and counselors to share with students and families progress towards grade-level achievement every marking period and at Student-led Conferences.	All Students	SEL / Mental Health	Tier 1 - Universal
2-4	Teachers and staff will receive and review students' IEP goals (for ELLs specifically), develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	Special Education	Academic	Tier 2 - Supplemental
2-5	Department chairs and ILT will create agendas that include student-work analysis.	All Students	Academic	Tier 1 - Universal

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

School Goal:		By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 35% to 30%.		
Identified Need:		Chronic absenteeism has decreased significantly, in the Fall 2024, we had 26%, and by end of February it was 31%.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Celebrate student achievement when progressing towards grade-level literacy skills.	All Students	SEL / Mental Health	Tier 3 - Intensified
3-2	Train case managers to facilitate student intervention protocols in pathway teams.	All Students	Behavioral	Tier 2 - Supplemental

3-3	Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	Low Income Students	SEL / Mental Health	Tier 2 - Supplemental
3-4	Hold student-led conferences twice a year.	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	Facilitate weekly Attendance Team meetings to look at data and school systems.	All Students	SEL / Mental Health	Tier 3 - Intensified
3-6	Send out weekly communications to parents via Aeries and ParentSquare about tardies and absences.	All Students	Behavioral	Tier 2 - Supplemental

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

School Goal:		By May 2026, the Personnel Committee will have interviewed and made offers to staff/teacher for 100% of the vacancies that reflect Oakland's rich diversity. By May 2026, 100% of non-credentialed teachers will be enrolled in a credential program.		
Identified Need:		Retention of staff/teachers has remained stable and the Personnel Committee has been able to offer before summer. However, we have 13/72 teachers that are Temporary and are not enrolled in a credentialing program, making it more challenging to retain and those teachers are receiving less pedagogical training, creating classroom challenges and less rigorous instruction.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Invest in pathway teams and department teams (extended contracts).	All Students	Academic	Tier 1 - Universal
4-2	Partner with ACOE for teaching credentialing, connect teacher candidates with ACOE, and follow up with the teacher about enrollment.	All Students	Academic	Tier 2 - Supplemental
4-3	Monitor teacher progress towards credentialing.	All Students	Academic	Tier 3 - Intensified
4-4	Invest in professional learning partners (conferences, OUSD, other contracts) to provide PD for teachers.	All Students	Academic	Tier 2 - Supplemental

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

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

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 302
School: Fremont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
After school program - Increase graduation rate for LTELs.	\$196,850	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Increase graduation rate for LTELs.	302-1
After school program - Increase graduation rate for LTELs.	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Increase graduation rate for LTELs.	302-2
TSA (2 0.5 FTE) - Provide regular collaboration time for teachers to look at student data and develop scaffolds in their content.	\$171,242	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Provide regular collaboration time for teachers to look at student data and develop scaffolds in their content.	302-3
Supplies - All new teachers attend foundational curriculum training.	\$40,669	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			All new teachers attend foundational curriculum training.	302-4
Salary for Career Pathway Transition Specialist - Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	\$45,083	California Community Schools Partnership Program	2205	Classified Support Salaries	8597	Specialist, Career Pathway Transitions	0.5			Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	302-5
Translation Extended Contracts: Translation for parent meetings that take place after school or Saturdays. - We have parents/families that are unable to meet with our school community during regular school hours. In order to meaningfully engage with our parents/families, we must create other spaces after-school or even weekends to make sure we engage with our families around different school initiatives and issues. Just as we have a diverse student body, we also have a diverse parent community who needs translation to properly access information about our school and district. Events include our CCSPP budget proposal process, community forum, college and career fairs, Student Led Conferences (outside of school hours) and so on	\$2,000	California Community Schools Partnership Program	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a			Hold student-led conferences twice a year.	302-6

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 302
School: Fremont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
Materials & Supplies for Robotics Team, Skills USA and other student groups Materials and Supplies: This will directly help students engage in different joyful events. materials and supplies include the robotics tool kits and supplies to train/enter in SKILLS USA competition	\$5,000	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-7
Unallocated - Unallocated: To be used during yearly budget proposal process starting in the 25-26 YR. By setting aside unallocated monies, we are able to continue our budget proposal process that is open to staff, students, and families. This has helped us create a more collaborative and transparent process when spending the CCSP budget. We are able to listen to different needs and address different priorities on campus. This helps us continue our current collaborative system	\$52,917	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a			Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-8
Moving to Unallocated - possibly for travel and conferences	\$20,000	California Community Schools Partnership Program	5200	Travel And Conferences	n/a	n/a	n/a			Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-9
Contracts with Oakland Kids First, Buisness of Music Internship and Linden Consultant: Oakland Kids First - Support student Incentives aligned with PBIS and MINGA Student Online system - School wide PBIS system encourages students to engage with school and become active in shaping the climate & culture of the school. Students and staff are able to communicate with one another and create more transparency/awareness around student efforts/initiatives. OKF offers training to student leaders, and school leadership around community engagement. OKF also directly supports family and student engagement on campus.	\$210,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-10

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 302
School: Fremont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Transportation Chartered Buses - Transportation Chartered Buses: We want to expose students to different academic and professional opportunities outside of our school in order to ensure that our students are college, career and life ready. These outside opportunities need transportation services in order to take a greater amount of students. Without transportation support many of our students are halted from benefiting from these excursions that aim to make them a more well rounded student.	\$20,000	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a			Celebrate student achievement when progressing towards grade-level literacy skills.	302-11
Admission Fees - Admission Fees: This will allow students and staff to enter into different events/places i.e museums, competitions and so on. Admission into these different events allow students to further engage in their learning outside of the and apply their skills	\$5,000	California Community Schools Partnership Program	5829	Admission Fees	n/a	n/a	n/a			Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	302-12
Contract with Bay Area Community Resources - See Community Schools Plan Grant plan	\$160,000	California Community Schools Partnership Program Carryover	5825	Consultants	n/a	n/a	n/a			Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-13
Media Academy Teacher Stipends - Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	\$15,000	California Partnership Academies (CPA)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	302-14
Media Academy Supplies - Invest in pathway teams and department teams (extended contracts).	\$38,771	California Partnership Academies (CPA)	4304	Classroom Supplies	n/a	n/a	n/a			Invest in pathway teams and department teams (extended contracts).	302-15
Architecture Academy Supplies - Invest in pathway teams and department teams (extended contracts).	\$38,771	California Partnership Academies (CPA)	4304	Classroom Supplies	n/a	n/a	n/a			Invest in pathway teams and department teams (extended contracts).	302-16
Architecture Academy Teacher Stipends - Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	\$15,000	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a			Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	302-17

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 302
School: Fremont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Media Academy Conference expenses (Linked Learning Conference, Educating for Careers) - Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	\$9,520	California Partnership Academies (CPA)	5200	Travel And Conferences	n/a	n/a	n/a			Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	302-18
Architecture Academy Conference expenses (Linked Learning Conference, Educating for Careers) - Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	\$9,520	California Partnership Academies (CPA)	5200	Travel And Conferences	n/a	n/a	n/a			Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	302-19
Media Academy contracts - Invest in pathway teams and department teams (extended contracts).	\$15,000	California Partnership Academies (CPA)	5825	Consultants	n/a	n/a	n/a			Invest in pathway teams and department teams (extended contracts).	302-20
Architecture Academy contracts - Invest in pathway teams and department teams (extended contracts).	\$15,000	California Partnership Academies (CPA)	5825	Consultants	n/a	n/a	n/a			Invest in pathway teams and department teams (extended contracts).	302-21
PCN 7440 - Dual Enrollment Teacher (Photo) - Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	\$38,837	College & Career Access Pathways Grant	1105	Certificated Teachers' Salaries	New Position 49	Teacher, Structured English Immersion	0.3			Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	302-22
Dual Enrollment Teacher (Photo) - Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	\$29,028	College & Career Access Pathways Grant	1105	Certificated Teachers' Salaries	New Position 53	Teacher, Structured English Immersion	0.2			Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	302-23
Materials for Dual Enrollment - Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	\$6,077	College & Career Access Pathways Grant	4399	Unallocated	n/a	n/a	n/a			Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	302-24

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 302
School: Fremont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
After School Program - Increase graduation rate for LTELs.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Increase graduation rate for LTELs.	302-25
Salary for MEDIA College & Career Readiness Specialist - Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	\$55,314	Golden State Pathways Program	2205	Classified Support Salaries	3839	Specialist, College/Career Readiness	0.4			Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	302-26
Salary for ARCHITECTURE College & Career Readiness Specialist - Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	\$55,314	Golden State Pathways Program	2205	Classified Support Salaries	3839	Specialist, College/Career Readiness	0.4			Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	302-27
Materials & Supplies for ARCH - Invest in pathway teams and department teams (extended contracts).	\$20,243	Golden State Pathways Program	4310	School Office Supplies	n/a	n/a	n/a			Invest in pathway teams and department teams (extended contracts).	302-28
Materials & Supplies for MEDIA - Invest in pathway teams and department teams (extended contracts).	\$10,000	Golden State Pathways Program	4310	School Office Supplies	n/a	n/a	n/a			Invest in pathway teams and department teams (extended contracts).	302-29
Transportation for ARCH - Celebrate student achievement when progressing towards grade-level literacy skills.	\$10,000	Golden State Pathways Program	5826	External Work Order Services	n/a	n/a	n/a			Celebrate student achievement when progressing towards grade-level literacy skills.	302-30
Transportation for MEDIA - Celebrate student achievement when progressing towards grade-level literacy skills.	\$9,519	Golden State Pathways Program	5826	External Work Order Services	n/a	n/a	n/a			Celebrate student achievement when progressing towards grade-level literacy skills.	302-31
Extended Contracts (Mack, Cartagena, Advisory) - Train teacher advisors and counselors to share with students and families progress towards grade-level achievement every marking period and at Student-led Conferences.	\$37,300	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Train teacher advisors and counselors to share with students and families progress towards grade-level achievement every marking period and at Student-led Conferences.	302-32
Library Books - Implement reading/literacy strategies, that can address both struggling readers and ELLs.	\$20,000	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a			Implement reading/literacy strategies, that can address both struggling readers and ELLs.	302-33

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 302
School: Fremont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Light Refreshments - Communicate with campus community about curriculum and assessments on a monthly basis (ie. announcements, ParentSquare, letters home, B2SN, Student led conferences).	\$5,000	LCFF Supplemental	4311	Meeting Refreshments	n/a	n/a	n/a			Communicate with campus community about curriculum and assessments on a monthly basis (ie. announcements, ParentSquare, letters home, B2SN, Student led conferences).	302-34
Equipment <\$5,000 - Communicate with campus community about curriculum and assessments on a monthly basis (ie. announcements, ParentSquare, letters home, B2SN, Student led conferences).	\$5,000	LCFF Supplemental	4410	Equipment < \$5,000	n/a	n/a	n/a			Communicate with campus community about curriculum and assessments on a monthly basis (ie. announcements, ParentSquare, letters home, B2SN, Student led conferences).	302-35
Rentals - Graduation at Paramount - Increase graduation rate for LTELs.	\$15,000	LCFF Supplemental	5624	Rentals: Facility	n/a	n/a	n/a			Increase graduation rate for LTELs.	302-36
Contract with East Bay Consortium - Train teacher advisors and counselors to share with students and families progress towards grade-level achievement every marking period and at Student-led Conferences.	\$35,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a			Train teacher advisors and counselors to share with students and families progress towards grade-level achievement every marking period and at Student-led Conferences.	302-37
Testing - Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	\$5,000	LCFF Supplemental	5875	Testing	n/a	n/a	n/a			Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	302-38
Extended Contracts for Academy Leads, Advisory Leads, build curriculum and facilitate team meetings.	\$140,000	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 06	Teacher, Structured English Immersion	1.0			Increase graduation rate for LTELs.	302-39
Counselor Salary	\$46,670	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 13	Teacher, Structured English Immersion	0.375			Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	302-40

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 302
School: Fremont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Salary - Prober, Andrew PCN 7440 - Architecture Academy - Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	\$77,784	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 13	Teacher, Structured English Immersion	0.625			Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	302-41
Salary for Media Academy CTE Teacher - Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	\$62,227	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 24	Teacher, Structured English Immersion	0.5			Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	302-42
Salary for Media Academy CTE Teacher - Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	\$62,227	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 24	Teacher, Structured English Immersion	0.5			Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	302-43
Salary for Architecture Academy CTE Teacher - Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	\$90,621	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 49	Teacher, Structured English Immersion	0.7			Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	302-44
Salary for Media Academy CTE Teacher - "Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes)."	\$116,110	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 53	Teacher, Structured English Immersion	0.8			Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	302-45
Salary for Media Academy CTE Teacher - "Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes)."	\$63,173	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 62	Teacher, Structured English Immersion	0.4			Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	302-46

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 302
School: Fremont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
ECCCO - Teacher Stipends (3) - Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	\$59,000	Measure H: College & Career Readiness for All	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Provide acceleration courses (Advanced Placement, Dual Enrollment, advanced electives) for students who are reading at grade-level, approaching grade-level, or are recommended to seek more rigorous course load.	302-47
College and Career Readiness Specialist Position - Collins, Jaliza PCN 3839	\$20,344	Measure H: College & Career Readiness for All	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	302-48
Salary for Academic Counselor - "Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes)."	\$37,976	Measure H: College & Career Readiness for All	1205	Certificated Pupil Support Salaries	8301	Counselor	0.4			Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	302-49
Salary for College & Career Readiness Specialist - "Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes)."	\$27,657	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	3839	Specialist, College/Career Readiness	0.2			Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	302-50
Salary for Career Pathway Transition Specialist, "Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes)."	\$45,083	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	8597	Specialist, Career Pathway Transitions	0.5		College/Career Readiness	Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	302-51
Salary for Pathway Coach - "Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes)."	\$100,529	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	3520	Coach, College/Career Pathways	0.5			Ensure staffing and master schedule allows for smaller team cohorting of teachers. Continue to cohort students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	302-52

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 302
School: Fremont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Meeting Refreshments for Mock Interview Day - Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	\$1,500	Measure H: College & Career Readiness for All	4311	Meeting Refreshments	n/a	n/a	n/a			Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-53
Contract with Ed Fund (Student Stipends) - Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	\$30,000	Measure H: College & Career Readiness for All	5825	Consultants	n/a	n/a	n/a			Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-54
Light Refreshments - Communicate with campus community about curriculum and assessments on a monthly basis (ie. announcements, ParentSquare, letters home, B2SN, Student led conferences).	\$1,500	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a		A-G Completion	Communicate with campus community about curriculum and assessments on a monthly basis (ie. announcements, ParentSquare, letters home, B2SN, Student led conferences).	302-55
Licensing Agreement - Jupiter Ed - Communicate with campus community about curriculum and assessments on a monthly basis (ie. announcements, ParentSquare, letters home, B2SN, Student led conferences).	\$8,800	Title I, Part A Parent & Family Engagement	5846	Licensing Agreements	n/a	n/a	n/a		A-G Completion	Communicate with campus community about curriculum and assessments on a monthly basis (ie. announcements, ParentSquare, letters home, B2SN, Student led conferences).	302-56
Postage - Communicate with campus community about curriculum and assessments on a monthly basis (ie. announcements, ParentSquare, letters home, B2SN, Student led conferences).	\$1,300	Title I, Part A Parent & Family Engagement	5910	Postage	n/a	n/a	n/a		Student Connectedness to School	Communicate with campus community about curriculum and assessments on a monthly basis (ie. announcements, ParentSquare, letters home, B2SN, Student led conferences).	302-57
Salary for Library Tech - Implement reading/literacy strategies, that can address both struggling readers and ELLs.	\$87,541	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	9330	Library Technician	1.0		i-Ready Reading at or above Mid-Grade	Implement reading/literacy strategies, that can address both struggling readers and ELLs.	302-58
Salary for Attendance Specialist - Train case managers to facilitate student intervention protocols in pathway teams.	\$20,718	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	9553	Attendance Specialist, Bilingual	0.4		Chronic Absenteeism	Train case managers to facilitate student intervention protocols in pathway teams.	302-59
Salary for Case Manager 20 - Facilitate weekly Attendance Team meetings to look at data and school systems.	\$124,917	Title I, Part A Schoolwide Program	2405	Clerical Salaries	New Position 02	Case Manager	1.0		Chronic Absenteeism	Facilitate weekly Attendance Team meetings to look at data and school systems.	302-60
Salary for Case Manager 20 - Facilitate weekly Attendance Team meetings to look at data and school systems.	\$124,917	Title I, Part A Schoolwide Program	2405	Clerical Salaries	New Position 03	Case Manager	1.0		Chronic Absenteeism	Facilitate weekly Attendance Team meetings to look at data and school systems.	302-61

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 302

School: Fremont High School

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Title I, Part A School Parent and Family Engagement Policy

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

Fremont High School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

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

Adoption

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

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

A handwritten signature in black ink, appearing to read "Nidya Baez". The signature is fluid and cursive, with the first name "Nidya" and last name "Baez" clearly distinguishable.

Name of Principal: Nidya Baez

Signature of Principal

Date: AUGUST 26, 2024

Please attach the School-Parent Compact to this document.



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

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

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

School Responsibilities

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

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



6. Provide parents with materials and training to help them improve the academic achievement of their children.
 - a. Families will have the opportunity to hold conferences with their advisors where they can learn about their child's classes and how to help them improve their grades.
 - b. Educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners.
7. Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
 - a. Fremont will hold meetings where translation is provided.
 - b. Student Led Conferences will have translation services provided.
 - c. Home mailings will be sent in languages accessible to our community.

Teacher Responsibilities

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

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

Parent Responsibilities

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

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

Student Responsibilities

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

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



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



**FREMONT
HIGH SCHOOL**

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

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

Signature of Principal

Date August 25th, 2024

Signature of Parent/Guardian _____ Date _____

Student Name _____



Fremont High School

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Jaliza Collins
Vice Chairperson:	Regina Bellow
Secretary:	Morgan Myhre

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"/>	defacto
Charles Simon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Morgan Myhre	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Louis Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Rodney Zinyemba	<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
Stephanie Jauregui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Fernando	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Alexis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Yaretzi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Jaliza Collins	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st

SSC Meeting Schedule:
(Day/Month/Time)

December 10th
January 14th 2025
February 11th

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.

