

Board Office Use: Legislative File Info.	
File ID Number	26-1360
Introduction Date	6/24/26
Enactment Number	
Enactment Date	



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

# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Fremont High School

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**Ask of the Board** Approval by the Board of Education of the 2026-2027 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)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Fremont High School



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

## **2026-27 School Plan for Student Achievement (SPSA)**

**School:** Fremont High School  
**CDS Code:** 1612590125716  
**Principal:** Nidya Baez  
**Date of this revision:** 4/25/26

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:

<b>Contact:</b> Nidya Baez	<b>Position:</b> Principal
<b>Address:</b> 4610 Foothill Blvd. Oakland, CA 94601	<b>Telephone:</b> 510-879-2302 <b>Email:</b> <a href="mailto:nidya.baez@ousd.org">nidya.baez@ousd.org</a>

*The School Site Council recommended this revision of the SPSA for Board approval on:* 4/25/2026  
*The District Governing Board approved this revision of the SPSA on:* 6/24/2026

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

**2026-27 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:** 4/25/2026

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

4/25/2026  
Date

Jaliza Collins  
SSC Chairperson

Jaliza Collins  
Signature

4/25/26  
Date

SELLS Representative (optional)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Vanessa Sifuentes  
Network Superintendent

Vanessa Sifuentes  
Signature

4.24.26  
Date

Lisa Spielman  
Director, Strategic Resource Planning

Lisa Spielman  
Signature

4/17/26  
Date

## 2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/21/2025	SSC	Collected input for next year's SPSA draft
10/21/2025	Faculty, Other	Reviewed data and identified school needs
11/4/2025	SSC	Reviewed data and identified school needs
12/5/2025	SELLS	Discussed proposed expenditures and priorities, Conducted mid-year or final SPSA review, Facilitated group
12/9/2025	SSC	Conducted mid-year or final SPSA review
12/10/2025	SELLS, Other	Reviewed data and identified school needs, Conducted mid-year or final SPSA review
1/20/2026	SSC	Discussed proposed expenditures and priorities
1/27/2026	SSC	Reflected on progress and challenges
1/27/2026	ILT	Discussed proposed expenditures and priorities, Collected input for next year's SPSA draft
2/10/2026	SSC	Discussed proposed expenditures and priorities, Collected input for next year's SPSA draft

## 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 Literacy Program**

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### **Summer Learning Program**

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### **Credit Recovery Program**

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### **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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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).
- **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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

## 2026-27 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$662,480.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,819,032.00

### 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 Resource 3010	\$650,650
Title I Parent & Family Engagement Resource 3010	\$11,830
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$662,480</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$1,819,032.00</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$118,900
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$100,000
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$698,199
Proposition 28 (Arts & Music in Schools) Resource 6770	\$239,453
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$1,156,552</b>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Fremont High School</b>		<b>School ID: 302</b>
<b>CDS Code: 1612590125716</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>

**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, 2024-25**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.2%	13.4%	77.0%	0.9%	2.0%	13.3%	99.5%	52.7%	21.2%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.7%	1.2%	3.2%	0.4%	0.7%	0.6%	99.1%	24.4%	86.9%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By May 2027, 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
<b>Identified School Need:</b>	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 <small>*SBAC &amp; CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	All Students	-123.6	-135.6	-120.3	-115.0	-112.0
SBAC ELA Participation	All Students	73.7%	83.4%	81.0%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	9.5%	22.6%	36.3%	52.8%	58.0%

**Mathematics/Science Measures & Targets**

Measure <small>*SBAC &amp; CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-220.7	-223.9	-209.5	-200.0	-198.0
SBAC Math Participation	All Students	83.4%	83.4%	80.7%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	4.0%	4.6%	8.6%	11.7%	15.0%
California Science Test (CAST) Participation	All Students	66.1%	88.7%	88.4%	95.0%	95.0%

<b>Graduation Measures &amp; Targets</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
Four-Five Year Cohort Graduation Rate	All Students	76.0%	81.3%	74.2%	80.0%	82.0%
On Track to Graduate: 9th Grade	All Students	61.3%	65.5%	62.7%	65.0%	68.0%
On Track to Graduate: 11th Grade	All Students	48.8%	51.2%	53.5%	60.0%	65.0%
A-G Completion	All Students	62.2%	48.0%	51.9%	63.0%	65.0%
College/Career Readiness	All Students	32.9%	37.8%	38.3%	35.0%	35.0%

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

<b>School Goal:</b>	By May 2027, 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.
<b>Identified School Need:</b>	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.

<b>Academic Measures &amp; Targets for Focal Student Groups</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC ELA Distance from Standard Met	Special Education Students	-186.2	-178.2	-152.8	-115.0	-115.0
SBAC ELA Distance from Standard Met	English Learners	-176.9	-180.7	-160.2	-171.0	-160.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	28.2%		61.2%	70.4%	60.0%
SBAC Math Distance from Standard Met	Special Education Students	-282.9	-229.4	-218.5	-200.0	-200.0
SBAC Math Distance from Standard Met	English Learners	-257.6	-250.0	-240.0	-252.0	-250.0

<b>Reclassification Measures &amp; Targets</b>						
<i>*Reference <a href="#">ELL Progress Data</a></i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	3.5%	2.3%	8.6%	8.0%	10.0%
LTEL Reclassification	Long-Term English Learners	7.8%	4.5%	18.2%	13.0%	20.0%

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

**School Goal:** By the end of the 2026-27 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	2026-27 New Target
Student Connectedness to School	All Students	61.6%	51.1%	46.4%	66.0%	66.0%
Out-of-School Suspensions	All Students	8.9%	8.0%	7.4%	7.0%	7.0%
Out-of-School Suspensions	African American Students	20.6%	20.9%	15.9%	15.0%	10.0%
Out-of-School Suspensions	Special Education Students	14.6%	13.0%	14.1%	9.0%	9.0%
Chronic Absenteeism	All Students	59.3%	39.9%	32.9%	35.0%	30.0%
Chronic Absenteeism	African American Students	60.4%	46.0%	39.5%	30.0%	25.0%

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

**School Goal:** By May 2027, 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 2027, 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	75.0%	76.5%	77.8%	75.0%	80.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
<i>LCAP Goal 1:</i>	By May 2027, 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	STIP subs and Literacy TSA has helped with make up assessments. Math Department has received more coaching and support from OUSD Central and release days to score assessments. The SBAC results have also improved, while not at standard, there is less distance from standard.
<i>LCAP Goal 2:</i>	By May 2027, 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.	Increased participation in assessments by both teachers and students. ELA and Math Teachers have done more test-taking in classes and have utilized collaboration time or release days to look at data and plan for assessments. More ELLs have reclassified over the last year.
<i>LCAP Goal 3:</i>	By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 35% to 30%.	Rates have decreased for all groups.
<i>LCAP Goal 4:</i>	By May 2027, 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 2027, 100% of non-credentialed teachers will be enrolled in a credential program and preliminary credentialed teachers will be enrolled in induction.	There are more teachers with intern or preliminary credentials than temporary. There has been an increase in applicants. 25% of teachers are African American.

Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	By May 2027, 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	Students are arriving with low skills and lack of test-taking skills. - Fremont High School will allocate Title I funding to support essential student-facing and instructional roles, including 3 Case Managers totaling 3.0 FTE, 1 Library Tech at 1.0 FTE, and 1 Attendance Specialist Bilingual at 0.4 FTE. Additionally, 4 teachers totaling 0.8 FTE will provide supplemental learning support for Title I, covering Credit Recovery Math, Reading Intervention, AP Literature, and Credit Recovery History. The budget also includes funding for AP testing and student incentives. Any remaining Title I Student funds will be voted on by the Site Council to be directed toward AP testing and library books.
<i>LCAP Goal 2:</i>	By May 2027, 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.	ELL population has increased. - Title I Parent Education funding will support LCAP Goal 2 at Fremont High School by enhancing school-community partnerships. These funds are allocated for postage, light refreshments for meetings, translation services, and childcare for parent meetings. Any remaining Title I Parent ED funds will be used toward further supporting these family engagement goals. Parents are more likely to attend parent meetings when they receive multiple notifications, including mailed information and online. Meetings are full of data and information about assessments and parents are more likely to attend when they are adequately supported to attend.
<i>LCAP Goal 3:</i>	By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 35% to 30%.	African American students have higher chronic absenteeism.
<i>LCAP Goal 4:</i>	By May 2027, 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 2027, 100% of non-credentialed teachers will be enrolled in a credential program and preliminary credentialed teachers will be enrolled in induction.	While the school population is over 77% Latino, they are represented by 25% of teachers.

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Fremont High School

**SPSA Year Reviewed:** 2025-26

**SPSA Link:** [2025-26 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 maximized staffing supports as a key strategy. There was a significant reduction in our Case Manager capacity to 10-month positions, as OUSD did not allow 12-month positions as previously allowed, so having that team in place has been key to reducing chronic absenteeism.

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

Attendance has improved by reducing chronic absenteeism from 32.9% to 25% as of January 2026. The work that the Case Managers and the Attendance Specialist conduct is vital to contact students and families to verify absences and provide additional support (COST referrals, attendance contracts, SARTs).

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.

Our School Site Council is prioritizing staffing and improve communication access to parents/caregivers. Attendance is still a focus.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<p align="center"><b>Title I Expenditure</b> <i>(describe expenditure in column a)</i></p>	<p align="center"><b>Target Addressed by Expenditure</b></p>	<p align="center"><b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i></p>	<p align="center"><b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b></p>	<p align="center"><b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b></p>
<p>Meeting refreshments for family/parent engagement opportunities (meetings, events and so on)</p>	<p align="center">ELL Reclassification</p>	<p>Encourages participation of families/parents to engage in meeting like Coffee With the Principal/Subcommittee for English Lanague Learners and so on.</p>	<p>We have been able to host 5 Coffee With The Principal meetings where we have been able to engage with 7-10 families each session around IReady Scores, Reclassification, Transcripts, and so on.</p>	<p>We will continue to hold Coffee With The Principal meetings with meeting refreshments because it has allowed for skilled group of parent leaders to emerge that then disseminate information/updates to the wider family/parent community.</p>

<p>JupiterED for parents to access student progress and communicate directly with teachers</p>	<p>On Track to Graduate: 9th Grade</p>	<p>Families/parents are able to check their student's current academic progress, can also access their student's attendance and are able to directly communicate with their student's teachers. Parents/families are able to setup notifications when student is off track academically.</p>	<p>When looking at the data 9% of families/parents have logged in which is about 131 families/parents who are actively engaging with JupiterED in the last 5 months</p>	<p>We will <b>not</b> continue to fund JupiterEd for parents/families because we want to explore how we can use Aeries similarly. Additionally, families/parents expressed feeling overwhelmed by the multiple sites/platforms we use.</p>
<p>Postage for mailers to parents/families</p>	<p>A-G Completion</p>	<p>ELPAC/ IReady scores, reclassification notifications and transcripts are mailed off to families to notify them and make sure they are aware of their student's progress. Information available online is not always easily accessible to our families and by sending out mailers we are ensuring another method of communication that increases engagement with families/parents</p>	<p>Reclassification mailers were sent out to 360 parents/families and mapped out next steps and also served as an invitation for families to engage with the school like in Coffee With The Principal. Additionally 94.1% of families/parents responded STRONGLY AGREE or AGREE to the following CHKS survey question, "This school keeps me well-informed about my child's progress in school"</p>	<p>We will continue to fund postage for mailers because our families consistently advocate to receive notification/updates about their student's via mail. Families really appreciate the mailers and find them helpful</p>
<p>Case Manager</p>	<p>Student Connectedness to School</p>	<p>Train case managers to facilitate student intervention protocols in pathway teams. Monitor student behavior, participate in Attendance Team, parent engagement, RJ/mediations.</p>	<p>As of January 2026 Chronic Absenteeism has decreased to 25.1% from 32.9% of the previous school year (24-25). Case managers are able to check in with students to provide support towards improving attendance, academics and overall connectedness to school</p>	<p>We will continue to fund case managers. All small learning communities have a dedicated case manager which has helped increase attendance rates and connectedness to school. Communication with teachers and admin around students with TIER 3 needs has improved, and more campus supervision is taking place.</p>

Case Manager	Chronic Absenteeism	Train case managers to facilitate student intervention protocols in pathway teams. Monitor student behavior, participate in Attendance Team, parent engagement, RJ/mediations.	As of January 2026 Chronic Absenteeism has decreased to 25.1% from 32.9% of the previous school year (24-25). Case managers are able to check in with students to provide support towards improving attendance, academics and overall connectedness to school	We will continue to fund case managers. All small learning communities have a dedicated case manager which has helped increase attendance rates and connectedness to school. Communication with teachers and admin around students with TIER 3 needs has improved, and more campus supervision is taking place.
Attendance Specialist	Chronic Absenteeism	Train attendance team of attendance protocols, continuously monitor student absences, connect with students/families around absenteeism, provide custom attendance info to students/families and connect students/families to further attendance support	As of January 2026 Chronic Absenteeism has decreased to 25.1% from 32.9% of the previous school year (24-25). Attendance clerk is able to verify, excuse absences and provide individualized information about attendance to students and parents/families.	We will continue to fund our attendance clerk because it has allowed us to grow a strong attendance team strategy to decrease chronic absenteeism. Our attendance clerk is able to call students/families and verify absences, provide individualized attendance information and connect students/families to support (case manager, CSM, nurse, counselor, etc)
Library Tech	Reading Inventory (RI) Growth of One Year or More	Connect both staff and students to tools and resources to improve literacy skills. Continue to maintain an up to date library	Last school year there were 963 books in circulation and currently as on January 2026, 1246 are in circulation. Additionally, there have been 67 class visits organized by our library tech and 1348 student drop ins.	We will continue to fund our library tech because they have helped increase the amount of students reading and are able to provide support to staff around literacy.
Turnitin and IXL	A-G Completion	IXL monitors student progress in math and then customizes assessments, class and homework that reflects the current level of the students and addresses the needs of the student. Turnitin scans for use/presence of AI in student work	15.5% of students in 24-25 school year were at PROFICIENT or BASIC on the Geometry Interim Assessment Admin 1 and this year 40.2% of students were at PROFICIENT or BASIC	We will <b>not</b> continue to fund licensing agreement through Title I Students because of budget constraints. Due to diminishing funds, we decided to fund additional staff through these funds. If we are able to regain funds in the future, we will revisit this expenditure

College Board (AP)	College/Career Readiness	College Board - AP Testing offers college-level curricula and exams to high school students. These courses allow students to earn college credit and demonstrate academic rigor	There are currently 8 advanced placement classes offered at Fremont High School. There are 184 students on campus enrolled in one the 8 AP classes offered	We will continue to fund AP testing because we there has been an increse of how many students are interested and both families/students agree that it is an investement in college and career readiness
College Board (AP)	College/Career Readiness	College Board - AP Testing offers college-level curricula and exams to high school students. These courses allow students to earn college credit and demonstrate academic rigor	There are more AP classes offered this year, so our program is expanding.	Given the expansion of participation, we are looking at participation maintance.
Bus	Student Connectedness to School	Provides access to elected student leaders to attend a state-wide conference to learn leadership skills (oral presentation, writing, and argumentative skills). They will engage in activities to support their calendar planning for 26-27 SY to increase student connectedness and sense of belonging.	There is an increase in interest of students wanting to be in elected student leadership positions and an increase in desire to attend conferences.	This is to be evaluated after the conference.
Conference Registration	Student Connectedness to School	Provides access to elected student leaders to attend a state-wide conference to learn leadership skills (oral presentation, writing, and argumentative skills). They will engage in activities to support their calendar planning for 26-27 SY to increase student connectedness and sense of belonging.	There is an increase in interest of students wanting to be in elected student leadership positions and an increase in desire to attend conferences.	This is to be evaluated after the conference.

Consumables	A-G Completion	Low-income students will have the necessary materials in math and science courses to demonstrate mastery in standards-aligned A-G courses. Teachers will use the materials daily, providing access to all students to content.	All science classes across the site have standardized all classrooms as a result of the school providing these materials. This is why we have decided to expand this resource to more departments and more courses. Low-income students continue to need additional resources.	Given this was funded out of the 2025-26 adjustment, we have yet to evaluate the other courses. However, in the science department, all classrooms have a similar structure that gives consistency from grade to grade.
Software agreements	A-G Completion	Students will engage with software during instructional time and teachers will plan engaging lessons that incorporate technology.	Credit recovery courses have used software to provide additional self-paced work for students.	Given this was funded out of the 2025-26 adjustment, we have yet to evaluate this.
Library Books	i-Ready Reading at or above Mid-Grade	Students will have access to more fiction texts in the school library. The library will be able to increase more book check outs.	The library has had more visits and more participants. The goal set in 2024 was to have library collection of 23,000 books, meeting the ALA recommendation of 20 books per student. As of November 2024, we have 1,867 books in our collection. We have not met that goal.	Continued funding whenever possible.

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b>	Fremont High School	<b>SCHOOL ID:</b>	302
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<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>	<a href="#">Click here for guidance on SPSA practices</a>
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**LCAP Goal 1: All students graduate college, career, and community ready.**

<b>School Goal:</b>	By May 2027, 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
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<b>Identified Need:</b>	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.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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.**

<b>School Goal:</b>	By May 2027, 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.
<b>Identified Need:</b>	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.

#	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.**

<b>School Goal:</b>		By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 35% to 30%.		
<b>Identified Need:</b>		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.		
#	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.**

<b>School Goal:</b>		By May 2027, 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 2027, 100% of non-credentialed teachers will be enrolled in a credential program and preliminary credentialed teachers will be enrolled in induction.		
<b>Identified Need:</b>		Investment in staff and teacher collaboration and coaching to support new teachers and develop shared leadership in teams to prevent burn out.		
#	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

<b>CONDITIONS FOR BLACK STUDENTS</b>				
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>		<i><a href="#">ELL Progress Data</a></i>		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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 2026-27 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
TSA Salary - Music Teacher support and coaching, provides 1:1 support to ELLs and others.	\$6,408	Arts & Music in Schools (Proposition 28)	1119	Certificated Teachers on Special Assignment Salaries	11339	TSA 10Pay	0.06			Implement reading/literacy strategies, that can address both struggling readers and ELLs.	302-1
TSA Salary - Music Teacher support and coaching, provides 1:1 support to ELLs and others.	\$46,993	Arts & Music in Schools (Proposition 28)	1119	Certificated Teachers on Special Assignment Salaries	11339	TSA 10Pay	0.44			Implement reading/literacy strategies, that can address both struggling readers and ELLs.	302-2
TSA Salary - Arts teacher, supports in classrooms with ELLs and students with IEPs.	\$73,271	Arts & Music in Schools (Proposition 28)	1119	Certificated Teachers on Special Assignment Salaries	11340	TSA 10Pay	0.50			Implement reading/literacy strategies, that can address both struggling readers and ELLs.	302-3
VAPA Teachers - Provides extended time for team to collaborate on projects and new hires.	\$112,781	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends			0.00			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.	302-4
CSM Salary 0.25 FTE - Provides team training to case manager groups and teachers, to improve attendance and MTSS.	\$45,519	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9318	Program Mgr Community School	0.25			Train case managers to facilitate student intervention protocols in pathway teams.	302-5
Case Manager 10 Salary - Provide students 1:1 support, communication regarding attendance and academic achievement, conduct home visits to reduce chronic absences. Case Manager meets weekly with staff, students, families and trains them on attendance, achievement, and interventions.	\$89,318	California Community Schools Partnership Program	2405	Clerical Salaries	10557	Case Manager 20	1.00			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.	302-6
Bar & Bus Passes: Transportation to academic and professional opportunities off campus to ensure student college, career and life readiness.	\$135,162	California Community Schools Partnership Program	4399	Unallocated						Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-7
This amount is included in the strategic carryover (line 26 below).	\$160,000	California Community Schools Partnership Program	5825	Consultants						Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-8

**PROPOSED 2026-27 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
Strategic Carryover: Transportation: \$10,000 - 5826; Travel Conferences: \$28,199 - 5200; Contracts: Oakland Kids First and BACR: \$230,000 - 5825. Total = \$268, 199.00. As approved by SSC in February.	\$268,199	California Community Schools Partnership Program Carryover	4399	Unallocated						Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-9
Teacher stipends for additional work outside of contractual hours. Signed agreements with each teacher in the California Partnership Academy, including collaboration time with other teachers and planning career exploration visits. Students benefit from coherence and well-planned lessons.	\$17,709	California Partnership Academies (CPA)	1120	Certificated Teachers' Salaries: Stipends						Invest in pathway teams and department teams (extended contracts).	302-10
Teacher stipends for additional work outside of contractual hours. Signed agreements with each teacher in the California Partnership Academy, including collaboration time with other teachers and planning career exploration visits. Students benefit from coherence and well-planned lessons.	\$17,709	California Partnership Academies (CPA)	1120	Certificated Teachers' Salaries: Stipends						Invest in pathway teams and department teams (extended contracts).	302-11
Supplies for students participating in the California Partnership Academy courses. Students have access to materials to fully participate in classes.	\$38,771	California Partnership Academies (CPA)	4310	School Office Supplies						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).	302-12
Supplies for students participating in the California Partnership Academy courses. Students have access to materials to fully participate in classes.	\$38,771	California Partnership Academies (CPA)	4310	School Office Supplies						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).	302-13

**PROPOSED 2026-27 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
Conferences and professional learning for teachers that support coherence in the California Partnership Academy experience. Teachers spend time learning from others and use the time to reflect and improve on their practices in order to improve engagement and literacy of all students.	\$9,520	California Partnership Academies (CPA)	5200	Travel And Conferences						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
Conferences and professional learning for teachers that support coherence in the California Partnership Academy experience. Teachers spend time learning from others and use the time to reflect and improve on their practices in order to improve engagement and literacy of all students.	\$9,520	California Partnership Academies (CPA)	5200	Travel And Conferences						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).	
Smaller contracts that the teacher teams carefully choose to further their team goals, including transportation to off-campus career experiences for students. Students have supplemental supports to their Academy experience.	\$15,000	California Partnership Academies (CPA)	5825	Consultants						Invest in professional learning partners (conferences, OUSD, other contracts) to provide PD for teachers.	302-16
Smaller contracts that the teacher teams carefully choose to further their team goals, including transportation to off-campus career experiences for students. Students have supplemental supports to their Academy experience.	\$15,000	California Partnership Academies (CPA)	5825	Consultants						Invest in professional learning partners (conferences, OUSD, other contracts) to provide PD for teachers.	302-17
Dual Enrollment Salary - Andrew Prober - Provide 0.2 FTE for dual enrollment course, supporting accelerated learning for students by providing college-level instructor and Peralta College credits.	\$31,034	College & Career Access Pathways Grant	1105	Certificated Teachers' Salaries	7440	Teacher 11Mos 12Pay	0.20			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.	302-18
Supplies for Dual Enrollment courses - vary from books, materials, and to be determined by Peralta instructor.	\$11,529	College & Career Access Pathways Grant	4310	School Office Supplies						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.	302-19

**PROPOSED 2026-27 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
Funds that pay for central support.	\$2,791	College & Career Access Pathways Grant	7310	Interprogram Support/costs						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).	302-20
Funds that the Expanded Learning program dedicates to engage students and improve expanded learning participation.	\$100,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants						Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-21
Teacher stipends for additional work outside of contractual hours. Signed agreements with each teacher in the California Partnership Academy, including collaboration time with other teachers and planning career exploration visits. Students benefit from coherence and well-planned lessons.	\$6,000	Golden State Pathways Program	1120	Certificated Teachers' Salaries: Stipends						Invest in pathway teams and department teams (extended contracts).	302-22
Classified Salary - Jaliza Collins 0.4 FTE, provides college and career readiness support to all students. CCRS supports both CPAs to implement work-based learning activities and college-going culture activities.	\$55,851	Golden State Pathways Program	2205	Classified Support Salaries	3839	Spec College/Career Readiness	0.40			Invest in pathway teams and department teams (extended contracts).	302-23
Classified Salary - Jaliza Collins 0.4 FTE, provides college and career readiness support to all students. CCRS supports both CPAs to implement work-based learning activities and college-going culture activities.	\$55,851	Golden State Pathways Program	2205	Classified Support Salaries	3839	Spec College/Career Readiness	0.40			Invest in pathway teams and department teams (extended contracts).	302-24
Supplies for Pathways to create integrated projects in teaching teams.	\$12,982	Golden State Pathways Program	4310	School Office Supplies						Invest in pathway teams and department teams (extended contracts).	302-25
Supplies for Pathways to create integrated projects in teaching teams.	\$13,706	Golden State Pathways Program	4310	School Office Supplies						Invest in pathway teams and department teams (extended contracts).	302-26
Transportation costs for student career and college visits, aligned to pathway.	\$10,000	Golden State Pathways Program	5826	External Work Order Services						Invest in pathway teams and department teams (extended contracts).	302-27
Benefits for extended pay for certificated staff.	\$6,000	Golden State Pathways Program	3701	Post-Employment Benefits, Certificated						Invest in pathway teams and department teams (extended contracts).	302-28

**PROPOSED 2026-27 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
Extended Contracts for Advisory Leads, Instructional Leadership Team, and Coordination of Services Team leads. All certificated staff that lead team meetings, lead professional learning for the entire site (both academic and socio-emotional) and uphold systems of support (Advisory, Pathway teams, and COST).	\$53,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends						Invest in pathway teams and department teams (extended contracts).	302-29
OT for classified staff to provide interpretation services beyond their contractual hours for school events and parent meetings.	\$2,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime						Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-30
Library Books - improve literacy and access to grade-level books.	\$5,000	LCFF Supplemental	4200	Books other than Textbooks						Implement reading/literacy strategies, that can address both struggling readers and ELLs.	302-31
Refreshments for meetings	\$1,900	LCFF Supplemental	4311	Meeting Refreshments						Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-32
Graduation Venue rental fee	\$15,000	LCFF Supplemental	5624	Rentals: Facility						Celebrate student achievement when progressing towards grade-level literacy skills.	302-33
Bus passes for additional trips not covered by Cal. Partnership Academy funds.	\$2,000	LCFF Supplemental	5820	Bus Passes						Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-34
Contract: East Bay Consortium - provides 4 days of services to campus community to improve access to post-secondary options.	\$40,000	LCFF Supplemental	5825	Consultants						Create a master calendar of activities that represents the diversity of the campus that are affordable and accessible to all.	302-35
Literacy TSA - Develop and maintain systems of support towards literacy improvement, supports English department and ELPAC administration.	\$162,938	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10836	TSA 11Mon 12Pay	1.00			Implement reading/literacy strategies, that can address both struggling readers and ELLs.	302-36
CSM Salary 0.75 FTE - Provides team training to case manager groups and teachers, to improve attendance and MTSS.	\$136,558	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9318	Program Mgr Community School	0.75			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.	302-37

**PROPOSED 2026-27 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
Certificated Salary - full-time Librarian. Librarian supervises the library daily, collaborates with Library Teach, coordinates reading challenges and participates in activities that promote literacy.	\$124,169	Measure G, Library Support	1205	Certificated Pupil Support Salaries	10151	Teacher Librarian	1.00			Implement reading/literacy strategies, that can address both struggling readers and ELLs.	302-38
Certificated Salary - Provide 5 sections of Art Digital Film classes to all students. Attend and participate in bi-weekly Small Learning Community (SLC) collaboration meetings.	\$58,892	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	1902	Teacher 11Mos 12Pay	0.38			Invest in pathway teams and department teams (extended contracts).	302-39
Certificated Salary - Provide 5 sections of Art Digital Film classes to all students. Attend and participate in bi-weekly Small Learning Community (SLC) collaboration meetings.	\$98,153	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	1902	Teacher 11Mos 12Pay	0.63			Invest in pathway teams and department teams (extended contracts).	302-40
Certificated Salary - Provide 4 sections of Advanced Film to all students and dedicated time to planning and leading bi-weekly Small Learning Community (SLC) meetings, budgeting for California Partnership Academy, and coordinating internships for the Media Academy.	\$64,983	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	3101	Teacher 11Mos 12Pay	0.50			Invest in pathway teams and department teams (extended contracts).	302-41
Certificated Salary - Provide 4 sections of Advanced Film to all students and dedicated time to planning and leading bi-weekly Small Learning Community (SLC) meetings, budgeting for California Partnership Academy, and coordinating internships for the Media Academy.	\$64,983	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	3101	Teacher 11Mos 12Pay	0.50			Invest in pathway teams and department teams (extended contracts).	302-42
Certificated Salary - Provide 3 sections of construction capstone and 2 dual enrollment wood tech courses to all students. Attend and participate in bi-weekly Small Learning Community (SLC) collaboration meetings and coordinate project partnerships.	\$46,551	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	7440	Teacher 11Mos 12Pay	0.30			Invest in pathway teams and department teams (extended contracts).	302-43

**PROPOSED 2026-27 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
Certificated Salary - Provide 3 sections of construction capstone and 2 dual enrollment wood tech courses to all students. Attend and participate in bi-weekly Small Learning Community (SLC) collaboration meetings and coordinate project partnerships.	\$77,584	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	7440	Teacher 11Mos 12Pay	0.50			Invest in pathway teams and department teams (extended contracts).	302-44
Certificated Salary - Provide 4 sections of Multimedia 1 and 1 section of Dual Enrollment classes to all students. Attend and participate in bi-weekly Small Learning Community (SLC) collaboration meetings.	\$27,687	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	7960	Teacher 11Mos 12Pay	0.20			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.	302-45
Certificated Salary - Provide 4 sections of Multimedia 1 and 1 section of Dual Enrollment classes to all students. Attend and participate in bi-weekly Small Learning Community (SLC) collaboration meetings.	\$41,530	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	7960	Teacher 11Mos 12Pay	0.30			Invest in pathway teams and department teams (extended contracts).	302-46
Certificated Salary - Provide 4 sections of Multimedia 1 and 1 section of Dual Enrollment classes to all students. Attend and participate in bi-weekly Small Learning Community (SLC) collaboration meetings.	\$69,216	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	7960	Teacher 11Mos 12Pay	0.50			Invest in pathway teams and department teams (extended contracts).	302-47
Certificated Salary - Provide 4 sections of Multimedia 1 and 1 section of Dual Enrollment classes to all students. Attend and participate in bi-weekly Small Learning Community (SLC) collaboration meetings.	\$32,436	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	9102	Teacher 11Mos 12Pay	0.20			Invest in pathway teams and department teams (extended contracts).	302-48
Certificated Salary - Provide 1 section of Media CTE course to all students. Attend and participate in bi-weekly Small Learning Community (SLC) collaboration meetings.	\$19,000	Measure H: College & Career Readiness for All	1120	Certificated Teachers' Salaries: Stipends						Invest in pathway teams and department teams (extended contracts).	302-49

**PROPOSED 2026-27 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
Certificated Salary - Provide a counselor to reduce the drop out rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating. Attend bi-weekly Small Learning Community (SLC) collaboration meetings.	\$80,948	Measure H: College & Career Readiness for All	1205	Certificated Pupil Support Salaries	8301	Counselor	0.60			Provide regular collaboration time for teachers to look at student data and develop scaffolds in their content.	302-50
Classified Salary - Jaliza Collins 0.2 FTE, provides college and career readiness support to all students. CCRS supports both CPAs to implement work-based learning activities and college-going culture activities.	\$27,926	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	3839	Spec College/Career Readiness	0.20			Invest in pathway teams and department teams (extended contracts).	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)."	\$100,412	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	3520	Coach College/Career Pathways	0.50			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
Equipment - Provide funds to purchase necessary Career Tech Ed shop equipment for the student projects that will teach core skills in framing, modeling, and shop safety, aligned to Academy/Pathway course sequence.	\$2,500	Measure H: College & Career Readiness for All	4410	Equipment < \$5,000						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).	302-53
Classified support staff overtime to support with translation for whole student led conferences which are held twice a year, and any other additional family engagement events. This way we can leverage our own multilingual staff to maintain and increase parent engagement	\$5,000	Perkins Career & Technical Education	1150	Certificated Teachers: Substitutes					On Track to Graduate: 9th Grade	Hold student-led conferences twice a year.	302-54

**PROPOSED 2026-27 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 SPISA ACTIVITY	BUDGET ACTION NUMBER
Light Refreshments - Communicate with campus community about curriculum, assessments and overall student progress on a monthly basis (ie. announcements, ParentSquare, letters home, B2SN, Student led conferences).	\$5,000	Perkins Career & Technical Education	4432	Furniture < \$5,000					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).	302-55
Funds a portion of the teachers' annual conference that is mandatory for California Partnership Academy.	\$2,000	California Partnership Academies (CPA)	5220	Conference Expense						Invest in professional learning partners (conferences, OUSD, other contracts) to provide PD for teachers.	302-56
Postage - Communicate with campus community about curriculum, assessments and overall student progress on a monthly basis (ie. announcements, ParentSquare, letters home, B2SN, Student led conferences).	\$5,000	Perkins Career & Technical Education	5300	Dues & Memberships					ELL Reclassification	Communicate with campus community about curriculum and assessments on a monthly basis (ie. announcements, ParentSquare, letters home, B2SN, Student led conferences).	302-57
Equipment for classroom use to provide industry-level experience for students.	\$3,000	Perkins Career & Technical Education	5610	Equip Maintenance Agreement						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).	302-58
Math Teacher - Credit Recovery	\$36,782	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	1257	Teacher 11Mos 12Pay	0.20		SBAC Math Distance from Standard Met	Implement reading/literacy strategies, that can address both struggling readers and ELLs.	302-59
Literature Teacher - Support	\$25,263	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3949	Teacher 11Mos 12Pay	0.20		Reading Inventory (RI) Growth of One Year or More	Implement reading/literacy strategies, that can address both struggling readers and ELLs.	302-60
English Reading Support/Intervention	\$22,280	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7957	Teacher 11Mos 12Pay	0.20		College/Career Readiness	Invest in pathway teams and department teams (extended contracts).	302-61
Salary for Library Tech - Implement reading/literacy strategies, that can address both struggling readers and ELLs.	\$88,544	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	9330	Library Technician	1.00		Student Connectedness to School	Train case managers to facilitate student intervention protocols in pathway teams.	302-62
Salary for Attendance Specialist - Train case managers to facilitate student intervention protocols in pathway teams.	\$13,581	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	9553	Attendance Specialist Bil	0.20		Chronic Absenteeism	Invest in pathway teams and department teams (extended contracts).	302-63

**PROPOSED 2026-27 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 SPISA ACTIVITY	BUDGET ACTION NUMBER
Salary for Case Manager 20 - Support ELL Students	\$139,639	Title I, Part A Schoolwide Program	2405	Clerical Salaries	10134	Case Manager 20	1.00		College/Career Readiness	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.	302-64
Salary for Case Manager 20 - Facilitate weekly Attendance Team meetings to look at data and school systems.	\$137,156	Title I, Part A Schoolwide Program	2405	Clerical Salaries	10558	Case Manager 20	1.00		College/Career Readiness	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.	302-65
Salary for Case Manager 20 - Facilitate weekly Attendance Team meetings to look at data and school systems.	\$98,511	Title I, Part A Schoolwide Program	2405	Clerical Salaries	10567	Case Manager 20	1.00		College/Career Readiness	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.	302-66
Testing Fees - College Board - 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.	\$25,000	Title I, Part A Schoolwide Program	5875	Testing					College/Career Readiness	Implement reading/literacy strategies, that can address both struggling readers and ELLs.	302-67
Student Incentives	\$2,977	Title I, Part A Schoolwide Program	4399	Unallocated					College/Career Readiness	Celebrate student achievement when progressing towards grade-level literacy skills.	302-68
Books Other Than Text Books	\$60,915	Title I, Part A Schoolwide Program	4399	Unallocated					A-G Completion	Implement reading/literacy strategies, that can address both struggling readers and ELLs.	302-69
Postage - to support Parent Communication.	\$1,300	Title I, Part A Parent & Family Engagement	5910	Postage					College/Career Readiness	Train teacher advisors and counselors to share with students and families progress towards grade-level achievement every marking period and at Student-led Conferences.	302-70
Classified Support - Translation for Parent Meetings.	\$3,000	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime					College/Career Readiness	Train teacher advisors and counselors to share with students and families progress towards grade-level achievement every marking period and at Student-led Conferences.	302-71





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

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

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

# **Fremont High School**

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

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

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

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

- Holding Student Led Conferences two times a year, with Advisory Teacher in October & March 2025-2026
- Holding monthly School Site Council meetings
- Access to Jupiter Grades progress reports

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

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

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

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

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

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

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

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

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

- Holding Student Led Conferences two times a year, with Advisory Teacher in October & March 2025-2027
- Holding monthly School Site Council meetings
- Jupiter Grades progress reports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Holding Student Led Conferences two times a year, with Advisory Teacher in October & March 2025-2027
- 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 29th, 2025 and will be in effect for the period August 2025 through May 2027.

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



**Name of Principal: Nidya Baez**

**Signature of Principal**

**Date: AUGUST 29, 2025**

*Please attach the School-Parent Compact to this document.*



**School-Parent Compact  
Fremont High School  
2025-27\***

*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 2025-27 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 & March 2025-2027
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 2025-2027
  - 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.



This Compact was adopted by Fremont High School on August 29th, 2025, revised on August 29th, 2025, and will be in effect for the period of August 2025 until May 2027.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30th, 2025.

**Signature of Principal**

**Date August 29th, 2025**

**Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_**

**Student Name \_\_\_\_\_**



## Fremont High School School Site Council Membership Roster 2024-2025

### SSC - Officers

Chairperson:	Jaliza Collins
Vice Chairperson:	Alexis
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"/>	<b>defacto</b>
Morgan Myhre	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Louis Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Rodney Zinyemba	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Trina Brown	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Shelley Mitchell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Stephanie Jauregui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Yolanda Leon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Fernando	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Alexis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Angie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Jaliza Collins	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
		2025				
		September 9th				
		October 14th				
		November 11th				
		December 9th				
		2026				
		January 13th				
		February 10th				
		March 10th				
		April 14th				
		May 12th				

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	December 9th 2026 January 13th February 10th March 10th April 14th May 12th
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

1 Principal

3 Classroom Teachers

1 Other Staff

**AND**

4 Parents/Community Members

1 Student (at least)