

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607-



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H- College &
Career Readiness - Commission**

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, Deputy Chief of Post-Secondary Readiness

Board Meeting Date

Subject Services For: Fremont High School

Action Requested and Recommendation

Adoption by the Measures N and H – College and Career Readiness Commission of the 2026-2027 Education Improvement Plan and Assessment for Fremont High School as “Approved,” with a base allocation of \$1,013,200.00, for a total amount not to exceed \$1,013,200.00.

Background (*Why do we need these services?
Why have you selected this vendor?*)

Competitively Bid : Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact Funding resource(s): Measure H

Attachments

1. 26-27 Proposed EIP
2. 26-27 EIP Assessment, with Supplemental Materials (Program of study, Work-based learning plan and Master Schedule)

Fremont High School

Measures N and H 2026-2027 Education Improvement Plan Assessment
(Year Four of a Four-Year Cycle)

Final Recommendation

Instructions: Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, and overall Budget feedback. Identify the Next Steps for the Site. See Rating descriptions below.

Rating¹: **Fully Approved** **Approved** **Conditionally Approved**

Strengths:

- All expenditures are tightly aligned with the goals for next year: alignment to grade level-standards, collaboration and teaming, work readiness.

Key Questions:

- You name adult teaming as a place where you are making progress, but can improve. How can you use some of the routines, practices, and protocols from more successful teams to support others?

Budget Feedback:

- See below

¹Fully Approved

- School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning are evidenced for all students: Integrated Program of Study (a distinct CTE program plus integrated and cohorted core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School is deeply engaged in the strategic continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Approved

- School is **actively developing and implementing** a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Conditionally Approved

- School is **actively developing** a whole-school pathways model as evidenced by early implementation of key elements of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School does not demonstrate continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Fremont High School

Measures N and H 2026-2027 Education Improvement Plan Assessment
(Year Four of a Four-Year Cycle)

Next Steps for Conditionally Approved Schools:

Criterion: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan

Section to be completed by HS Principal Supervisor (OUSD) or Measures N and H Staff (Charters)

Instructions: Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways

**Strategic &
Aligned**

**Partially
Strategic &
Aligned**
3

**Unclear
Strategy &
Alignment**
2

**Missing or
Non-Compliant**
1

The budget is strategically aligned with the Pathway Strategic Goals and the School Performance Goals and Indicators

Expenditures include complete justifications demonstrating alignment between the expense and the three domains of Linked Learning.

Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming).

Score: 3.5

Rationale: Provide feedback only if the site receives a score of 3 or below.

Fremont High School

**Measures N and H 2026-2027 Education Improvement Plan Assessment
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Criterion: Evidence of Progress and Linked Learning Implementation

Section to be completed by Measures N and H Staff

Instructions: Review the *Work-Based Learning template*, *Master Schedule*, and *Program of Study* to demonstrate an understanding of and development of high-quality pathway implementation.

<input checked="" type="checkbox"/> Program of Study	<p>Media Academy</p> <ul style="list-style-type: none"> ● Elements are missing (outdated Program of Study template); transfer content here and resubmit to Jan Quijada. ● Identify the regular day and time for the teachers who are integrating multimedia and college and career staff to collaborate to assess student progress toward Pathway Student Learning outcomes and graduation requirements, design and assess impact of interventions, and to design and implement thematic and standards integration to maximize engagement and content mastery. <ul style="list-style-type: none"> ○ Maximize student engagement and mastery of content via Integration Types ○ Prioritize cohorted core academic teachers for HSLLO-led PBL PD in '26-27 ● Post-secondary and community partners - look at BCC for significant partnership (given MMART program) ● Through articulation with local middle school, include student ambassadors under Student Leadership (if current) ● Extensive industry partnerships, work-based learning, and CTE programming ● Clear alignment between pathway and DE offerings ● Update Pathway Student Learning Outcomes annually with the full pathway team to ensure collective buy-in ● Update Pathway Student Learning Outcomes annually with Advisory Board to ensure relevance <p>Architecture Academy</p> <ul style="list-style-type: none"> ● Elements are missing (outdated Program of Study template); transfer content here and resubmit to Jan Quijada. ● Through articulation with local middle school, include student ambassadors under Student Leadership (if current) ● Extensive industry partnerships, work-based learning, and CTE programming ● Update Pathway Student Learning Outcomes annually with the full pathway team to ensure collective buy-in ● Update Pathway Student Learning Outcomes annually with Advisory Board to ensure relevance ● Clear alignment between pathway and DE offerings ● Skills USA is listed under Student Leadership - does pathway plan to offer S-USA in '26-27? ● Maximize common planning for the teachers who are integrating architecture/construction and college and career staff to collaborate to assess student progress toward Pathway Student Learning outcomes and graduation requirements, design and assess impact of interventions, and to design and implement thematic and standards
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Fremont High School

**Measures N and H 2026-2027 Education Improvement Plan Assessment
(Year Four of a Four-Year Cycle)**

	<p>integration to maximize engagement and content mastery.</p> <ul style="list-style-type: none"> ○ Maximize student engagement and mastery of content via Integration Types ○ Prioritize cohorted core academic teachers for HSLLO-led PBL PD in '26-27 ● Expand college exposure and post-secondary partners to include local training programs, community colleges (especially Laney, given alignment)
<p><input type="checkbox"/> Work-Based Learning Plan</p>	<p>Architecture</p> <ul style="list-style-type: none"> - No WBL lead listed. Add WBLL. - No goals listed. Add goals. - Limited WBL benchmarks are integrated into the plan. Add WBL along the continuum that will prepare students to successfully complete an internship. - Career exploration visits and industry partners are clearly aligned with the pathway industry theme - Students have a mentoring relationship with an industry partners 10th - 12th grade - Strong partnership, as evidenced by the same partner engaging with students for multiple grade levels - Include specific industry partners and how they engaged in WBL with students <p>Media</p> <ul style="list-style-type: none"> - No WBL lead listed. Add WBLL. - Limited WBL benchmarks are integrated into the plan. Add WBL along the continuum that will prepare students to successfully complete an internship. - Multiple college visits in 11th & 12th grades - Partner engagement for focal students. Increase engagement with industry partners across an entire grade level of students. - Include specific industry partners and how they engaged in WBL with students
<p><input checked="" type="checkbox"/> Master Schedule</p>	<ul style="list-style-type: none"> ● MST submitted and color coded for teacher collaboration time in core academic subjects and teacher prep ● Teachers have been identified as belonging to certain SLCs, such as Media, NEST, 9th Grade House, Architecture, etc ● Clear which teachers share common collaboration/planning period by subject and not by pathways (SLCs) ● Advisory seems to be cohorted by grade level and pathway (SLC) ● Not clear on which core academic courses and sections are cohorted and aligned to specific pathways (SLCs) ● Which academic courses (ELA, History, Math and/or Science) and teachers are integrated into your pathway for each grade

2026-2027 MEASURE H BUDGET			
Effective: July 1, 2026 - June 30, 2027			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$1,013,200.00	\$1,013,200.00	\$0.00

**Funding Allocation is based on school's 2025-2026 student enrollment count, Oakland Residents only (1192) multiplied by the per pupil amount of \$850.*

School: Fremont High School

Site #: 302

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
302-1	<p>Supervisor & Administrator Salaries: Hire a College and Career Pathway Coach at .50 FTE. DESCRIPTION OF RESPONSIBILITIES: The pathway coach will support the restructuring of pathways, lead practical pathway small learning communities, and align CTE courses with subject areas. Coach pathway Small Learning Community (SLC) directors in visioning, planning, and collaborating with their SLC team and Small Learning Community-wide goals for pathway development. Coach pathway Small Learning Community directors in resource allocation, strategic budget planning for multiple funding sources, and providing details and information for fiscal orders and extended contracts. Led and coached the CTE department teams with vertical alignment of curricula, mapping goals and strategic actions, and inquiry cycles. Support CTE teachers with researching, drafting, revising, and articulating course outlines for compliance with every CTE course. Liaison with industry partners and community collaborators, facilitating communication for guest and capstone presentations where needed. Support 11th-grade advisory team, focused on career exploration and preparation for Mock Interview Day and summer ECCO internships. Support the 9th-grade team to educate students about pathway programs. Coordinate mock interview day for all juniors. Support with gathering input from academy directors, teachers, and constituents for Measure H EIP plans. Coach and support academy directors with presentations, e.g., the Measure H listening campaign and the Measure H commission presentation. PCN 3520 - Andrea Garcia (Salary and Benefit costs included)</p> <p>(This is a full-time position split-funded with other departments, resources, including .50 FTE site's MH, .25 FTE from MH Admin 10% Budget, and .25 FTE from Central Grant funding, for a total of 1.0 FTE per Pathway Coach)</p>	\$100,412.20	2305 - Supervisor & Admin Salaries	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School

<p>302-2</p>	<p>Pupil Support Salaries: Hire a Counselor for the Media Academy at .60 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): The additional counselor is to reduce the dropout rate by providing counseling, tutoring, mentoring, and other intensive support services to students in danger of not graduating from high school. Attend and participate in bi-weekly SLC collaboration meetings. Share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals. Conduct student 1:1 meetings about graduation plans. Plan a master schedule to support Pathway outcomes. Ensure compliance with California Partnership Academy (CPA) requirements of course codes and the master schedule, including working with the District Office, site Administrators, and Academy Directors Suicide and risk assessments Facilitating parent/family meetings, including preparing didactic materials that are family-friendly Communicate with students and the campus community about student-success events, career opportunities, and on-track to graduation events, including using ParentSquare, Aeries, and updating the website when needed Enter data in Aeries for student interventions, grade changes, and transcript updates ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students enrolled in the Pathway are on-track to graduate per A-G requirements Internships - increase of exposure to career exploration, awareness, and preparation activities for all students FOCAL STUDENT POPULATION: 10th-11th graders in the Media Pathway, and to support students who qualify for free and reduced lunch. English Learners PCN 8301 - Tania J. Padilla (Salary & Benefit costs included)</p>	<p>\$80,947.86</p>	<p>1205 - Pupil Support Salaries</p>	<p>Pupil Support Salaries</p>	<p>Counselor</p>	<p>.60 FTE</p>	<p>Media Academy</p>
<p>302-3</p>	<p>Classified Support Salaries: Hire a Specialist College & Career Readiness (CCRS) at .20 FTE. DESCRIPTION OF RESPONSIBILITIES: The College and Career Readiness Specialist (CCRS) will ensure that 100% of seniors complete a FAFSA application, explore career options, and research postsecondary institutions, including colleges, universities, and trade schools. This person will collect data on all of our scholars and track their exposure to A-G workshops, attendance at college visits, completion of college applications, completion of financial aid forms, and completion of community college enrollment. The CCRS will work in collaboration with the WBLL and the Pathway Coach to ensure a college career-readiness plan for all of our scholars. PCN 3839 - Jaliza M. Collins (Salary and Benefit costs included)</p>	<p>\$27,925.62</p>	<p>2205 - Classified Support Salaries</p>	<p>Classified Support Salaries</p>	<p>Specialist College and Career Readiness</p>	<p>.20 FTE</p>	<p>Whole School</p>

302-4	<p>Pupil Support Salaries: Hire a Counselor for the Architecture Academy at 1.0 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): The additional counselor is to reduce the dropout rate by providing counseling, tutoring, mentoring, and other intensive support services to students in danger of not graduating from high school. Attend and participate in bi-weekly SLC collaboration meetings. Share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals. Conduct student 1:1 meetings about graduation plans. Plan a master schedule to support Pathway outcomes. Ensure compliance with California Partnership Academy (CPA) requirements of course codes and the master schedule, including working with the District Office, site Administrators, and Academy Directors Suicide and risk assessments Facilitating parent/family meetings, including preparing didactic materials that are family-friendly Communicate with students and the campus community about student-success events, career opportunities, and on-track to graduation events, including using ParentSquare, Aeries, and updating the website when needed Enter data in Aeries for student interventions, grade changes, and transcript updates ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students enrolled in the Pathway are on-track to graduate per A-G requirements Internships - increase of exposure to career exploration, awareness, and preparation activities for all students FOCAL STUDENT POPULATION: 10th-11th graders in the Architecture Academy, and to support students who qualify for free and reduced lunch. English Learners PCN 11593 (NEW) (Salary & Benefit costs included)</p>	\$137,499.68	1205 - Pupil Support Salaries	Pupil Support Salaries	Counselor	1.0 FTE	Architecture Academy
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<p>302-5</p>	<p>Consultant Contracts: Consultant contract with the Oakland Public Education Fund (OPEF) to process and pay out the Student Internship Stipends for students participating in the Work-Based Learning (WBL) career preparation and training experiences through June 30, 2027. Professional Services agreement / Scope of Work: The students will be able to complete Media or Architecture internships related to the pathway field by completing client work for school-based and external clients. Often, newcomer or EL students are unable to secure a job, so internships are a great option. The opportunities will be given to all students with an emphasis on ELs and African American students. Students will acquire: 1) Professional Communication Skills. 2) Career Exploration 3) Community College Orientation and Education Plans. 4) Demonstration of Mastery Prep. Students would engage in Virtual Internships and Online Career-Oriented Peralta College classes. Students' interest is high, and we are confident we can spend these funds to support 30 students. Internship stipends have increased students' participation in our pathways. Budget Calculation: 25 stipends at \$1,000 per student + 15% Agency Admin Fees = \$28,750.00. (OPEF can only invoice schools for student stipends with 100% participation and completion, and the admin fees for those funds. OPEF can not invoice for the full contract amount prior to the program ending. Under no circumstances can OPEF hold unspent Measures N or H funds for the schools.)</p>	<p>\$28,750.00</p>	<p>5825 - Consultant Contract</p>	<p>Consultant Contracts</p>			<p>Whole School</p>
<p>302-6</p>	<p>Teacher Salaries Stipends: Extended Contracts to pay 3 Teachers (1 Media, 1 Architecture, and 1 additional teacher) to participate in the Exploring College, Career, & Community Opportunity Program (ECCO) 2027 Summer Program through June 30, 2027. Justification & Services to be provided: The 3 ECCO teachers will support students from both the Architecture Academy and Media Academy in summer internships by providing a work-based learning curriculum, assisting them in securing internships, and guiding them on work-site visits. Accomplishment Standards: This expenditure is aligned with pathway development goals in Work-Based Learning, supporting students in successfully completing career preparation experiences in the district-sponsored summer internships ECCO program. Having summer teachers who are their CTE teachers improves students' engagement by providing familiar adult support and case management through onboarding and addressing the challenges that may arise as a young person in a work environment. Each summer teacher will serve 20-25 students, for a total of 60-75 students. This addresses the need for support infrastructure, advocacy for student success in off-site work experiences, and logistical needs for getting students paid and preparing for the district Demonstration of Mastery. Budget Calculation: Teacher TBD - 150 hours at \$80.88 per diem rate + 25% benefit costs = \$15,165.00 Durell Coleman - 150 hours at \$72.08 per diem rate + 25% benefit costs = \$13,515.00 Total = \$28,680.00 (Salary & Benefit Costs Included)</p>	<p>\$28,680.00</p>	<p>1120 - Teacher Salaries Stipends</p>	<p>Teacher Salaries Stipends</p>			<p>Whole School</p>

302-7	<p>Meeting Refreshments: Light refreshments for the Mock Interview Day event, with 60-80 industry partners donating their time. All 11th graders, general ed, Newcomers, and students with IEPs are interviewed by an industry professional. Industry partners donate thousands of dollars of in-kind support by spending at least 3 hours on commuting and interviewing. Light breakfast refreshments will be provided by Big Apple. Budget Calculation: 1 event not to exceed \$1,444.72</p>	\$1,444.72	4311 - Meeting Refreshments	Meeting Refreshments			Whole School
302-8	<p>Conference Expenses: Conference & travel expenses for 3 staff members to attend the Linked Learning Alliance Conference 2026 (Palm Springs, CA). A team of 3, with 1 staff member for each pathway, will attend and present on the pathway work at Fremont. The Principal will attend and present on the pathway work at Fremont. The pathway team will return to campus and share their learnings with the pathway small learning community to make progress towards Gold Certification. Budget Calculation: Conference Registration: \$650 x 3 employees = \$1,950.00 Flights (round trip): \$325 + taxes x 3 employees = \$975.00 Hotel: \$300/night + taxes x 3 nights x 3 employees = \$2,700.00 Other uncoated expenses, such as Taxi, Uber, or meals: \$250 x 3 employees = \$750.00</p>	\$6,375.00	5220 - Conference Expenses	Conference Expenses			Whole School
302-9	<p>Conference Expenses: Conference & travel expenses for 3 staff members to attend the Educating for Careers (E4C) Conference 2027. A team for each pathway, comprised of the CTE teachers, at least one core subject teacher, and one counselor, will attend the E4C Conference. The pathway team will return to campus and share their learnings with their pathway small learning community. While this is a required conference for our CPA teachers, both pathways will send members to the E4C Conference to work on Strategic Action #3 for the Media Academy and Strategic Action #3 for the Architecture Academy. Budget Calculation: Conference Registration: \$650 x 3 employees = \$1,800.00 Hotel: \$200/night + taxes x 3 nights x 6 employees = \$3,600.00 Other uncoated expenses, such as Taxi, Uber, mileage, or meals: \$250 x 3 = \$750.00</p>	\$6,150.00	5220 - Conference Expenses	Conference Expense			Whole School

302-10	<p>Teacher Salaries: Hire a Teacher Structured English as the CTE Media Academy Teacher at 1.0 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): 75% of this teacher's time is dedicated to providing a teaching line (4 sections of Advanced Film) to mainstream, newcomer, and IEP students. The remaining 25% of this teacher's time is dedicated to planning and leading the bi-weekly SLC collaboration meetings, budgeting for California Partnership Academy, and coordinating internships. Participate in long-term pathway design and planning with the CTE team. Share ideas and collaborate on solutions to address dilemmas/challenges/conflicts that impede progress toward Pathway goals. Plan and support interdisciplinary projects with core classes. Share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals. Coordinate Capstone projects with the English 4 teacher and industry partners. ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students enrolled in the Pathway are on-track to graduate per A-G requirements Internships - increase of exposure to career exploration, awareness, and preparation activities for all students FOCAL STUDENT POPULATION: 10th-12th graders in the Media Pathway, and to support students who qualify for free and reduced lunch. Newcomer students and English Learners PCN 3101 - Jasmene C. Miranda (Salary and Benefit costs included)</p>	\$129,966.01	1105 - Teacher Salaries	Teacher Salaries	Teacher Structured English	1.0 FTE	Media Academy
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<p>302-11</p>	<p>Teachers Salaries: Hire a Teacher Structured English as the CTE Media Academy Teacher at 1.0 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): The teacher will provide a full teaching line (5 sections of Art Digital Film classes) to mainstream, newcomer, and IEP students. Attending and participating in bi-weekly SLC collaboration meetings Participating in long-term pathway design and planning with the CTE team Sharing ideas and collaborating on solutions to address dilemmas/challenges/conflicts that impede progress toward Pathway goals Planning and supporting interdisciplinary projects with core classes. ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students enrolled in the Pathway are on-track to graduate per A-G requirements Internships - increase of exposure to career exploration, awareness, and preparation activities for all students FOCAL STUDENT POPULATION: 10th-11th graders in the Media Pathway, and to support students who qualify for free and reduced lunch. Newcomer students and English Learners PCN 1902 - Nicholas A. Basta (Salary and Benefit costs included)</p>	<p>\$157,045.01</p>	<p>1105 - Teacher Salaries</p>	<p>Teachers Salaries</p>	<p>Teacher Structured English</p>	<p>1.0 FTE</p>	<p>Media Academy</p>
<p>302-12</p>	<p>Teachers Salaries: Hire a Teacher Structured English as the CTE Media Academy Teacher at 1.0 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): The teacher will provide a full teaching line (4 sections of Multimedia I and 1 section of Dual Enrollment) to mainstream, newcomer, and IEP students. Attending and participating in bi-weekly SLC collaboration meetings Participating in long-term pathway design and planning with the CTE team Sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals Planning and supporting interdisciplinary projects with core classes. ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students enrolled in the Pathway are on-track to graduate per A-G requirements Internships - increase of exposure to career exploration, awareness, and preparation activities for all students FOCAL STUDENT POPULATION: 10th-11th graders in the Media Pathway, and to support students who qualify for free and reduced lunch. Newcomer students and English Learners PCN 7960 - Durrell Coleman (Salary and Benefit costs included)</p>	<p>\$138,432.67</p>	<p>1105 - Teacher Salaries</p>	<p>Teachers Salaries</p>	<p>Teacher Structured English</p>	<p>1.0 FTE</p>	<p>Media Academy</p>

302-13	<p>Meeting Refreshments: Light refreshments for the annual Media Academy End-of-Year Showcase, a school-wide event. This event showcases the work of students in grades 10-12 in collaboration with industry partners and demonstrates mastery of the CTE curriculum. This aligns with Media's strategic action of having the CTE teacher team highlight their accomplishments and showcase their achievements in public settings, including to other educators. The event highlights student-integrated projects from all CTE classes and their core classes. The entire Media Small Learning Community participates (320 students/staff/Advisory Board). Budget Calculation: The refreshments for this event can not exceed the approved amount of \$2,500.</p>	\$2,500.00	4311 - Meeting Refreshments	Meeting Refreshments			Media Academy
302-14	<p>Materials & Supplies Media Academy 10th-grade project materials. This allocation supports interdisciplinary learning, student participation, and family/community connections through the 10th Grade Media Academy Project and academy events. Funds will be used to improve project-based learning and student showcases, all in line with Measure H's goals of equitable access, career readiness, and college/career pathway development. This aligns with Media's goal by 2026 to integrate projects into specific courses and grade levels to promote a more holistic, well-rounded experience for students. The project includes their World History in relation to Photojournalism. This way, the students get a feel for how an exhibition runs and looks. The specific supplies will be outlined in the Measure H Justification form, but may vary by teacher or project and may include items such as matting supplies, photo paper, and poster boards to run an exhibition to industry standards. Budget Calculation: The materials and supplies for this project can not exceed the approved amount of \$2,000.00.</p>	\$2,000.00	4310 - Materials & Supplies	Materials & Supplies			Media Academy

<p>302-15</p>	<p>Teachers Salaries: Hire a Teacher Structured English as the CTE Media Academy Teacher at .20 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Attend and participate in bi-weekly SLC collaboration meetings Long-term pathway design and planning with the CTE team Share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals Provide a full teaching line (5 sections of Art Dig Film) to mainstream and newcomer students, and students with IEPs Plan and support interdisciplinary projects with core classes ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students enrolled in the Pathway are on-track to graduate per A-G requirements Internships - increase of exposure to career exploration, awareness, and preparation activities for all students FOCAL STUDENT POPULATION: 10th-11th graders in the Media Pathway, and to support students who qualify for free and reduced lunch. Newcomer students and English Learners PCN 9102 - Kevin U. Kunishi (Salary and Benefit costs included)</p>	<p>\$32,436.22</p>	<p>1105 - Teacher Salaries</p>	<p>Teachers Salaries</p>	<p>Teacher Structured English</p>	<p>.20 FTE</p>	<p>Media Academy</p>
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302-16	<p>Teachers Salaries: Hire a Teacher Structured English as the CTE Construction Teacher for the Architecture Academy at .80 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): The teacher will provide a full teaching line (3 Design Build Capstone, 2 dual-enrollment wood technology) to mainstream, newcomer, and IEP students. Attending and participating in bi-weekly SLC collaboration meetings Participating in long-term pathway design and planning with the CTE team Sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals Planning and supporting interdisciplinary projects with core classes. Coordinate the Capstone project with the English 4 teacher and industry partners ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students enrolled in the Pathway are on-track to graduate per A-G requirements Internships - increase of exposure to career exploration, awareness, and preparation activities for all students FOCAL STUDENT POPULATION: 10th-11th graders in the Architecture/Construction Pathway, and to support students who qualify for free and reduced lunch. Newcomer students and English Learners PCN 7440 - Andrew W. Prober (Salary and Benefit costs included)</p>	\$124,135.01	1105 - Teacher Salaries	Teachers Salaries	Teacher Structured English	.80 FTE	Architecture Academy
302-17	<p>Materials & Supplies: This allocation enables hands-on, industry-aligned learning experiences in the Architecture Academy design and construction programs. The funds will be utilized to purchase necessary supplies for student projects that will teach core skills in framing, modeling, and shop safety. All expenditures are clearly aligned with Measure H's aims of expanding high-quality college- and career-preparedness opportunities and ensuring safe, functional learning spaces for CTE programs. Budget Calculation: Materials and Supplies are not to exceed the approved amount of \$6,000.00.</p>	\$6,000.00	4310 - Materials & Supplies	Materials & Supplies			Architecture Academy
302-18	<p>Equipment: The funds will be utilized to purchase necessary CTE shop equipment for student projects that will teach core skills in framing, modeling, and shop safety. Expenditure is clearly aligned with Measure H's aims of expanding high-quality college- and career-preparedness opportunities and ensuring safe, functional learning spaces for CTE programs. Purchase of dust filters and other air-quality materials for the Wood Technology classroom to ensure a clean, safe, and compliant learning environment for students and staff. This allocation enables hands-on, industry-aligned learning experiences in the Architecture Academy design and construction programs. Budget Calculation: Equipment is not to exceed the approved amount of \$2,500.00.</p>	\$2,500.00	4410 - Equipment < \$5,000	Equipment			Architecture Academy

School Name:	Fremont High School	Site #:	302
Pathway Name(s):	The Media Academy, The Architecture Academy		
School Description			
Fremont's mission is to provide our diverse community with a rigorous education that instills creativity, critical thinking and technological skills so that our students are ready for the colleges and careers of their choice. Students will develop their skills through flexible pathways utilizing design thinking in Digital Media and Technology, Engineering and Architectural Design, Science, Health, Forensics and Global Studies and Public Service.			
School Mission and Vision			
School Mission: Our school's mission is to provide our diverse community with a rigorous education that instills creativity, critical thinking, and literacy, while developing students technological, social-emotional, and leadership skills. In addition to college and career readiness for all our students, we value civic engagement and empowering students to act as agents of change throughout our school and local community.			
School Vision: Our school is a safe and welcoming place where all students, families, and teachers want to be, feel their needs are met and their voices are heard. Our students will graduate prepared for the colleges and careers of their choice through rigorous academic coursework and through equitable opportunities in career pathways, industry certifications, work-based learning, early college, and advisory.			
School Demographics			
2023-2024 Total Enrollment Grades 9-12		1195	
Special Populations	% Male 54.6%	% Female 45.4%	% Oakland Residents 99.1%
			% LCFE 98.9%
			% English Learners 53.7%
			% LTEL 21.4%
			% Current Newcomers 24.3%
			% SPED 13.9%
			% SPED Severe 1.3%
Student Population by Race/Ethnicity	% African-American 15.9%	% Native American 0.5%	% Asian 2.4%
			% Hispanic/Latino 73.5%
			% Filipino 0.5%
			% Pacific Islander 1.9%
			% White 3.3%
			% Multiple Ethnicity 0.7%
			% Not Reported 1.3%
Focal Student Population	Which student population will you focus on in order to reduce disparities?		English Learner (EL)

SCHOOL PERFORMANCE GOALS AND INDICATORS
 Please refer to this Data Dictionary for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data "as of 1/27/2025" (Optional)	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data "as of 1/15/2026 (Optional)	2025-26 Goal (3-Year Goal)	2025-26 Data	2026-27 Goal (4-Year Goal)
Four-Year Cohort Graduation Rate	68.7%	76.0%	70.0%	81.0%	N/A	75.0%	74.1%	N/A	80.0%	TBD	80.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Cohort Dropout Rate	23.5%	21.3%	20.0%	15.3%	N/A	18.0%	22.8%	N/A	16.0%	TBD	16.0%
A-G Completion Rate (12th Grade Graduates)	53.3%	64.1%	56.0%	60.4%	N/A	59.0%	69.5%	N/A	62.0%	TBD	62.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
On Track to Graduate - 9th Graders	68.9%	61.3%	61.0%	65.5%	72.1%	65.0%	66.6%	65.8%	65.0%	TBD	65.0%
9th Graders meeting A-G requirements	56.3%	45.1%	60.0%	49.5%	59.2%	60.0%	51.2%	51.8%	60.0%	TBD	60.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	12.2%	15.8%	8.0%	28.3%	16.2%	10.0%	19.7%	15.0%	12.0%	TBD	12.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	29.1%	30.0%	20.0%	35.0%	30.0%	22.0%	31.2%	40.2%	25.0%	TBD	25.0%
Percentage of 10th-12th grade students in Linked Learning pathways	96.4%	96.8%	99.0%	98.9%	93.0%	99.0%	92.4%	88.6%	99.0%	TBD	99.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	40.9%	22.6%	45.0%	27.2%	0.0%	50.0%	27.5%	14.3%	55.0%	TBD	55.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	16.2%	21.1%	15.0%	22.5%	N/A	20.0%	20.3%	N/A	20.0%	TBD	20.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	19.1%	16.0%	15.0%	28.4%	N/A	20.0%	25.7%	N/A	20.0%	TBD	20.0%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)	2025-26 Data	2026-27 Goal (4-Year Goal)
Four-Year Cohort Graduation Rate	51.7%	65.0%	56.0%	69.5%	N/A	61.0%	63.2%	N/A	66.0%	TBD	66.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Cohort Dropout Rate	37.1%	32.5%	35.0%	26.6%	N/A	33.0%	33.7%	N/A	30.0%	TBD	30.0%
A-G Completion - 12th Grade (12th Grade Graduates)	47.1%	62.9%	53.0%	50.7%	N/A	55.0%	60.2%	N/A	57.0%	TBD	57.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
On Track to Graduate - 9th Graders	64.9%	62.4%	60.0%	67.4%	69.9%	60.0%	59.8%	62.8%	60.0%	TBD	60.0%
9th Graders meeting A-G requirements	55.2%	46.2%	60.0%	50.0%	58.3%	60.0%	47.0%	50.6%	60.0%	TBD	60.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	5.2%	7.7%	4.1%	20.9%	10.5%	5.0%	13.1%	4.3%	7.0%	TBD	7.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	17.5%	23.9%	10.0%	15.4%	20.0%	12.0%	22.4%	38.3%	15.0%	TBD	15.0%
Percentage of 10th-12th grade students in Linked Learning pathways	96.7%	98.2%	99.0%	98.5%	89.3%	99.0%	88.5%	86.3%	99.0%	TBD	99.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	31.5%	9.8%	30.0%	21.1%	0.0%	32.0%	27.2%	22.1%	35.0%	TBD	35.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	12.7%	12.0%	13.0%	25.7%	N/A	14.0%	17.6%	N/A	15.0%	TBD	15.0%

College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	9.9%	6.5%	10.0%	16.2%	N/A	10.0%	14.3%	N/A	10.0%	TBD	10.0%																														
ROOT CAUSE ANALYSIS																																									
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.																																									
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2023-2024: YEAR ONE ANALYSIS																																									
Whole School Strategic Actions (to address enabling conditions for high quality pathway development)																																									
2023-24 Strategic Actions																																									
Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?																																									
Provide multiple professional learning opportunities (aligned at all levels: whole staff, common collaboration period of departments, and additional work days) for teachers to backwards plan from standard-aligned assessments that meet students' literacy needs.																																									
Increase the quantity and improve the quality of college and career exploration opportunities for all students.																																									
Ensure staffing and master schedule allows for cohorting of teachers and students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).																																									
Support students in finding, securing, and keeping a job.																																									
Define mastery across grade-levels and content areas to communicate to students, families, teachers what college and career readiness looks like at Fremont HS.																																									
Budget Expenditures																																									
2023-2024 Budget: Enabling Conditions Whole School																																									

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<p>Pupil Support Salaries / Counselor: Hire an additional Counselor at .50 FTE. The additional counselor will be beyond the 2.5 FTE base allocation assigned by the district (per site one-pager). The additional .50 FTE is to reduce the dropout rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school. PCN 8301 - Tania Padilla (Salary & Benefit costs included)</p>	\$41,262.55	1205	Pupil Support Salaries / Counselor	Counselor	.50 FTE	Whole School
<p>Classified Support Salaries: Hire a College & Career Readiness Specialist, at 1.0 FTE. The College and Career Readiness Specialist will ensure that 100% of seniors fill out a FAFSA application, explore career options, and explore post secondary colleges/universities/trade-schools. PCN 3839 - Jaiza Collins (Salary and Benefit costs included)</p>	\$132,896.20	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School
<p>Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will support the restructuring of pathways, lead effective pathway small learning communities, and align CTE courses with subject areas. PCN 3520 - Vacant (Salary and Benefit costs included)</p>	\$89,205.44	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
<p>Teacher Salaries Stipends: Extended Contracts for Pathway Lead Teachers, Advisory Curriculum Lead Teachers and ELD Teachers to participate in the school leadership team, facilitate weekly pathway/Small Learning Community collaboration meetings, plan advisory curriculum aligned with pathway student goals, collect and organize data to monitor student performance by pathway and to plan outside their contracted hours. Pathway/Small Learning Community Lead Teachers are our primary structure for student intervention and student retention. This structure requires an increased investment of teacher/leader time. In our Pathway/Small Learning Community Lead Team meetings, we review student achievement and progress (i.e. grades, on-track to graduation, and online engagement/attendance trends by small learning community, grade-level, department). Advisory leads are responsible for planning curriculum aligned with pathway outcomes and lead Advisory grade level meetings twice a month for teacher teams. All lead teachers will work with administrators, case managers, counselors and other team members to brainstorm ideas on how to intervene as a pathway/small learning community team to best utilize our collaboration time to support individual students. Small learning community/pathway teams meet bi-weekly with the primary objective of increasing student intervention and support. With the growing number of LTELs and Newcomers engaged in the Pathways, there is also a need to compensate teacher planning time to collaborate on literacy strategies with Pathway Leads and CTE teachers at least once a marking period. (\$38.50 per hour x 133 hours + 25% benefit costs x 16 teachers = \$102,410.00)</p>	\$102,410.00	1120	Teacher Salaries Stipends			Whole School
<p>Meeting Refreshments: For 60-80 industry partners who donate their time for Mock Interview Day. All 11th graders, general ed, Newcomers, and students with IEPs, are interviewed by an industry professional. Industry partners donate thousands of dollars of in-kind support by spending at least 3 hours on commuting and interviewing. Light breakfast refreshments will be provided by Big Apple.</p>	\$1,023.57	4311	Meeting Refreshments			Whole School
<p>Teacher Salaries: Hire a STIP Substitute, at 1.0 FTE. The STIP Substitute will cover the pathway director and the pathway teacher classes on a regular basis in order for our pathway directors to consistently observe other teachers, and to collaborate with teachers to plan integrated curriculum and discuss student interventions. PCN 8294 - Yesenia Araiza (Salary and Benefit costs included)</p>	\$86,718.93	1105	Teacher Salaries	STIP Substitute	1.0 FTE	Media/Arch.

2024-2025: YEAR TWO

Strategic Actions	
<p>2023-2024 Strategic Actions</p>	<p>Reflection on 2023-2024 Strategic Actions For the Year 1 Strategic Actions, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p>

Provide multiple professional learning opportunities (aligned at all levels: whole staff, common collaboration period of departments, and additional work days) for teachers to backwards plan from standard-aligned assessments that meet students' literacy needs.	On track structures to provide professional learning opportunities - common collab in departments is well attended by most of the departments. continued to work on district interim assessments and launching of new OUSD curriculum. We will be adding more deliverables by admin to support the departments meet school literacy needs. Whole staff PD has been about "student talk" , literacy opportunities
Increase the quantity and improve the quality of college and career exploration opportunities for all students.	Increased number of exploration opportunities to colleges/univ. since 22-23 including 9th grade
Ensure staffing and master schedule allows for cohorting of teachers and students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	On track as evident by our Master Schedule. Due to hiring 22-23, we added a 4th CTE teacher to Media but not to Architecture which has made courses larger. For the 24-25, there will be more students placed in Media by design.
Support students in finding, securing, and keeping a job.	We are on track with this goal. Our Transition Specialist has been working with students with interview prep, resume building, sharing job list, and support during the application process. There is communication with local business for open positions for our Newcomer population as well as grade and attendance checks to be able to maintain active work permits. We currently have 43 active work permits
Define mastery across grade-levels and content areas to communicate to students, families, teachers what college and career readiness looks like at Fremont HS.	Some teams are on track, (Math is working on common assessments) working towards alignment with OUSD that is standards aligned. Smaller teacher teams are not calibrating, it is inconsistent across departments. Inconsistent implementation of district curriculum. Now with the district curriculum coming in we can make a push for how we define mastery to then be able to communicate it to the community.

Whole School Strategic Actions (to address enabling conditions for high quality pathway development)

2024-2025 Strategic Actions
 In the Whole School tab, schools develop school wide strategic actions. These actions are meant to be in support of all pathways and are elements of the "enabling conditions" for ongoing pathway development.
 Based on a review of the challenges from the root cause analysis (rows 39-48 above) and reflection on this year's strategic actions (rows 82-88), what are 3-5 new or revised, school wide strategic actions for 24-25 that will support school-wide improvement to directly address the challenges identified above?

Alignment: Work with OUSD leadership to align district initiatives and site plans to help all department chairs and Pathway directors lead their teams to define mastery (grade-level achievement + standards-aligned content).

Inclusion: Increase college and career exploration visits that are supported by non CTE teachers and increase access to visits SpEd and newcomer students.

Collaboration: Design of smaller teacher teams that will then design smaller scaled projects (pathway specific project/or a literacy focused project) before the capstone.

Adult Teaming: Implement a scope and sequence for teams to analyze and monitor student achievement data.

Work-Readiness: Support students in finding, securing, and keeping a job, as well as preparing them for interviews and applications.

Budget Expenditures

Effective July 1, 2024 - June 30, 2025

2024-2025 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION								
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification .								
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.								
- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)								
We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>								
<i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>								
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>	
\$89,562.77	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School	Approved		
\$139,793.79	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School	Approved		
\$89,562.77	1105	Teacher Salaries	STIP Substitute	1.0 FTE	Media/Arch.	Approved		

<p>Pupil Support Salaries / Counselor: Hire an additional Counselor at .50 FTE. The additional counselor will be beyond the 2.5 FTE base allocation assigned by the district (per site one-pager). The additional .50 FTE is to reduce the dropout rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school. PCN 8301 - Tania Padilla (Salary & Benefit costs included)</p>	\$44,139.37	1205	Pupil Support Salaries / Counselor	Counselor	.50 FTE	Whole School	Approved	
<p>Meeting Refreshments: For 60-80 industry partners who donate their time for Mock Interview Day. All 11th graders, general ed, Newcomers, and students with IEPs, are interviewed by an industry professional. Industry partners donate thousands of dollars of in-kind support by spending at least 3 hours on commuting and interviewing. Light breakfast refreshments will be provided by Cafe Gabriela.</p>	\$1,023.57	4311	Meeting Refreshments			Whole School	Approved	
<p>Conference Expenses: Conference & travel expenses for 4 staff members to attend the Linked Learning Alliance Conference 2025. A team of 2 - 2 staff for each pathway will attend and present about the pathway work at Fremont. The pathway team will return to campus and share their learnings with the pathway small learning community to make progress towards Gold Certification. Budget: 2 registrations x \$615 = 1,230.19</p>	\$1,230.19	5220	Conference Expenses			Whole School	Approved	
<p>Admissions Fees For students to attend College and Career Exploration Visits, pathway field trips and integrated learning opportunities. Students who participate will learn about careers and post-secondary opportunities.</p>	\$720.17	5829	Admission Fees			Whole School	Approved	
<p>Transportation Charter Bus Rentals for visits to colleges and universities with specific aligned pathway aligned programming for 9th graders and NEST program students. This opportunity will increase student exposure to post-secondary and CTE aligned careers as they will have the opportunity to engage with students from Architecture and/or Media fields. This expenditure supports our strategic action of continued investment in pathway event programming, as well as recruitment for our pathways. (3 charter buses @ \$1,833.00 = \$5,499)</p>	\$5,499.00	5826	Transportation			Whole School	Approved	
<p>Teacher Salaries Stipends: Extended Contracts for Pathway Lead Teachers, Advisory Curriculum Lead Teachers and ELD Teachers to participate in the school leadership team, facilitate weekly pathway/Small Learning Community collaboration meetings, plan advisory curriculum aligned with pathway student goals, collect and organize data to monitor student performance by pathway and to plan outside their contracted hours. Pathway/Small Learning Community Lead Teachers are our primary structure for student intervention and student retention. This structure requires an increased investment of teacher/leader time. In our Pathway/Small Learning Community Lead Team meetings, we review student achievement and progress (i.e. grades, on-track to graduation, and online engagement/attendance trends by small learning community, grade-level, department). Advisory leads are responsible for planning curriculum aligned with pathway outcomes and lead Advisory grade level meetings twice a month for teacher teams. All lead teachers will work with administrators, case managers, counselors and other team members to brainstorm ideas on how to intervene as a pathway/small learning community team to best utilize our collaboration time to support individual students. Small learning community/pathway teams meet bi-weekly with the primary objective of increasing student intervention and support. With the growing number of LTELs and Newcomers engaged in the Pathways, there is also a need to compensate teacher planning time to collaborate on literacy strategies with Pathway Leads and CTE teachers at least once a marking period. (133 hours per teacher x 38.50/hour = \$5,120.50 + 25% benefits = \$6,400.63 x 10 teachers = \$64,006.25)</p>	\$64,006.25	1120	Teacher Salaries/Stipends			Whole School	Approved	

2025-2026: YEAR THREE

Whole School Strategic Actions Reflection

<p>2024-2025 Strategic Actions</p>	<p>Reflection on 2024-2025 Strategic Actions For the Year 2 Strategic Actions, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p>
<p>Alignment: Work with OUSD leadership to align district initiatives and site plans to help all department chairs and Pathway directors lead their teams to define mastery (grade-level achievement + standards-aligned content).</p>	<p>On track. Site leadership has met twice with leads 1:1 to align calendars and team goals. The Assistant Principal that oversees the Instructional Leadership Team meets with one central leader in the Academics Team at least 2x month to progress monitor the Instructional Leadership Team's work to help department chairs and directors. Moreover, the school continues to support the development of a 12th grade capstone project as the culminating mastery project and uses its elements to set other grade-level goals that the ILT and pathway teams use to set their team goals.</p>
<p>Inclusion: Increase college and career exploration visits that are supported by non CTE teachers and increase access to visits SpEd and newcomer students.</p>	<p>On Track. Both pathway teams organized various trips with industry supporters and OUSD central support. This allowed for all grade levels to have exposure to community colleges, California State Universities, and to industry partners. There are 25 visits made that included Newcomers and students with IEPs. The Media Academy planned 7 college trips, 4 industry specific visits, and 1 team builder for the 10th graders. The Architecture Academy participated in 7 industry visits, 1 college trip. Our Transition Specialist and College and Career Readiness Specialist held pathway mixed trips and participated in 4 community college visits at the Peraltas and 1 industry visit.</p>
<p>Collaboration: Design of smaller teacher teams that will then design smaller scaled projects (pathway specific project or a literacy focused project) before the capstone.</p>	<p>On track. 10th grade teacher teams in both Media and Architecture have planned and executed an integrated project involving .CTE + 2 core classes. Teachers were able to plan together during a collaboration period that was allotted in the Master Schedule. Each 10th grade team completed a project for the Fall semester and the 12th grade Capstone teams are continuing to support students for their April 30, 2025 presentations.</p>
<p>Adult Teaming: Implement a scope and sequence for teams to analyze and monitor student achievement data.</p>	<p>Making progress. Teams have looked at data consistently for students of concern that are approaching a 2.0 GPA. Case managers join those meetings with the pathway teacher teams and they look at it monthly. The teams are providing feedback for a schoolwide scope and sequence for what data and when to analyze during the year, to establish a regular routine.</p>
<p>Work-Readiness: Support students in finding, securing, and keeping a job, as well as preparing them for interviews and applications.</p>	<p>On track. All advisories especially 11th grade advisory focuses on interview skills and resume building. Transition Specialist works with students on finding a job and organized an Internship Fair to launch the ECCCCO internship season. Then, the Transition Specialist, College and Career Readiness Specialist, and Pathway Coach hold regular office hours during the internship hiring season to help students apply and prepare for internships/jobs. The preparation also takes place when all 11th graders prepare and participate in the Mock Interview Day held at the school site.</p>
<p>2025-2026 Strategic Actions In the Whole School tab, schools develop school wide strategic actions to support all pathways and elements of the "enabling conditions" for ongoing pathway development. Based on a review of the challenges from the root cause analysis and updated schoolwide data above, plus a reflection on this year's strategic actions, what are 3-5 new or revised, school wide strategic actions for 25-26 that will support school-wide pathway improvement to directly address the challenges identified above?</p>	

We will increase awareness of academy milestones/projects by hosting Pathway events, Capstone presentations, Back to School Night, Grade Level Pathway exhibitions, career/college exploration visits to get more student involvement as well as community involvement.

We will Improve quality and efficiency of meetings. Grade level team leads, Department chairs, Pathway directors, will meet 1:1 with Admin to discuss goals and initiatives. Admin will regularly review meeting notes to ensure that teams are meeting and utilizing their time effectively. There will be more intentionality to looking at student data and having the appropriate entity involved those meetings (i.e. counselor, case manager).

We will continue work with industry partners to stay informed about trends and advancements to determine 12th grade capstone projects so that it meets Fremont/OSD student graduate profile.

We will improve documentation and internal tracking of students who have an active work permit throughout the school year to see what students need to be served or notice tends to address inequity.

Budget Expenditures
Effective July 1, 2025-June 30, 2026

2025-2026 Budget: Enabling Conditions Whole School

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i></p>							<p>Cost</p>	<p>Object Code</p>	<p>Object Code Description</p>	<p>Position Title</p>	<p>FTE</p>	<p>Pathway Name (if applicable)</p>	<p>Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i></p>	<p>Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i></p>
<p>Teacher Salaries Stipends: Extended Contracts for the Small Learning Curriculum Lead Teachers. Lead Teachers will facilitate weekly pathways and Small Learning Community collaboration meetings. They will plan an advisory curriculum aligned with pathway student goals and collect and organize data to monitor student performance by pathway. These meetings will be planned outside their contracted hours. Pathway/Small Learning Community Lead Teachers are our primary structure for student intervention and retention. This structure requires an increased investment of teacher/leader time. Our Pathway/Small Learning Community Lead Team meetings review student achievement and progress (i.e., grades, on-track to graduation, and online engagement/attendance trends by small learning community, grade level, and department). Small learning community/pathway teams meet bi-weekly with the primary objective of increasing student intervention and support. With the growing number of long-term English Learners and newcomers engaged in the Pathways, there is a need to compensate teachers for planning time to collaborate on literacy strategies with Pathway Leads and CTE teachers at least once during the marking period. Budget Calculation: SLC Lead Teachers: Up to 120 hours at \$47.50 hourly rate + 25% benefit costs = \$7,125.00 x 7 Teachers = \$49,875.00.</p>	\$49,875.00	1120	Teacher Salaries Stipends			Whole School	Approved							
<p>Teacher Salaries Stipends: Extended Contracts for the Advisory Lead Teachers. Advisory Leads are responsible for planning curriculum aligned with pathway outcomes and Lead Advisory grade-level meetings twice a month for teacher teams. Most curriculum revolves around Work Based Learning, resume + interview prep, college and career applications, and social and emotional learning. This aligns with the whole school goal of work readiness. The curriculum and interventions built in to Advisory by Advisory Leads are essential for student growth. All Fremont students have an advisory period so all student populations benefit from this expenditure. Budget Calculation: Advisory Lead Teachers: Up to 45 hours x \$47.50 hourly rate + 25% benefit costs = \$2,671.88 x 8 Teachers = \$21,375.00.</p>	\$21,375.00	1120	Teacher Salaries Stipends			Whole School	Approved							
<p>Teacher Salaries Stipends: Extended Contracts for the Instructional Lead Teachers. All lead teachers will work with administrators, case managers, counselors, pathway coaches, and other team members to brainstorm ideas on intervening as a pathway/small learning community team and best utilize our collaboration time to support individual students. This aligns with the school's goal of collaboration and adult teaming. Student learning goals will be met if we improve the quality and efficiency of meetings. The plan is to implement structures for teams to analyze and monitor student achievement, which will, in turn, benefit all students. Budget Calculation: Instructional Lead Teachers: Up to 20 hours at \$47.50 hourly rate + 25% benefit costs = \$1,187.50 x 8 Teachers = \$9,500.00.</p>	\$9,500.00	1120	Teacher Salaries Stipends			Whole School	Approved							

<p>Teacher Salaries Stipends: Extended Contracts for the Interdisciplinary Grade-Level Team Leads. Each teacher in these grade-level teacher teams must put in the planning team, team collab time, and individual work outside of contract hours to build an interdisciplinary project with aligned skills. The goal is that learning and skill mastery become intentional and aligned so students are more prepared every year. Teacher teams can also meet to discuss intervention strategies for the English Learner population and students with IEP to increase the pass rate in all their classes. This expenditure aligns with the whole school goal of collaboration and adult teaming. Budget Calculation: Interdisciplinary grade-level Team Leads: Up to 20 hours at \$47.50 hourly rate + 25% benefit costs = \$1,187.50 x 35 Teachers = \$41,562.50.</p>	<p>\$41,562.50</p>	<p>1120</p>	<p>Teacher Salaries Stipends</p>			<p>Whole School</p>	<p>Approved</p>	
<p>Teacher Salaries Stipends: Extended Contracts to pay 3 Teachers (1 Media, 1 Architecture, and 1 additional teacher) to participate in the Exploring College, Career, & Community Opportunity Summer Program (ECCO) through June 30, 2026. The 3 ECCO teachers will support students from both the Architecture Academy and Media Academy in summer internships by providing a work-based learning curriculum, assisting them in finding internships, and guiding them on work site visits. This expenditure is aligned with pathway development goals in Work-Based Learning, supporting students in successfully completing career preparation experiences in the district-sponsored summer internships ECCO program. Having summer teachers who are their CTE teachers improves students' engagement by providing familiar adult support and case management through onboarding and addressing the challenges that may arise as a young person in a work environment. Each summer teacher will serve 20-25 students, for a total of 60-75 students. This addresses the need for support infrastructure, advocacy for student success in off-site work experiences, and logistical needs for getting students paid and preparing for the district Demonstration of Mastery. Budget Calculation: Phong Hoang - 150 hours at \$87.25 per diem rate + 25% benefit costs = \$16,359.38 Thomas Martin Edwards - 150 hours at \$80.88 per diem rate + 25% benefit costs = \$15,165.00 Leon Sykes II - 150 hours at \$72.08 per diem rate + 25% benefit costs = \$13,515.00 Total = \$45,039.38 (Salary & Benefit Costs Included)</p>	<p>\$45,039.38</p>	<p>1120</p>	<p>Teacher Salaries Stipends</p>			<p>Whole School</p>	<p>Approved</p>	
<p>Supervisor & Administrator Salaries: Hire a Pathway Coach at .50 FTE. The pathway coach will support the restructuring of pathways, lead practical pathway small learning communities, and align CTE courses with subject areas. Coach pathway Small Learning Community (SLC) directors in visioning, planning, and collaborating with their SLC team and Small Learning Community-wide goals for pathway development. Coach pathway Small Learning Community directors in resource allocation, strategic budget planning for multiple funding sources, and providing details and information for fiscal orders and extended contracts. Led and coached the CTE department teams with vertical alignment of curricula, mapping goals and strategic actions, and inquiry cycles. Support CTE teachers with researching, drafting, revising, and articulating course outlines for compliance with every CTE course. Liaison with industry partners and community collaborators, facilitating communication for guest and capstone presentations where needed. Support 11th-grade advisory team, focused on career exploration and preparation for Mock Interview Day and summer ECCO internships. Support the 9th grade team to educate students about pathway programs. Co-Coordinate Mock interview day for All juniors. Support with gathering input from academy directors, teachers, and constituents for Measure H EIP plans. Coach and support academy directors with presentations, i.e., Measure H listening campaign and Measure H commission presentation. This is a split-funded position with Central Measure H. PCN 3520 - Andrea Garcia (Salary and Benefit costs included)</p>	<p>\$100,528.68</p>	<p>2305</p>	<p>Supervisor & Administrator Salaries</p>	<p>College & Career Pathway Coach</p>	<p>.50 FTE</p>	<p>Whole School</p>	<p>Approved</p>	

<p>Pupil Support Salaries/Counselor: Hire a Counselor at .40 FTE. The additional counselor is to reduce the dropout rate by providing counseling, tutoring, mentoring, and other intensive support services to students in danger of not graduating high school. Attend and participate in bi-weekly SLC collaboration meetings. Share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals. Conduct student 1:1 meetings about graduation plans. Plan a master schedule to support Pathway outcomes. Anticipated outcomes: Pathway enrollment - all pathways closely represent the population of the school. Marking Period Grades - decrease of Ds/Fs in all Pathway classes. Attendance - decrease in the percentage of students who are moderately chronically absent and severely chronically absent. On-Track - 75% or more of students enrolled in the Pathway are on track to graduate per A-C requirements. Internships - increase exposure to career exploration, awareness, and preparation activities for all students. The additional counselor will be beyond the 2.5 FTE base allocation assigned by the district (per site one-pager). PCN 8301 - Tania Padilla (Salary & Benefit costs included)</p>	<p>\$37,975.64</p>	<p>1205</p>	<p>Pupil Support Salaries/Counselor</p>	<p>Counselor</p>	<p>.40 FTE</p>	<p>Whole School</p>	<p>Approved</p>	
<p>Classified Support Salaries: Hire a College & Career Readiness Specialist at .20 FTE. The College and Career Readiness Specialist will ensure that 100% of seniors fill out a FAFSA application, explore career options, and explore post-secondary colleges/universities/trade schools. PCN 3839 - Jaliza Collins (Salary and Benefit costs included)</p>	<p>\$27,656.93</p>	<p>2205</p>	<p>Classified Support Salaries</p>	<p>College & Career Readiness Specialist</p>	<p>.20 FTE</p>	<p>Whole School</p>	<p>Approved</p>	
<p>Career Transitions Specialist: Hire a Career Transitions Specialist at .50 FTE. The Career Transition Specialist will provide dedicated, career pathway-aligned support to all students. Low-income students frequently ask for jobs during high school and need coaching through the application and employment process. The Transition Specialist works with students to offer Work-Based Learning opportunities and career preparation. They will also co-lead the ECCO Summer internship program and lead the Peralta summer classes by giving presentations in advisory classes, holding application workshops for students, and helping with Peralta enrollment. This position aligns with the goal of Work readiness and improving documentation and internal tracking to have more relevant data to them improve work-based learning systems. This is a split-funded position. Site Funds will provide the other .50 FTE from the Community Schools Grant, which the School Site Council has already authorized. PCN 8597 Edith Quintero Maravilla (Salary and Benefit costs included)</p>	<p>\$45,082.87</p>	<p>2205</p>	<p>Classified Support Salaries</p>	<p>Career Transitions Specialist</p>	<p>.50 FTE</p>	<p>Whole School</p>	<p>Approved</p>	
<p>Classified Support Salaries: Classified Support Salaries to pay the Administrative Assistant for extra hours outside of her work schedule via ET/OT for clerical administrative support. The admin will process Measure N and H invoices, follow up with Pathway directors, track orders, and process timesheets for all certificated extended contracts. Admin - Maria Valencia. Budget Calculation: Up to 155 hours at her OT hourly rate, but not to exceed \$9,203.13.</p>	<p>\$9,203.13</p>	<p>2205</p>	<p>Classified Support Salaries</p>			<p>Whole School</p>		<p>Conditionally Approved</p>
<p>Conference Expenses: Conference expenses for 4 Pathway Teachers to attend the California Partnership Academy Linked Learning Alliance Conference 2025. A team of 2 Teachers from each pathway will attend and present about the pathway work at Fremont. The pathway team will then return to campus and share their learnings with the Pathways small learning community to make progress toward Gold Certification. This aligns with the goal of highlighting and sharing achievements in the media pathway. The whole school's goal is to work with OUSD and district initiatives. If teams and the whole school are aligned on the 4 pillars of Linked Learning and Gold certification standards, then that would bring quality learning experiences to all students at Fremont. This initiative also aligns with the goal of inclusion, which is to support more quality learning experiences for SpED and newcomers. Besides presenting, teachers will also attend sessions for SpED and newcomers. Besides presenting, teachers will also attend sessions to learn from other CTE programs and bring their learning back to their teams through their Small Learning Community collaborations. Budget Calculation: Registrations at \$650 x 4 = \$2,600.00</p>	<p>\$3,240.00</p>	<p>5220</p>	<p>Conference Expenses</p>			<p>Whole School</p>		<p>Conditionally Approved</p>

<p>Consultant Contracts: Contract with the Oakland Public Education Fund (OPEF) to process and pay out the Student Internship Stipends for students participating in the Work-Based Learning (WBL) career preparation and training experiences through June 30, 2026. The students will be able to complete Media or Architecture internships related to the pathway field by completing client work for school-based and external clients. Many times the newcomer students or EL students are not able to secure a job so internships are a great option. The opportunities will be given to all students with emphasis in ELs and African American students. Students will acquire: 1) Professional Communication Skills. 2) Career Exploration 3) Community College Orientation and Education Plans. 4) Demonstration of Mastery Prep. Students would engage in Virtual Internships and Online Career Oriented Paralia college classes. Students' interest is high, and we are confident we can spend these funds to support 30 students. Internship stipends have increased students' participation in our pathways. Budget Calculation: 30 stipends at \$1,000 per student + 15% Agency Admin Fees = \$34,500.00. <i>(OPEF can only invoice schools for student stipends with 100% participation and completion, and the admin fees for those funds. OPEF can not invoice for the full contract amount prior to the program ending. Under no circumstances can OPEF hold unspent Measures N or H funds for the schools.)</i></p>	\$34,500.00	5825	Consultant Contracts		Whole School	Approved
<p>Meeting Refreshments: Meeting refreshments for 60-80 industry partners and community members who donate their time for the Mock Interview Day. All 11th graders, general ed, Newcomers, and students with IEPs are interviewed by an industry professional. Industry partners donate thousands of dollars of in-kind support by spending at least three hours commuting and interviewing. We will provide light breakfast refreshments during this event. Vendor: Cafe Gabriella.</p>	\$1,551.89	4311	Meeting Refreshments		Whole School	Conditionally Approved
<p>Teacher Salaries Stipends: Extended Contracts for 2 Counselors to work on the Master Schedule. Counselors are responsible for ensuring students are in the appropriate A-G courses to meet the Programs of Study, aligned to Pathway and California Partnership Academy requirements and Individual Education Plan (IEP) requirements. Together, they recommend to site administration to adjust the master schedule equitably and support operational adjustments as directed by the site Principal, often outside of their contractual hours. These hours are concentrated during August, September, and February. Counselor input and support are essential to meeting master schedule deadlines, and they support our goal to increase A-G eligibility. All Fremont students in grades 10-12 are enrolled in a career pathway, so this expenditure benefits all student populations. Counselors: Caitlin Martindale (Architecture Pathway) and Jasmin Cartagena (Media Pathway). Budget Calculation: Up to 18 hours at a \$47.50 hourly rate + 25% benefit costs = \$1,068.75 x 2 Counselors = \$2,137.50.</p>	\$2,137.50	1120	Teacher Salaries Stipends		Whole School	Conditionally Approved

2026-2027: YEAR FOUR

Budget Expenditures
Effective July 1, 2026 - June 30, 2027

2026-27 Pathway Budget

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification. What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. We encourage you to refer to this list of Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p>Approval Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. Conditionally approved means that a Measure H Justification Form is required. <i>(protected cells below are to be completed by MNH staff only)</i></p>
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<p>Supervisor & Administrator Salaries: Hire a College and Career Pathway Coach at .50 FTE. DESCRIPTION OF RESPONSIBILITIES: The pathway coach will support the restructuring of pathways, lead practical pathway small learning communities, and align CTE courses with subject areas. Coach pathway Small Learning Community (SLC) directors in visioning, planning, and collaborating with their SLC team and Small Learning Community-wide goals for pathway development. Coach pathway Small Learning Community directors in resource allocation, strategic budget planning for multiple funding sources, and providing details and information for fiscal orders and extended contracts. Led and coached the CTE department teams with vertical alignment of curricula, mapping goals and strategic actions, and inquiry cycles. Support CTE teachers with researching, drafting, revising, and articulating course outlines for compliance with every CTE course. Liaison with industry partners and community collaborators, facilitating communication for guest and capstone presentations where needed. Support 11th-grade advisory team, focused on career exploration and preparation for Mock Interview Day and summer ECCO internships. Support the 9th-grade team to educate students about pathway programs. Coordinate mock interview day for all juniors. Support with gathering input from academy directors, teachers, and constituents for Measure H EIP plans. Coach and support academy directors with presentations, e.g., the Measure H listening campaign and the Measure H commission presentation. PCN 3520 - Andrea Garcia (Salary and Benefit costs included) <i>(This is a full-time position split-funded with other departments, resources, including .50 FTE site's MH, .25 FTE from MH Admin 10% Budget, and .25 FTE from Central Grant funding, for a total of 1.0 FTE per Pathway Coach)</i></p>	<p>\$100,412.20</p>	<p>2305 - Supervisor & Admin Salaries</p>	<p>Supervisor & Administrator Salaries</p>	<p>College & Career Pathway Coach</p>	<p>.50 FTE</p>	<p>Whole School</p>	<p>Approved</p>
<p>Pupil Support Salaries: Hire a Counselor for the Media Academy at .60 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): The additional counselor is to reduce the dropout rate by providing counseling, tutoring, mentoring, and other intensive support services to students in danger of not graduating from high school. Attend and participate in bi-weekly SLC collaboration meetings. Share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals. Conduct student 1:1 meetings about graduation plans. Plan a master schedule to support Pathway outcomes. Ensure compliance with California Partnership Academy (CPA) requirements of course codes and the master schedule, including working with the District Office, site Administrators, and Academy Directors Suicide and risk assessments Facilitating parent/family meetings, including preparing didactic materials that are family-friendly Communicate with students and the campus community about student-success events, career opportunities, and on-track to graduation events, including using ParentSquare, Aeries, and updating the website when needed Enter data in Aeries for student interventions, grade changes, and transcript updates ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students enrolled in the Pathway are on-track to graduate per A-G requirements Internships - increase of exposure to career exploration, awareness, and preparation activities for all students FOCAL STUDENT POPULATION: 10th-11th graders in the Media Pathway, and to support students who qualify for free and reduced lunch. English Learners PCN 8301 - Tania J. Padilla (Salary & Benefit costs included)</p>	<p>\$80,947.86</p>	<p>1205 - Pupil Support Salaries</p>	<p>Pupil Support Salaries</p>	<p>Counselor</p>	<p>.60 FTE</p>	<p>Media Academy</p>	<p>Approved</p>
<p>Classified Support Salaries: Hire a Specialist College & Career Readiness (CCRS) at .20 FTE. DESCRIPTION OF RESPONSIBILITIES: The College and Career Readiness Specialist (CCRS) will ensure that 100% of seniors complete a FAFSA application, explore career options, and research postsecondary institutions, including colleges, universities, and trade schools. This person will collect data on all of our scholars and track their exposure to A-G workshops, attendance at college visits, completion of college applications, completion of financial aid forms, and completion of community college enrollment. The CCRS will work in collaboration with the WBL and the Pathway Coach to ensure a college career-readiness plan for all of our scholars. PCN 3839 - Jaliza M. Collins (Salary and Benefit costs included)</p>	<p>\$27,925.62</p>	<p>2205 - Classified Support Salaries</p>	<p>Classified Support Salaries</p>	<p>Specialist College and Career Readiness</p>	<p>.20 FTE</p>	<p>Whole School</p>	<p>Approved</p>

<p>Pupil Support Salaries: Hire a Counselor for the Architecture Academy at 1.0 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): The additional counselor is to reduce the dropout rate by providing counseling, tutoring, mentoring, and other intensive support services to students in danger of not graduating from high school. Attend and participate in bi-weekly SLC collaboration meetings. Share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals. Conduct student 1:1 meetings about graduation plans. Plan a master schedule to support Pathway outcomes. Ensure compliance with California Partnership Academy (CPA) requirements of course codes and the master schedule, including working with the District Office, site Administrators, and Academy Directors Suicide and risk assessments Facilitating parent/family meetings, including preparing didactic materials that are family-friendly Communicate with students and the campus community about student-success events, career opportunities, and on-track to graduation events, including using ParentSquare, Aeries, and updating the website when needed Enter data in Aeries for student interventions, grade changes, and transcript updates ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students enrolled in the Pathway are on-track to graduate per A-G requirements Internships - increase of exposure to career exploration, awareness, and preparation activities for all students FOCAL STUDENT POPULATION: 10th-11th graders in the Architecture Academy, and to support students who qualify for free and reduced lunch. English Learners PCN 11593 (NEW) (Salary & Benefit costs included)</p>	<p>\$137,499.68</p>	<p>1205 - Pupil Support Salaries</p>	<p>Pupil Support Salaries</p>	<p>Counselor</p>	<p>1.0 FTE</p>	<p>Architecture Academy</p>	<p>Approved</p>
<p>Consultant Contracts: Consultant contract with the Oakland Public Education Fund (OPEF) to process and pay out the Student Internship Stipends for students participating in the Work-Based Learning (WBL) career preparation and training experiences through June 30, 2027. Professional Services agreement / Scope of Work: The students will be able to complete Media or Architecture internships related to the pathway field by completing client work for school-based and external clients. Often, newcomer or EL students are unable to secure a job, so internships are a great option. The opportunities will be given to all students with an emphasis on ELs and African American students. Students will acquire: 1) Professional Communication Skills. 2) Career Exploration 3) Community College Orientation and Education Plans. 4) Demonstration of Mastery Prep. Students would engage in Virtual Internships and Online Career-Oriented Peralta College classes. Students' interest is high, and we are confident we can spend these funds to support 30 students. Internship stipends have increased students' participation in our pathways. Budget Calculation: 25 stipends at \$1,000 per student + 15% Agency Admin Fees = \$28,750.00. <i>(OPEF can only invoice schools for student stipends with 100% participation and completion, and the admin fees for those funds. OPEF can not invoice for the full contract amount prior to the program ending. Under no circumstances can OPEF hold unspent Measures N or H funds for the schools.)</i></p>	<p>\$28,750.00</p>	<p>5825 - Consultant Contract</p>	<p>Consultant Contracts</p>			<p>Whole School</p>	<p>Approved</p>

<p>Teacher Salaries Stipends: Extended Contracts to pay 3 Teachers (1 Media, 1 Architecture, and 1 additional teacher) to participate in the Exploring College, Career, & Community Opportunity Program (ECCCO) 2027 Summer Program through June 30, 2027. Justification & Services to be provided: The 3 ECCCO teachers will support students from both the Architecture Academy and Media Academy in summer internships by providing a work-based learning curriculum, assisting them in securing internships, and guiding them on work-site visits. Accomplishment Standards: This expenditure is aligned with pathway development goals in Work-Based Learning, supporting students in successfully completing career preparation experiences in the district-sponsored summer internships ECCCO program. Having summer teachers who are their CTE teachers improves students' engagement by providing familiar adult support and case management through onboarding and addressing the challenges that may arise as a young person in a work environment. Each summer teacher will serve 20-25 students, for a total of 60-75 students. This addresses the need for support infrastructure, advocacy for student success in off-site work experiences, and logistical needs for getting students paid and preparing for the district Demonstration of Mastery. Budget Calculation: Teacher TBD - 150 hours at \$80.88 per diem rate + 25% benefit costs = \$15,165.00 Durell Coleman - 150 hours at \$72.08 per diem rate + 25% benefit costs = \$13,515.00 Total = \$28,680.00 (Salary & Benefit Costs Included)</p>	<p>\$28,680.00</p>	<p>1120 - Teacher Salaries Stipends</p>	<p>Teacher Salaries Stipends</p>		<p>Whole School</p>	<p>Approved</p>
<p>Meeting Refreshments: Light refreshments for the Mock Interview Day event, with 60-80 industry partners donating their time. All 11th graders, general ed, Newcomers, and students with IEPs are interviewed by an industry professional. Industry partners donate thousands of dollars of in-kind support by spending at least 3 hours on commuting and interviewing. Light breakfast refreshments will be provided by Big Apple. Budget Calculation: 1 event not to exceed \$1,444.72</p>	<p>\$1,444.72</p>	<p>4311 - Meeting Refreshments</p>	<p>Meeting Refreshments</p>		<p>Whole School</p>	<p>Conditionally Approved</p>
<p>Conference Expenses: Conference & travel expenses for 3 staff members to attend the Linked Learning Alliance Conference 2026 (Palm Springs, CA). A team of 3, with 1 staff member for each pathway, will attend and present on the pathway work at Fremont. The Principal will attend and present on the pathway work at Fremont. The pathway team will return to campus and share their learnings with the pathway small learning community to make progress towards Gold Certification. Budget Calculation: Conference Registration: \$650 x 3 employees = \$1,950.00 Flights (round trip): \$325 + taxes x 3 employees = \$975.00 Hotel: \$300/night + taxes x 3 nights x 3 employees = \$2,700.00 Other uncoated expenses, such as Taxi, Uber, or meals: \$250 x 3 employees = \$750.00</p>	<p>\$6,375.00</p>	<p>5220 - Conference Expenses</p>	<p>Conference Expenses</p>		<p>Whole School</p>	<p>Conditionally Approved</p>
<p>Conference Expenses: Conference & travel expenses for 3 staff members to attend the Educating for Careers (E4C) Conference 2027. A team for each pathway, comprised of the CTE teachers, at least one core subject teacher, and one counselor, will attend the E4C Conference. The pathway team will return to campus and share their learnings with their pathway small learning community. While this is a required conference for our CPA teachers, both pathways will send members to the E4C Conference to work on Strategic Action #3 for the Media Academy and Strategic Action #3 for the Architecture Academy. Budget Calculation: Conference Registration: \$650 x 3 employees = \$1,800.00 Hotel: \$200/night + taxes x 3 nights x 6 employees = \$3,600.00 Other uncoated expenses, such as Taxi, Uber, mileage, or meals: \$250 x 3 = \$750.00</p>	<p>\$6,150.00</p>	<p>5220 - Conference Expenses</p>	<p>Conference Expense</p>		<p>Whole School</p>	<p>Conditionally Approved</p>

Pathway Name:	Architecture Academy		Program #:	3861
Mission and Vision	<p>Vision statement: The Architecture Academy of Fremont High School will challenge students to become independent, creative and critical thinkers with the skills to succeed and excel in careers or college after graduation. They will develop an understanding of how design can affect people and their experiences, and how they can use the design process to improve their environment and lives.</p> <p>Mission statement: Students in the Architecture Academy will acquire transferable skills through career experiences in the Architecture, Building & Construction, and Woodworking fields and create original products using the principles of design. Through the use of technology and cross-curricular learning around academy themes, students will develop and demonstrate their ability to produce research, projects and presentations that are relevant and responsive to the needs of their community.</p>			
PATHWAY QUALITY ASSESSMENT				
<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	All students take variety of architecture and construction classes. Consistent grading and class structure throughout the academy. Teachers meet regularly in Small Learning Community for interventions, student celebrations, academy-wide initiatives, and curricular collaborations. Dual enrollment classes offered.	Student selection of the academy process could use some tweaks to further emphasize the importance of student choice.	We are currently simplifying course offerings to better facilitate student choice and support newcomers and SPeD students.	
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Many integrated industry guest speakers, career fairs, trades fairs, site visits, and projects associated with skills and careers. Solid summer internship programs in the field, such as Cypress Mandela, BART, EBMUD. Developing a pre apprenticeship program.	All students do not necessarily realize the WBL experiences are part of a sequenced, developmental arc integral to the program. Oftentimes students opt out or it is challenging for staff to convince some students to join trips and events. Also, some students also miss the opportunity to participate in WBL experiences due to attendance concerns. Lastly, students who are required to participate in Summer school are typically unable to participate in Summer internships due to time constraints.	Our goal is to create an academy "Pocket Guide" or even digital app/website in the future, which students receive upon entering the academy as well as each year, outlining activities, events, projects, and trips that are part of the program with the expectation that students participate. Introducing some intentional WBL experiences such as guest speakers in the 9th grade advisory.	
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	Many examples of career focused curriculum. Frequent student conferences by teachers and case managers. College center supports students with applications/financial aid.	Data keeping for post secondary outcomes is less than ideal. Advisory classes are not with students' preferred industry sectors/interests	Developing better promotional materials to celebrate successful post-secondary achievements.	
2023-2024: YEAR ONE ANALYSIS				
Pathway Strategic Goals				
Pathway Quality Strategic 3 Year Goals				
<i>Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.</i>				
Goal #1: By 2026	By 2027 students will have a clear path toward specialization in the pathway strands, and mapping career goals. Each CTE teacher will have an introduction class and an advanced class to support students in advancing their skill sets in their CTE sequences and gain mastery in the specific pathway strands. At the end of the second semester, students will be surveyed to identify their interest of mastery for the following school year, this will ensure all students get to take an introductory class and also an advanced class to gain mastery in the pathway strand they choose.			
Goal #2: By 2026	By 2027 we aim to hire an additional CTE teacher for a total of 4 to teach sections 10-12th. At the moment, we do not have enough CTE sections to teach all NEST students, therefore, to ensure all students can take our CTE classes, we are required to expand our program by hiring a 4th CTE teacher.			
Goal #3: By 2026	By 2027 we will have integrated projects in specific courses and grade levels. By creating these integrated projects/crossed curricula projects, our academic core classes and career technical learning is more seamless. Teachers in all content areas will have experienced learning from an industry/community partner, collaborating with teammates in other courses to design, plan, and implement projects. SLC directors will support teachers in SLC PD to design and implement cross-curricular projects to ensure students see the connections between core academy classes and their CTE classes.			
Pathway Strategic Actions				
Strategic Actions for 2023-24				
<i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>				
Strategic Actions for Goal #1	- Development of a reflection, selection and placement process at the end of the second semester for 9th, 10th, and 11th grade students.			
	- Develop a comprehensive introduction and advance CTE classes for all 3 strands, and ensure 21st century skills development are aligned between CTE classes.			
	- Create a CTE website to showcase projects from each class and the potential career paths students can obtain. This will enable students to make informed decisions on choosing the class they			
Strategic Actions for Goal #2	- Promote and make the Architecture Academy more visible to widen the candidate pool of qualified candidates.			
	- Provide more sections for 10th - 12th graders in the three strands to ensure all NEST students are able to take CTE classes.			
	- Work closely with NEST teachers to implement appropriate accommodations to ensure EL students are able to develop skills in CTE classes while continuing to learn and practice to become a			
- Develop a common baseline and agreement on the SLC team for what a CTE-aligned pathway-related project entails.				

Strategic Actions for Goal #3	- Provide additional SLC PD focusing on integrating quality integrated projects between academic core classes and career technical classes.
	- Provide professional development for teachers on how to assess student learning and provide feedback.

Pathway Budget Expenditures

2023-2024 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the FIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Teacher Salaries: Hire a CTE Architecture Academy Teacher, at 1.0 FTE to provide a full teaching line (3 sections of Construction 1, 2 sections of Construction 2) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 7440 - Andrew Prober (Salary and Benefit costs included)	\$128,977.84	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Architecture Academy

2024-2025: YEAR TWO

Pathway Strategic Goals

<i>Pathway Quality Strategic 3 Year Goal</i>	Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026 students will have a clear path toward specialization in the pathway strands, and mapping career goals. Each CTE teacher will have an introduction class and an advanced class to support students in advancing their skill sets in their CTE sequences and gain mastery in the specific pathway strands. At the end of the second semester, students will be surveyed to identify their interest of mastery for the following school year, this will ensure all students get to take an introductory class and also an advanced class to gain mastery in the pathway strand they choose.	In Architecture, class sequencing has gotten better and it should improve students experience. Students have Construction 1, Architecture, leading the way up to Design Build. Students are advancing their skills in every step. We also have a Dual Enrollment course for students wanting to advance their skill set.
By 2026, we aim to hire an additional CTE teacher for a total of 4 to teach sections 10-12th. At the moment, we do not have enough CTE sections to teach all NEST students, therefore, to ensure all students can take our CTE classes, we are required to expand our program by hiring a 4th CTE teacher.	In Architecture, this goal has hit a stop pending space and funding. There is not enough funding to hire another full time CTE teacher. There is a potential of there being funds if some fte is shifted from other funds but right now the other positions meet priority for the whole school. However, recruitment for another CTE teacher is continuing informally in case the opportunity were to open up to hire another teacher.
By 2026 we will have integrated projects in specific courses and grade levels. By creating these integrated projects/crossed curricula projects, our academic core classes and career technical learning is more seamless. Teachers in all content areas will have experienced learning from an industry/community partner, collaborating with teammates in other courses to design, plan, and implement projects. SLC directors will support teachers in SLC PD to design and implement cross-curricular projects to ensure students see the connections between core academy classes and their CTE classes.	In Architecture, this goal is on track. Projects have been done at a smaller scale but now with the support of admin next year we will have a pilot year to have the support to have a true cross-curricular project. With a cohorted teacher schedule for 10th grade CTE teacher and a team of core teachers will plan out a project for 10th grade.

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
<p>23-24 Strategic Actions for Goal #1</p> <ul style="list-style-type: none"> - Development of a reflection, selection and placement process at the end of the second semester for 9th, 10th, and 11th grade students. - Develop a comprehensive introduction and advance CTE classes for all 3 strands, and ensure 21st century skills development are aligned between CTE classes. 	The first two on this have been accomplished. The CTE website has been created, it just needs to be updated to share more texts and make it more student and family facing. There is also the potential to have more social media presence.

	- Create a CTE website to showcase projects from each class and the potential career paths students can obtain. This will enable students to make informed decisions on choosing the class they want to enroll in each year.	
23-24 Strategic Actions for Goal #2	- Promote and make the Architecture Academy more visible to widen the candidate pool of qualified candidates. - Provide more sections for 10th - 12th graders in the three strands to ensure all NEST students are able to take CTE classes. - Work closely with NEST teachers to implement appropriate accommodations to ensure EL students are able to develop skills in CTE classes while continuing to learn and practice to become a proficient English speaker and writer.	Recruitment conversations are still happening for a CTE teacher however, due to lack of funds in the budget another CTE teacher will not be hired so more sections will not open up for NEST students.
23-24 Strategic Actions for Goal #3	- Develop a common baseline and agreement on the SLC team for what a CTE-aligned pathway-related project entails. - Provide additional SLC PD focusing on integrating quality integrated projects between academic core classes and career technical classes. - Provide professional development for teachers on how to assess student learning and provide feedback.	There will be opportunity for teacher teams to be a part of PBL institute this summer. Teachers will be able to focus on a CTE aligned project and receive support throughout the school year.

Pathway Strategic Actions 2024-2025

2024-2025 Strategic Actions

Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

Goal #1: By 2026	By 2026 students will have a clear path toward specialization in the pathway strands, and mapping career goals. Each CTE teacher will have an introduction class and an advanced class to support students in advancing their skill sets in their CTE sequences and gain mastery in the specific pathway strands. At the end of the second semester, students will be surveyed to identify their interest of mastery for the following school year, this will ensure all students get to take an introductory class and also an advanced class to gain mastery in the pathway strand they choose.	New or Revised Strategic Actions for Goal #1	Making sequencing more clear Constr 1(10), Arch 2(11), Design Build- MC3 (12).
Goal #2: By 2026	By 2026, we aim to hire an additional CTE teacher for a total of 4 to teach sections 10-12th. At the moment, we do not have enough CTE sections to teach all NEST students, therefore, to ensure all students can take our CTE classes, we are required to expand our program by hiring a 4th CTE teacher.	New or Revised Strategic Actions for Goal #2	If no additional teacher, potentially adding another course for Arch, if funding is available. To support NEST students going through the Arch pathway. Current CTE teacher to support with a new section by extended contract
Goal #3: By 2026	By 2026 we will have integrated projects in specific courses and grade levels. By creating these integrated projects/crossed curricula projects, our academic core classes and career technical learning is more seamless. Teachers in all content areas will have experienced learning from an industry/community partner, collaborating with teammates in other courses to design, plan, and implement projects. SLC directors will support teachers in SLC PD to design and implement cross-curricular projects to ensure students see the connections between core academy classes and their CTE classes.	New or Revised Strategic Actions for Goal #3	By 2026, 10th grade will have an integrated project that will be highlighted by a cohort teacher team. Cohort teachers will receive time in their schedule to meet and plan project. Progress toward coming up with a Senior Capstone that has elements of Architecture CTE courses will happen with the support of SLC and Senior Teachers.

Pathway Budget Expenditures

Effective July 1, 2024 - June 30, 2025

2024-2025 Pathway Budget

BUDGET JUSTIFICATION

For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.

Reference the [Measures N and H Permissible Expenses document](#) when developing the justification.

For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the [Measures N and H Instructions for a Proper Budget Justification](#).

- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.

- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)

We encourage you to refer to this list of [OUSD's Object Codes](#) if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.*

***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>

<p>Teacher Salaries: Hire a CTE Architecture Academy Teacher, at 1.0 FTE to provide a full teaching line (2 Sections of Design Build, 2 sections of Construction 2/DE) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 9102 - Andrew Prober (Salary and Benefit costs included)</p>	\$129,946.60	1105	Teacher Salaries	CT Teacher	1.0 FTE	Architecture	Approved
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2025-2026: YEAR THREE										
Pathway Demographics										
2024-25 Total Enrollment Grades 9-12			165							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe	
	55.8%	44.2%	99.4%		30.3%	32.1%				
Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported	
	21.2%	0.6%	1.8%	67.3%		4.2%	4.2%	0.6%		
Focal Student Population	Which student population will you focus on in order to reduce disparities?					English Learner (EL)				

PATHWAY PERFORMANCE GOALS AND INDICATORS						
Please refer to this Data Dictionary for definitions of the Indicators.						
Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	86.7%	86.3%	94.9%	89.2%		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	9.3%	12.5%	4.3%	7.2%		
A-G Completion Rate (12th Grade Graduates)	58.5%	57.4%	60.2%	76.3%		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	48.4%	46.0%	43.1%	60.8%		
10th Graders meeting A-G requirements	48.4%	29.0%	37.9%	50.8%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	17.1%	13.7%	26.5%	22.8%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	31.6%	43.2%	41.9%	45.6%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	14.9%	17.3%	14.2%	13.2%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	22.7%	22.1%	25.9%	21.4%		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	19.7%	19.5%	25.0%	30.1%		
Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	75.8%	83.3%	90.2%	86.2%		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	21.2%	13.3%	8.2%	12.1%		
A-G Completion - 12th Grade (12th Grade Graduates)	57.1%	33.3%	55.0%	69.2%		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	20.0%	28.9%	29.1%	42.2%		
9th Graders meeting A-G requirements	45.7%	15.8%	33.7%	37.8%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	12.0%	12.1%	26.5%	17.0%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	20.0%	33.3%	22.4%	42.6%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	13.6%	0.0%	24.4%	18.6%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	23.8%	7.7%	31.8%	11.6%		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	9.5%	11.5%	20.5%	23.3%		

Pathway Student Data Reflection
 What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

Assets		Challenges
The graduation rate has risen to 94.9%, while the four-year cohort dropout rate has decreased to 4.3%. Student participation in		Only 14.2% of students completed both the concentrator and capstone courses with
What might be some root causes to help you understand those student data?		
A potential root cause could be the increased enrollment in our CTE classes, with class sizes exceeding 30 students. This higher student-to-teacher ratio may limit opportunities for one-on-one interactions during Regarding college enrollment, it appears that many students may be opting for a gap year before pursuing a two-year college pathway. This assumption is based on conversations our academy has had with some		
Pathway Strategic Goals		
Pathway Quality Strategic 3 Year Goal		Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026 students will have a clear path toward specialization in the pathway strands, and mapping career goals. Each CTE teacher will have an introduction class and an advanced class to support students in advancing their skill sets in their CTE sequences and gain mastery in the specific pathway strands. At the end of the second semester, students will be surveyed to identify their interest of mastery for the following school year, this will ensure all students get to take an introductory class and also an advanced class to gain mastery in the pathway strand they choose.		<p>Our academy has redesigned the Career and Technical Education (CTE) course sequence to enhance student learning and skill development. Under this new structure, each CTE teacher will have a full academic year to teach their specialized subject, allowing students to build a strong foundation in preparation for their capstone class.</p> <p>As the school transitions to making CTE a capstone-focused program, we have carefully structured the course sequence to ensure that seniors enter their final year with the necessary skills. During their 10th and 11th-grade years, students will develop expertise in both construction and design, equipping them with the knowledge needed for their capstone project.</p> <p>The revised CTE course sequence is as follows:</p> <ul style="list-style-type: none"> - 10th Grade: Students will take Construction 2, where they will gain hands-on experience with building techniques and foundational construction principles. - 11th Grade: They will progress to Architecture 2, focusing on advanced design concepts, technical drawing, and project planning. - 12th Grade (Senior Year): Students will enroll in MC3 (Building Scaled Structures), their capstone course, where they will apply their accumulated knowledge to design and construct a fully realized project. <p>This structured approach ensures that by the time students reach their senior year, they have the necessary skills and experience to successfully complete their capstone design-build project.</p>
By 2026, we aim to hire an additional CTE teacher for a total of 4 to teach sections 10-12th. At the moment, we do not have enough CTE sections to teach all NEST students, therefore, to ensure all students can take our CTE classes, we are required to expand our program by hiring a 4th CTE teacher.		<p>For the 2024-25 school year, our school is allocating funds to hire a fourth Career and Technical Education (CTE) teacher. This addition will allow us to expand our program and accommodate more students, including those in the NEST program.</p> <p>However, several challenges complicate the hiring process. One of the primary obstacles is that our school will be undergoing construction, which will temporarily limit classroom space. Given these constraints, our focus during the construction period will be on developing the most effective plan for integrating a fourth CTE teacher into our program.</p> <p>Our goal is to use this time strategically to refine our course sequence and expand our long-term plan, ensuring that when construction is complete, we have a well-structured approach in place to support both our growing student population and the additional CTE instructor.</p>
By 2026 we will have integrated projects in specific courses and grade levels. By creating these integrated projects/crossed curricula projects, our academic core classes and career technical learning is more seamless. Teachers in all content areas will have experienced learning from an industry/community partner, collaborating with teammates in other courses to design, plan, and implement projects. SLC directors will support teachers in SLC PD to design and implement cross-curricular projects to ensure students see the connections between core academy classes and their CTE classes.		<p>Our academy is on track to implement integrated projects across all grade levels. This school year, we have begun redesigning the Senior Project to foster interdisciplinary collaboration between our CTE capstone, English, and Government courses.</p> <p>Additionally, we have developed an integrated project for 10th-grade students, combining their CTE coursework with Math, Science, and History to create a more cohesive and applied learning experience.</p> <p>Our long-term goal is to use the Senior Project as a foundation for backward planning skills development. By analyzing the competencies needed for success in the Senior Project, we aim to design and implement an integrated 11th-grade project by 2026, ensuring a continuous, structured progression of learning throughout our academy.</p> <p>The support needed for this initiative is the school's investment in dedicated collaboration time, either during the school day or after school. This time will allow the team to effectively plan, develop, and refine their integrated projects, ensuring alignment across subject areas and enhancing the overall learning experience for students.</p>
Pathway Strategic Actions Reflection		
2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
24-25 Strategic Actions for Goal #1	Making sequencing more clear Constr 1(10) Arc 1(11) - MC3 (12).	<p>The course sequence is becoming more clear as of last year and this school year we will continue to develop a clearer sequence to ensure all students flow through our academy and understand the flow and the why. All students will flow through the construction 2 course during their 10th grade year, architecture 2 course during their 11th grade year, and MC3 capstone class during their 12th grade year.</p> <p>We are on track because we continue to streamline our course sequence, making scheduling more accessible and effective. Our approach ensures that all CTE teachers have a full academic year to teach their students rather than just one semester. This extended time frame allows for deeper exploration of subject areas, giving teachers the opportunity to provide more comprehensive instruction and skill development.</p>

<p>24-25 Strategic Actions for Goal #2</p>	<p>If no additional teacher, potentially adding another course for Arch, if funding is available. To support NEST students going through the Arch pathway. Current CTE teacher to support with a new section by extended contract</p>	<p>Our goal for the 2024-25 school year is to request extended contracts for our CTE teachers, allowing them to teach an additional section for both 10th and 11th grades. This expansion is aimed at accommodating and supporting the cohort of NEST students, ensuring they have access to the full range of learning opportunities within our program.</p>
<p>24-25 Strategic Actions for Goal #3</p>	<p>By 2026, 10th grade will have an integrated project that will be highlighted by a cohort teacher team. Cohort teachers will receive time in their schedule to meet and plan project. Progress toward coming up with a Senior Capstone that has elements of Architecture. CTE courses will happen with the support of SLC and Senior Teachers.</p>	<p>We have successfully reached this goal. During the current school year, we have allocated both space and time for academy teachers to plan, develop, and implement integrated projects. Additionally, our senior capstone team has been actively collaborating since the summer of 2023 and throughout the 2023-24 school year to create an integrated project that connects Architecture Academy CTE courses with English and Government. This ongoing collaboration has strengthened interdisciplinary learning and enhanced the overall educational experience for our students.</p>

Pathway Strategic Actions 2025-2026

2025-2026 Strategic Actions

Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

<p>Goal #1: By 2026</p>	<p>By 2026 students will have a clear path toward specialization in the pathway strands, and mapping career goals. Each CTE teacher will have an introduction class and an advanced class to support students in advancing their skill sets in their CTE sequences and gain mastery in the specific pathway strands. At the end of the second semester, students will be surveyed to identify their interest of mastery for the following school year, this will ensure all students get to take an introductory class and also an advanced class to gain mastery in the pathway strand they choose.</p>	<p>New or Revised Strategic Actions for Goal #1</p>	<p>CTE classes were sequenced to simplify the schedule now the focus will be on collecting student data to receive feedback on how students experience their CTE classes in the sequence. Survey will be created (qualitative and quantitative) to identify student interest for following semester. This will inform best teaching practices to maximize engagement.</p>
<p>Goal #2: By 2026</p>	<p>By 2026, we aim to hire an additional CTE teacher for a total of 4 to teach sections 10-12th. At the moment, we do not have enough CTE sections to teach all NEST students, therefore, to ensure all students can take our CTE classes, we are required to expand our program by hiring a 4th CTE teacher.</p>	<p>New or Revised Strategic Actions for Goal #2</p>	<p>Hiring will be put on pause for 2025-2026 school year due to Fremont HS remodel. The remodel will reduce classroom space for the time being so space for the new Architecture teacher will be placed on hold until new rooms are assigned/available. This will give CTE teachers and hiring team more time to hire the right candidate. 2025-2026 school year will be focused on outreach and recruitment. CTE Teachers will use their connections and industry partners to inform potential teachers of new job opportunity for 2026-2027 school year.</p>
<p>Goal #3: By 2026</p>	<p>By 2026 we will have integrated projects in specific courses and grade levels. By creating these integrated projects/crossed curricula projects, our academic core classes and career technical learning is more seamless. Teachers in all content areas will have experienced learning from an industry/community partner, collaborating with teammates in other courses to design, plan, and implement projects. SLC directors will support teachers in SLC PD to design and implement cross-curricular projects to ensure students see the connections between core academy classes and their CTE classes.</p>	<p>New or Revised Strategic Actions for Goal #3</p>	<p>Each grade level will develop one integrated projects per school year that are focused on a specific set of skills identified by the pathway team. The specific skills chosen will be vertically aligned to skills students should grow upon their 12th grade year for Capstone. Grade Level team leads will be identified by the participating grade level teams. The team leads will meet with Pathway Coach 1:1 on a regular basis to develop team collaboration agendas. SLC directors will allot Academy collaboration time at least once a month for grade level teams to present on student progress and student work. This will ensure that all teachers in the Academy are aware of the cross-curricular project and are able to provide feedback. If we develop the (Trades) knowledge of non-CTE teachers in the Architecture Academy about CTE standards, core academic teachers will find a way to implement content and skills into their classes.</p>

Pathway Budget Expenditures

Effective July 1, 2025 - June 30, 2026

2025-2026 Pathway Budget

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i></p> <p>Teachers Salaries: Hire a new position, Teacher Structured ENG Immersion, at .70 FTE. The teacher will provide a full teaching line (3 Design Build Capstone, 2 dual enrollment wood technology) to mainstream and newcomer students and students with IEPs. Additional duties include Attending and participating in bi-weekly SLC collaboration meetings, participating in long-term pathway design and planning with the CTE team, sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals, and planning and supporting interdisciplinary projects with core classes. New PCN 10887 - Andrew Prober (Salary and Benefit costs included)</p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p>Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval)</p> <p>(protected cells below are to be completed by MN/H staff only)</p>	<p>Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval)</p> <p>(protected cells below are to be completed by MN/H staff only)</p>
	\$90,620.54	1105	Teachers Salaries	TCHR STR ENG	.70 FTE	Architecture Academy	Approved	
2026-2027: YEAR FOUR								
Pathway Strategic Goals								
By 2027 students will have a clear path toward specialization in the pathway strands, and mapping career goals. Each CTE teacher will have an introduction class and an advanced class to support students in advancing their skill sets in their CTE sequences and gain mastery in the specific pathway strands. At the end of the second semester, students will be surveyed to identify their interest of mastery for the following school year, this will ensure all students get to take an introductory class and also an advanced class to gain mastery in the pathway strand they choose.								
By 2027 we aim to hire an additional CTE teacher for a total of 4 to teach sections 10-12th. At the moment, we do not have enough CTE sections to teach all NEST students, therefore, to ensure all students can take our CTE classes, we are required to expand our program by hiring a 4th CTE teacher.								
By 2027 we will have integrated projects in specific courses and grade levels. By creating these integrated projects/crossed curricula projects, our academic core classes and career technical learning is more seamless. Teachers in all content areas will have experienced learning from an industry/community partner, collaborating with teammates in other courses to design, plan, and implement projects. SLC directors will support teachers in SLC PD to design and implement cross-curricular projects to ensure students see the connections between core academy classes and their CTE classes.								
Budget Expenditures								
<i>Effective July 1, 2026 - June 30, 2027</i>								
2026-27 Pathway Budget								
<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>We encourage you to refer to this list of Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p>Approval Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. Conditionally approved means that a Measure H Justification Form is required.</p> <p>(protected cells below are to be completed by MN/H staff only)</p>	

<p>Teachers Salaries: Hire a Teacher Structured English as the CTE Construction Teacher for the Architecture Academy at .80 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): The teacher will provide a full teaching line (3 Design Build Capstone, 2 dual-enrollment wood technology) to mainstream, newcomer, and IEP students. Attending and participating in bi-weekly SLC collaboration meetings Participating in long-term pathway design and planning with the CTE team Sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals Planning and supporting interdisciplinary projects with core classes. Coordinate the Capstone project with the English 4 teacher and industry partners ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students enrolled in the Pathway are on-track to graduate per A-G requirements Internships - increase of exposure to career exploration, awareness, and preparation activities for all students FOCAL STUDENT POPULATION: 10th-11th graders in the Architecture/Construction Pathway, and to support students who qualify for free and reduced lunch. Newcomer students and English Learners PCN 7440 - Andrew W. Prober (Salary and Benefit costs included)</p>	<p>\$124,135.01</p>	<p>1105 - Teacher Salaries</p>	<p>Teachers Salaries</p>	<p>Teacher Structured English</p>	<p>.80 FTE</p>	<p>Architecture Academy</p>	<p>Approved</p>
<p>Materials & Supplies: This allocation enables hands-on, industry-aligned learning experiences in the Architecture Academy design and construction programs. The funds will be utilized to purchase necessary supplies for student projects that will teach core skills in framing, modeling, and shop safety. All expenditures are clearly aligned with Measure H's aims of expanding high-quality college- and career-preparedness opportunities and ensuring safe, functional learning spaces for CTE programs. Budget Calculation: Materials and Supplies are not to exceed the approved amount of \$6,000.00.</p>	<p>\$6,000.00</p>	<p>4310 - Materials & Supplies</p>	<p>Materials & Supplies</p>			<p>Architecture Academy</p>	<p>Conditionally Approved</p>
<p>Equipment: The funds will be utilized to purchase necessary CTE shop equipment for student projects that will teach core skills in framing, modeling, and shop safety. Expenditure is clearly aligned with Measure H's aims of expanding high-quality college- and career-preparedness opportunities and ensuring safe, functional learning spaces for CTE programs. Purchase of dust filters and other air-quality materials for the Wood Technology classroom to ensure a clean, safe, and compliant learning environment for students and staff. This allocation enables hands-on, industry-aligned learning experiences in the Architecture Academy design and construction programs. Budget Calculation: Equipment is not to exceed the approved amount of \$2,500.00.</p>	<p>\$2,500.00</p>	<p>4410 - Equipment < \$5,000</p>	<p>Equipment</p>			<p>Architecture Academy</p>	<p>Conditionally Approved</p>

Pathway Name:	Media Academy		Program	3851
Mission and Vision	<p>Vision: The Media Academy at Fremont High School is a Career Technical Education program that focuses on the mastery and manipulation of media and technology. The academy is guided by the belief that all young people should be given the knowledge, skills, and opportunity to inspire social change.</p> <p>Mission: The Media Academy is a training ground where students are immersed in a creative community that uses technology to communicate through multiple forms of media. We empower students to be critical thinkers and ethical users and creators of information. We provide personalized learning experiences to prepare students for life after high school in college/career and as freelance artists and entrepreneurs.</p>			
PATHWAY QUALITY ASSESSMENT				
<p><i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i></p>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	
<p>Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation</p>	<p>The Media Academy has a strong focus on academic rigor and collaboration among teachers, case managers, and industry partners. We are able to ensure that approximately 80 percent or more of our students have completed the CTE sequence. Our Small Learning Community meets monthly to maintain consistent grading and class structure throughout the academy. This helps ensure that all students receive a high-quality education, regardless of which teacher they have or which classes they take. Teachers, case managers, and industry partners meet regularly in the Small Learning Community to collaborate about more effective interventions for struggling students, as well as opportunities for student celebrations, academy-wide initiatives, and curricular collaborations.</p> <p>We continue to offer media centered dual enrollment classes in addition to English 1A. This provides students with the opportunity to earn college credit while still in high school, which can be a significant advantage when it comes to pursuing higher education or entering the workforce.</p>	<p>The offering of cross-curricular projects focused on media literacy, to help students understand how media works, including how to critically analyze and evaluate media messages, identify sources of bias or manipulation, and understand how media shapes our perceptions of the world.</p>	<p>To increase media literacy in non CTE classes we will provide training for teachers and resources to help them effectively teach media literacy skills. This will include workshops, online courses, and student voice centered panels.</p>	

<p>Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>The Media Academy continues to provide students with opportunities to gain industry exposure through internships, school year work based learning opportunities such as the New York Times Editorial project published in September of 2022, the media summer institute, academy produced photo exhibits as well as an industry mentor led television and short film festival. We have increased the amount of industry related guest speakers by partnering with employees of emerging tech hubs. This provides students with the opportunity to learn from professionals who are working in the industry and gain insights into current trends and best practices. We continue to build upon the portfolio model by integrating artifacts from non cte courses to help students identify their personal interests, information, and skills necessary for informed career decision making. This approach helps students develop a clearer sense of their strengths and interests, and better understand how they can apply those skills in their chosen careers. Our College and Career Information Center, as well as partnerships with local school partners and media based programs in southern california support student career development opening doors for students to engage with college students entering into the film and television industry. We are involving industry partners in the assessment process to help students develop a clearer sense of what employers are looking for in terms of skills and competencies, and provide them with insights into current trends and best practices in the industry. Our 12th grade students produce sizzle reels an industry standard and our 11th grade students are required to participate in mock interviews, create resumes, and/or LinkedIn accounts to prepare students for the job market. These skills are essential for success in any career, and providing students with the opportunity to practice them in a supportive environment has proven to be highly beneficial.</p>	<p>Providing equitable access for Special Education and newcomer students who face barriers to participating in school year and summer internship opportunities. Increase the amount of communication to whole staff strategically communicating with provide more information about the benefits of these opportunities, such as increased employability, improved communication and teamwork skills, and greater confidence in one's abilities.</p>	<p>A three year goal for the academy is to create a school year based WBL position for marginalized students to train as communication managers for student, community members, and partners as strategy for promoting equity and inclusion. This will provide an opportunity for marginalized students to develop valuable communication and leadership skills while also giving them a voice in the academy's decision-making processes.</p> <p>Staff will begin collecting testimonials from students who have participated in CTE WBL experiences to demonstrate the value of these opportunities and promote their importance to all stakeholders. These testimonials can be used to develop a calendar of WBL opportunities and stockpile content for delivery to parents, department heads, partners, and community members. This will help ensure that all stakeholders are aware of the opportunities available and can provide input and feedback on how to best support marginalized students in accessing these opportunities.</p>
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<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>The Media Academy has a Pathway Case Manager who performs wellness checks, home visits, and interventions for students who may be facing challenges outside of school that are impacting their ability to succeed academically. We offer strategic Power Hour offerings and after-school office hours, which provide students with opportunities to make up work and receive additional support as needed. We continue to hold Student Led Conferences twice a year with parents and guardians. This approach provides students with the opportunity to take ownership of their learning and share their progress with their families. The academy offers celebratory lunches for students to connect with trained peer leaders from College Summit/Peer Forward providing them with role models and mentors who can help guide them through their academic and personal challenges. The College & Career center and college program partners like METS co-host exploration field trips for 10th-12th grade students. This provides students with the opportunity to explore different career paths and gain exposure to post-secondary education options.</p>	<p>Leveraging our limited resources to provide impactful interventions for students.</p>	<p>A third year goal is to partner with community organizations that provide services and support to students. These organizations can offer additional resources and support to students that can supplement the work of the case manager. It is our goal within year one to develop a student mentorship program, where upperclassmen can support and mentor underclassmen. This can help students build connections and receive support from their peers, which can be just as impactful as support from a case manager.</p>
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2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals
Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

<p>Goal #1: By 2026</p>	<p>By 2027 we will have data from our school year based WBL positions for at promise students and English Language Learners to train as communication managers for student, community members, and partners facing media content as a strategy for promoting equity and inclusion. The data will inform our strategic goals for the Pathway. We will develop clear goals and metrics for our school year based WBL positions. This could include metrics such as the number of students who participate, the types of projects they work on, and the feedback they receive from community members and partners.</p>
<p>Goal #2: By 2026</p>	<p>By 2027 we will have a consistent Media CTE teacher team that designs assessments to ensure equitable opportunities for all students to demonstrate expected knowledge and skills.</p>
<p>Goal #3: By 2026</p>	<p>By 2027 we will integrate projects in specific courses and grade levels to promote a more holistic and well rounded experience for students.</p>

Pathway Strategic Actions

Strategic Actions for 2023-24
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

<p>Strategic Actions for Goal #1</p>	<p>We will identify a team of teachers to continuously monitor and evaluate our school year based WBL positions to ensure they are meeting our goals and making a positive impact on at-promise students and English language learners. Establish a data collecting process. Conduct three professional development workshops for teachers to develop strategies to conduct surveys, interviews, or focus groups with students, community members, and partners. Continue to collaborate with the newcomer 10th grade and 11th grade advisors.</p>
<p>Strategic Actions for Goal #2</p>	<p>The media CTE teacher team by reviewing and revising their current assessment methods to ensure they are inclusive of diverse learning styles and abilities. We can also explore alternative assessment methods, such as project-based assessments, performance tasks, and portfolios, that allow students to demonstrate their knowledge and skills in different ways. Collaborate to design and plan a student exhibition, including selecting the medium (e.g., video, photography, graphic design), determining the format (e.g., physical gallery, online exhibition), and establishing evaluation criteria. Throughout the process, we will seek feedback and input from industry professionals to ensure that the final product meets industry standards and expectations. This can be done through formal reviews or informal discussions with industry partners.</p>
<p>Strategic Actions for</p>	<p>Evaluate the effectiveness of cross curricular projects by collecting data on student outcomes, such as academic performance, engagement, and post production success. Use this data to make informed decision about how to improve and refine projects for the future. Work with teachers to develop project ideas that integrate multiple subjects and align with academic and CTE standards. Encourage teachers to collaborate with industry/community partners to design projects that are relevant and engaging to students.</p>

Actions for Goal #3	Provide professional development for teachers on how to design and implement cross-curricular projects, including how to assess student learning and provide feedback.

Pathway Budget Expenditures

2023-2024 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE to provide a full teaching line (2 Introduction to Multimedia classes and 3 Introduction to Film classes) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 1902 - Nicolas Basta (Salary and Benefit costs included)	\$128,952.05	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Media Academy
Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE. 75% of this teacher's time is dedicated to providing a teaching line (4 sections of Advanced Film) to mainstream and newcomer students, and students with IEPs. The remaining 25% of this teacher's time is dedicated to planning and leading the bi-weekly SLC collaboration meetings, budgeting for California Partnership Academy, and coordinating internships. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 3101 - Jasmine Miranda (Salary and Benefit costs included)	\$140,025.40	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Media Academy
Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE to provide a full teaching line (4 sections of Introduction to Multimedia, 1 section of Yearbook) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 9102 - Kunishi Kevin (Salary and Benefit costs included)	\$115,828.02	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Media Academy

2024-2025: YEAR TWO

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026 we will have data from our school year based WBL positions for at promise students and English Language Learners to train as communication managers for student, community members, and partners facing media content as a strategy for promoting equity and inclusion. The data will inform our strategic goals for the Pathway. We will develop clear goals and metrics for our school year based WBL positions. This could include metrics such as the number of students who participate, the types of projects they work on, and the feedback they receive from community members and partners.	There has been no progress toward this goal because we have not been able to move forward without a WBL person.

<p>By 2026 we will have a consistent Media CTE teacher team that designs assessments to ensure equitable opportunities for all students to demonstrate expected knowledge and skills.</p>	<p>The team has been using shared and aligned rubrics with emphasis on using industry-aligned language. There has been an emphasis on teaching for mastery. This has been supported by and with more communication with Dual Enrollment teachers and Media Academy teachers.</p>
<p>By 2026 we will integrate projects in specific courses and grade levels to promote a more holistic and well rounded experience for students.</p>	<p>We know what the key projects are in each grade level, and make clear the grade level outcomes for each grade. We will be working on getting input from students at each grade level, to document the student experience and look for opportunities for integrated projects. Next school year we are beginning with 10th grade to eventually have a "defense" at each grade level/ and our end of the year portfolio project.</p>

Pathway Strategic Actions Reflection

<p>2023-2024 Strategic Actions</p>	<p>Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p>
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<p>23-24 Strategic Actions for Goal #1</p>	<p>We will identify a team of teachers to continuously monitor and evaluate our school year based WBL positions to ensure they are meeting our goals and making a positive impact on at-promise students and English language learners. Establish a data collecting process. Conduct three professional development workshops for teachers to develop strategies to conduct surveys, interviews, or focus groups with students, community members, and partners. Continue to collaborate with the newcomer 10th grade and 11th grade advisors.</p>	<p>We are incorporating a Transition Specialist (work-plan around WBL monitoring, job permits). Slowly becoming more integrated in the team. Just received approval for a Student-Run Enterprise with E14. For the 2024-25 school year, we'll have a biweekly check-in with the Transition Specialist - we need support with the tracking of student internship participation.</p>
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<p>23-24 Strategic Actions for Goal #2</p>	<p>The media CTE teacher team by reviewing and revising their current assessment methods to ensure they are inclusive of diverse learning styles and abilities. We can also explore alternative assessment methods, such as project-based assessments, performance tasks, and portfolios, that allow students to demonstrate their knowledge and skills in different ways. Collaborate to design and plan a student exhibition, including selecting the medium (e.g., video, photography, graphic design), determining the format (e.g., physical gallery, online exhibition), and establishing evaluation criteria. Throughout the process, we will seek feedback and input from industry professionals to ensure that the final product meets industry standards and expectations. This can be done through formal reviews or informal discussions with industry partners.</p>	<p>We are on track. We've had two exhibitions so far this year. Working towards Media Day at Oakstop this year. This will also be an online event, live streamed for families. Visitors that participated in the winter exhibition with E14 have agreed to join the advisory board. The exhibition provided a platform for the community to give feedback on student media work and offer connections to their networks. Connected with a Yoga studio who wants to hire Media Academy students to create promotional material.</p>
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<p>23-24 Strategic Actions for Goal #3</p>	<p>Evaluate the effectiveness of cross curricular projects by collecting data on student outcomes, such as academic performance, engagement, and post production success. Use this data to make informed decision about how to improve and refine projects for the future. Work with teachers to develop project ideas that integrate multiple subjects and align with academic and CTE standards. Encourage teachers to collaborate with industry/community partners to design projects that are relevant and engaging to students. Provide professional development for teachers on how to design and implement cross-curricular projects, including how to assess student learning and provide feedback.</p>	<p>We are on track. We've had two exhibitions so far this year. Working towards Media Day at Oakstop this year. This will also be an online event, live streamed for families. Visitors that participated in the winter exhibition with E14 have agreed to join the advisory board. The exhibition provided a platform for the community to give feedback on student media work and offer connections to their networks. Connected with a Yoga studio who wants to hire Media Academy students to create promotional material.</p>
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Pathway Strategic Actions 2024-2025

<p>2024-2025 Strategic Actions Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?</p>

<p>Goal #1: By 2026</p>	<p>By 2026 we will have data from our school year based WBL positions for at promise students and English Language Learners to train as communication managers for student, community members, and partners facing media content as a strategy for promoting equity and inclusion. The data will inform our strategic goals for the Pathway. We will develop clear goals and metrics for our school year based WBL positions. This could include metrics such as the number of students who participate, the types of projects they work on, and the feedback they receive from community members and partners.</p>	<p>New or Revised Strategic Actions for Goal #1</p>	<p>No access or input to Measure H/N money. School year internships put on pause.</p>
<p>Goal #3:</p>	<p>By 2026 we will have a consistent Media CTE teacher team that designs assessments to ensure equitable opportunities for all students to demonstrate expected knowledge and skills.</p>	<p>New or Revised</p>	<p>The CTE teacher team will also highlight their accomplishments and be able to showcase their achievements</p>

Goal #2: By 2026	expected knowledge and skills.	Strategic Actions for Goal #2	
Goal #3: By 2026	By 2026 we will integrate projects in specific courses and grade levels to promote a more holistic and well rounded experience for students.	New or Revised Strategic Actions for Goal #3	10th grade will have a 10th grade defense, where they will defend their body of work which will include; CTE, English, and Humanities + integrated projects. Include mini-capstone leading up to 12th grade. There will be a clear definition of what a capstone is within SLC

Pathway Budget Expenditures
Effective July 1, 2024 - June 30, 2025

2024-2025 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE. 75% of this teacher's time is dedicated to providing a teaching line (4 sections of Advanced Film) to mainstream and newcomer students, and students with IEPs. The remaining 25% of this teacher's time is dedicated to planning and leading the bi-weekly SLC collaboration meetings, budgeting for California Partnership Academy, and coordinating internships. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 3101 - Jasmene Miranda (Salary and Benefit costs included)	\$142,848.28	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Media Academy	Approved	
Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE to provide a full teaching line (2 Introduction to Multimedia classes and 3 Introduction to Film classes) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 1902 - Nicholas Basta (Salary and Benefit costs included)	\$139,954.06	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Media Academy	Approved	
Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE to provide a full teaching line (4 sections of Introduction to Multimedia, 1 section of Yearbook) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 9102 - Kunishi Kevin (Salary and Benefit costs included)	\$158,113.19	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Media Academy	Approved	

2025-2026: YEAR THREE

Pathway Demographics									
2024-25 Total Enrollment Grades 9-12			163						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
Student Population by Race/Ethnicity	50.9%	49.1%	97.5%		30.7%	27.6%			
	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
	28.8%		5.5%	55.2%	1.8%	2.5%	4.9%		1.2%

Focal Student Population	Which student population will you focus on in order to reduce disparities?			English Learner (EL)		
PATHWAY PERFORMANCE GOALS AND INDICATORS						
Please refer to this Data Dictionary for definitions of the Indicators.						
Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	90.0%	91.8%	92.7%	84.1%		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	10.0%	4.9%	6.3%	14.0%		
A-G Completion Rate (12th Grade Graduates)	55.6%	62.5%	60.7%	65.2%		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	48.3%	41.8%	26.7%	38.8%		
10th Graders meeting A-G requirements	42.5%	36.3%	29.7%	43.1%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	17.4%	34.4%	32.7%	17.3%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	42.0%	26.6%	30.1%	19.1%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	73.0%	39.7%	41.7%	44.8%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	15.6%	26.3%	18.8%	20.2%		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	25.0%	22.8%	32.3%	22.3%		
Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	76.5%	83.3%	89.2%	76.2%		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	23.5%	16.7%	10.8%	20.6%		
A-G Completion - 12th Grade (12th Grade Graduates)	45.5%	55.6%	44.4%	56.1%		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	22.2%	21.9%	13.5%	15.8%		
9th Graders meeting A-G requirements	29.6%	28.1%	23.6%	40.4%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	15.4%	18.2%	17.1%	11.1%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	46.2%	27.3%	5.7%	7.4%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	50.0%	22.2%	16.1%	37.8%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	9.1%	22.2%	16.7%	25.0%		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	18.2%	0.0%	10.0%	6.8%		
Pathway Student Data Reflection						
What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?						
Assets			Challenges			
<p>The overall four-year cohort graduation rate has steadily increased from 90.0% (2021-22) to 92.7% (2023-24). For the focal population (English Learners), graduation rates have improved significantly from 76.5% (2021-22) to 89.2% (2023-24) High Linked Learning Participation:</p> <p>100% of students in grades 10-12 participate in Linked Learning pathways, which suggests that students are engaged in career Stable College Enrollment (for Some Groups):</p> <p>College enrollment data for students entering two-year colleges improved from 15.4% (2021-22) to 25.0% (2022-23). Four-year college enrollment has remained relatively stable (21.5% to 23.2%).</p>			<p>Limited Participation in Internships and Dual Enrollment:</p> <p>Internship participation among 12th graders decreased sharply for all students from 32.7% (2023-24) to 14.3% (2024-25 mid-year). Dual enrollment success rates for English Learners dropped dramatically from 46.2% (2021-22) to just 3.4% (2024-25 mid-year).</p>			
What might be some root causes to help you understand those student data?						
9th and 10th graders struggle with A-G requirements and staying on track to graduate, possibly due to a lack of foundational skills, language barriers (for EL students), or inadequate academic support. The drastic drop in CTE completion rates indicates that students may struggle with coursework rigor, scheduling conflicts, or support structures. With 30.7% of students qualifying for LCF (low-income funding), economic hardships could impact student engagement, access to technology, and time available for internships or college-prep activities.						
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goal			Check in on 3-Year Goals			
			For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?			

<p>By 2026 we will have data from our school year based WBL positions for at promise students and English Language Learners to train as communication managers for student, community members, and partners facing media content as a strategy for promoting equity and inclusion. The data will inform our strategic goals for the Pathway. We will develop clear goals and metrics for our school year based WBL positions. This could include metrics such as the number of students who participate, the types of projects they work on, and the feedback they receive from community members and partners.</p>	<p>The pathway is not on track to accomplish this goal by 2026. While some progress has been made in creating Work-Based Learning (WBL) positions for at-promise students and English Language Learners (ELLs), the development and implementation of these roles have been slower than anticipated. We have not yet gathered the necessary data or developed clear metrics to assess participation, project types, and community feedback as originally planned. Insufficient staff capacity and a lack of professional development for teachers and mentors have impacted the ability to properly support students in these roles and integrate them into the curriculum effectively. Challenges in collaboration among key stakeholders have further slowed progress. Efforts to align community partners, develop meaningful projects, and get consistent feedback from students and the community have faced significant delays.</p>
<p>By 2026 we will have a consistent Media CTE teacher team that designs assessments to ensure equitable opportunities for all students to demonstrate expected knowledge and skills.</p>	<p>The pathway is on track to accomplish this goal by 2026. Significant strides have been made in building a cohesive Media CTE teacher team committed to designing assessments that promote equity and ensure all students have the opportunity to demonstrate their knowledge and skills. The development of a strong, collaborative team of Media CTE teachers has been a key factor in our progress. Regular meetings and professional learning communities (PLCs) have facilitated shared strategies for assessment design, ensuring that all teachers are aligned in their approach to equity and student success. The main challenge has been managing time and workload, as teachers balance assessment design with other curriculum responsibilities. However, these challenges have been mitigated through collaboration and shared workload, ensuring that progress continues. We've faced occasional delays in gathering feedback from students and stakeholders, but these are being addressed through new systems for regular data collection and input. Overall, we are confident in our continued progress and look forward to fully achieving our goal of a consistent, equitable assessment system for all students by 2026.</p>
<p>By 2026 we will integrate projects in specific courses and grade levels to promote a more holistic and well rounded experience for students.</p>	<p>The pathway is on track to accomplish this goal by 2026. We have successfully begun integrating projects across specific courses and grade levels, providing students with a more holistic and well-rounded learning experience. These integrated projects are designed to connect different subject areas and promote critical thinking, creativity, and real-world application of skills. The positive response from students has reinforced the value of integrated learning, with many reporting that they enjoy seeing the connections between subjects and understanding the practical application of what they learn. While progress has been made, scaling these integrated projects to all grade levels and courses is an ongoing process, and it will take continued coordination and effort to fully implement across the pathway.</p>

Pathway Strategic Actions Reflection

<p>2024-2025 Strategic Actions</p>		<p>Reflection on 2024-2025 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p>
<p>24-25 Strategic Actions for Goal #1</p>	<p>Leverage community/industry partners for student internships.</p>	<p>Yes, we are on track to accomplish this action. At the last minute the Media Academy was granted the opportunity to provide input for the Measure N/H funding, and we requested funds to support a pre-apprenticeship initiative in collaboration with the Handy Foundation. What has been done or will be done by the end of the year to accomplish it? The Advanced filmmaking class now has a linkage agreement with the Handy Foundation, we are in the process of being registered by the State of California as a pre apprenticeship class. By the end of the year, we will finalize the partnership with the Handy Foundation, ensuring that students are exposed to a wide range of apprenticeship roles. This initiative will allow students to explore various career pathways aligned with their interests. Additionally, we will implement the pre-apprenticeship program, offering students hands-on experience and mentorship opportunities. If you are not on track for accomplishing the actions this school year, what might be the reason(s) why? N/A. We are on track for accomplishing this action.</p>
<p>24-25 Strategic Actions for Goal #2</p>	<p>The CTE teacher team will highlight their accomplishments and showcase their achievements in public settings, including to other educators.</p>	<p>Yes, we are on track to accomplish this action. What has been done or will be done by the end of the year to accomplish it? By the end of the year, the CTE teacher team will present at the Educating for Careers Conference in March of 2025 on the topic "Transforming Academy Culture: Inspiring Educators, Honoring Students, and Creating Routes to Achievement." Additionally, the team has already shared their career alignment during the FAME district-hosted professional development session, further showcasing their achievements. If you are not on track for accomplishing the actions this school year, what might be the reason(s) why? N/A. We are on track for accomplishing this action.</p>
<p>24-25 Strategic Actions for Goal #3</p>	<p>The 10th grader will have to present at a 10th grade defense, where they will defend their body of work which will include; CTE, English, and Humanities + integrated projects. Include mini-capstone leading up to 12th grade. There will be a clear definition of what a capstone is within Small Learning Community meetings and team members.</p>	<p>Yes, we are on track to accomplish this action. What has been done or will be done by the end of the year to accomplish it? By the end of the year, the 10th-grade team will have completed the integrative project that combines a humanities course with a media project. This project will culminate in a public exhibition on campus, allowing students to showcase their work. Additionally, the CTE team has developed a strategy for shared practices, which is now being implemented across non-CTE content areas and grade levels, providing a foundation for future integrated projects. If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?*** N/A. We are on track for accomplishing this action.</p>

Pathway Strategic Actions 2025-2026

2025-2026 Strategic Actions
 Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

<p>Goal #1: By 2026</p>	<p>By 2026 we will have data from our school year based WBL positions for at promise students and English Language Learners to train as communication managers for student, community members, and partners facing media content as a strategy for promoting equity and inclusion. The data will inform our strategic goals for the Pathway. We will develop clear goals and metrics for our school year based WBL positions. This could include metrics such as the number of students who participate, the types of projects they work on, and the feedback they receive from community members and partners.</p>	<p>New or Revised Strategic Actions for Goal #1</p>	<p>The Handy Foundation will deliver a series of career exploration workshops designed to introduce high school students to critical roles in the entertainment industry. Through this initiative, participating students will gain exposure to the full range of Handy Foundation apprenticeship roles, enabling them to explore and identify the career pathways that align with their interests. They will develop a foundational understanding of the roles and workflows essential to the entertainment industry, supported by practical assignments such as creating production calendars, post-production timelines, and story stringouts. This workshop series from the Handy Foundation will benefit students with special needs because it brings authentic work experiences to Fremont High School. All students in Advanced Digital Film will be able to participate in the workshops without the challenges of a different location, or a different schedule.</p> <p>Revised Strategy: Expand partnerships with local organizations, media outlets, and community leaders to offer a broader range of communication management roles tailored to the needs of these students.</p> <p>Metrics: Track participation by ethnicity, language proficiency, and socioeconomic status, and monitor the types of media roles students take on. Action: Design a training curriculum that prepares students to become communication managers. This training should focus on media skills, community engagement, and digital literacy, with specific attention to the needs of students with diverse backgrounds.</p> <p>Goal: Equip students with practical skills to manage communication for community members, school partners, and media content, making them effective leaders and advocates in promoting equity and inclusion.</p> <p>Revised Strategy: Create mentorship opportunities with communication professionals who focus on promoting equity in media representation, ensuring students have real-world guidance and insight.</p> <p>Metrics: Measure the effectiveness of the training program through student feedback, skills assessment, and their ability to apply learned techniques in real-world settings (e.g., social media management, public relations).</p>
<p>Goal #2: By 2026</p>	<p>By 2026 we will have a consistent Media CTE teacher team that designs assessments to ensure equitable opportunities for all students to demonstrate expected knowledge and skills.</p>	<p>New or Revised Strategic Actions for Goal #2</p>	<p>Revised Strategy: Work with educational experts, CTE specialists, and industry partners to create assessments that are both rigorous and accessible, using multiple formats (e.g., projects, presentations, written exams, digital portfolios).</p> <p>Metrics: Measure the diversity of assessment formats and monitor student performance across different assessment types, tracking outcomes for at-promise students, English Language Learners, and other diverse groups.</p> <p>Revised Strategy: Introduce adaptive learning technologies in the Media CTE curriculum, allowing for real-time assessment adjustments based on student performance and providing personalized feedback on their progress.</p> <p>Metrics: Track the use of technology in assessments, monitor student engagement with personalized assessments, and evaluate the effectiveness of feedback in improving student performance and equity. Work with diverse community members, media professionals, and students to review and revise assessment materials, ensuring that the tasks and projects reflect a broad spectrum of cultures, experiences, and media representations.</p> <p>Metrics: Collect feedback from students on the cultural relevance of assessments, monitor engagement with culturally diverse tasks, and assess how these revisions impact student performance across diverse groups.</p>
<p>Goal #3: By 2026</p>	<p>By 2026 we will integrate project in specific courses and grade levels to promote a more holistic and well rounded experience for students.</p>	<p>New or Revised Strategic Actions for Goal #3</p>	<p>To ensure that students have a more comprehensive and well-rounded experience, we will incorporate the initiative into specific courses and grade levels by 2026.</p> <p>Revised Strategy: Facilitate partnerships with media organizations or local nonprofits for student projects, such as creating promotional materials for a local charity or developing media strategies for a community event.</p> <p>Metrics: Track the number and scope of partnerships, evaluate student feedback on the mentorship and real-world experiences provided, and measure the impact of these partnerships on students' project work and career readiness.</p> <p>Revised Strategy: Develop project rubrics that evaluate skills such as critical thinking, creativity, collaboration, and communication. Provide regular feedback throughout the project cycle, including peer evaluations and teacher check-ins.</p> <p>Metrics: Measure the timeliness and quality of feedback provided to students, track improvements in project quality over time, and assess student growth based on feedback received throughout the project process.</p> <p>Action: Provide students with more choice and ownership over the projects they engage in. Allow students to select topics or project formats that align with their interests and career aspirations, creating more personalized learning experiences.</p> <p>Goal: Empower students by giving them a voice in their learning, which enhances motivation, creativity, and ownership of their education while still aligning with the learning objectives of the curriculum.</p> <p>Revised Strategy: Offer students a range of project options, such as creating a media campaign, producing a short film, or designing a website, and allow them to propose their own ideas within the framework of the course's learning goals.</p> <p>Metrics: Track the number of students who engage in choice-based projects, assess the quality and innovation of student projects, and monitor student satisfaction and engagement with project autonomy.</p>

Pathway Budget Expenditures
Effective July 1, 2025 - June 30, 2026
2025-2026 Pathway Budget

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) (protected cells below are to be completed by MN/H staff only)	Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) (protected cells below are to be completed by MN/H staff only)
<p>Teachers Salaries: Hire a new position, Teacher Structured ENG Immersion, at 1.0 FTE. 75% of the teacher's time is dedicated to providing a teaching line (4 sections of Advanced Film) to mainstream and newcomer students and students with IEPs. The remaining 25% of this teacher's time is spent planning and leading the bi-weekly Small Learning Community collaboration meetings, coordinating internships, and working with outside partners. Additional duties include attending and participating in bi-weekly Small Learning Community collaboration meetings, participating in long-term pathway design and planning with the CTE team, sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals, and planning and supporting interdisciplinary projects with core classes. Coordinate Capstone projects with English 4 teachers and industry partners New PCN 10862 - Jasmene Miranda (Salary and Benefit costs included)</p>	\$127,153.07	1105	Teachers Salaries	TCHR STR ENG	1.0 FTE	Media Academy	Approved	
<p>Teachers Salaries: Hire a new position, Teacher Structured ENG Immersion, at .40 FTE. The teacher will provide a full teaching line (3 sections of Introduction to Multimedia, 1 section of Yearbook) to mainstream and newcomer students and students with IEPs. Additional duties include attending and participating in bi-weekly SLC collaboration meetings, participating in long-term pathway design and planning with the CTE team, sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals, and planning and supporting interdisciplinary projects with core classes. New PCN 10900 - Kevin Kunishi (Salary and Benefit costs included)</p>	\$63,173.17	1105	Teachers Salaries	TCHR STR ENG	.40 FTE	Media Academy	Approved	
<p>Teachers Salaries: Hire a new position, Teacher Structured ENG Immersion, at .80 FTE. The teacher will provide a full teaching line (4 sections of Multimedia I, and 1 section of Dual Enrollment) to mainstream and newcomer students and students with IEPs. Additional duties include attending and participating in bi-weekly SLC collaboration meetings, participating in long-term pathway design and planning with the CTE team, sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals, and planning and supporting interdisciplinary projects with core classes. New PCN 10891 - Leon Sykes II (Salary and Benefit costs included)</p>	\$116,110.21	1105	Teachers Salaries	TCHR STR ENG	.80 FTE	Media Academy	Approved	
<p>Teachers Salaries: Hire a new position, Teacher Structured ENG Immersion, at 1.0 FTE. The teacher will provide a full teaching line (5 sections of Art Digital Film classes) to mainstream and newcomer students and students with IEPs. Additional duties include attending and participating in bi-weekly SLC collaboration meetings; participating in long-term pathway design and planning with the CTE team; sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and planning and support interdisciplinary projects with core classes. New PCN - 10851 Nicholas Basta (Salary and Benefit costs included)</p>	\$154,614.49	1105	Teachers Salaries	TCHR STR ENG	1.0 FTE	Media Academy	Approved	
2026-2027: YEAR FOUR								
Pathway Strategic Goals								
By 2027 we will have data from our school year based WBL positions for at promise students and English Language Learners to train as communication managers for student, community members, and partners facing media content as a strategy for promoting equity and inclusion. The data will inform our strategic goals for the Pathway. We will develop clear goals and metrics for our school year based WBL positions. This could include metrics such as the number of students who participate, the types of projects they work on, and the feedback they receive from community members and partners.								
By 2027 we will have a consistent Media CTE teacher team that designs assessments to ensure equitable opportunities for all students to demonstrate expected knowledge and skills.								
By 2027 we will integrate projects in specific courses and grade levels to promote a more holistic and well rounded experience for students.								

Budget Expenditures Effective July 1, 2026 - June 30, 2027							
2026-27 Pathway Budget							
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. We encourage you to refer to this list of Object Codes if you have questions about which object codes to use. Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility. **If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Approval Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. Conditionally approved means that a Measure H Justification Form is required. (protected cells below are to be completed by MN/H staff only)
<p>Teacher Salaries: Hire a Teacher Structured English as the CTE Media Academy Teacher at 1.0 FTE.</p> <p>DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): 75% of this teacher's time is dedicated to providing a teaching line (4 sections of Advanced Film) to mainstream, newcomer, and IEP students. The remaining 25% of this teacher's time is dedicated to planning and leading the bi-weekly SLC collaboration meetings, budgeting for California Partnership Academy, and coordinating internships. Participate in long-term pathway design and planning with the CTE team Share ideas and collaborate on solutions to address dilemmas/challenges/conflicts that impede progress toward Pathway goals Plan and support interdisciplinary projects with core classes. Share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals Coordinate Capstone projects with the English 4 teacher and industry partners</p> <p>ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students enrolled in the Pathway are on-track to graduate per A-G requirements Internships - increase of exposure to career exploration, awareness, and preparation activities for all students</p> <p>FOCAL STUDENT POPULATION: 10th-12th graders in the Media Pathway, and to support students who qualify for free and reduced lunch. Newcomer students and English Learners</p> <p>PCN 3101 - Jasmene C. Miranda (Salary and Benefit costs included)</p>	\$129,966.01	1105 - Teacher Salaries	Teacher Salaries	Teacher Structured English	1.0 FTE	Media Academy	Approved
<p>Teachers Salaries: Hire a Teacher Structured English as the CTE Media Academy Teacher at 1.0 FTE.</p> <p>DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): The teacher will provide a full teaching line (5 sections of Art Digital Film classes) to mainstream, newcomer, and IEP students. Attending and participating in bi-weekly SLC collaboration meetings Participating in long-term pathway design and planning with the CTE team Sharing ideas and collaborating on solutions to address dilemmas/challenges/conflicts that impede progress toward Pathway goals Planning and supporting interdisciplinary projects with core classes.</p> <p>ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students enrolled in the Pathway are on-track to graduate per A-G requirements Internships - increase of exposure to career exploration, awareness, and preparation activities for all students</p> <p>FOCAL STUDENT POPULATION: 10th-11th graders in the Media Pathway, and to support students who qualify for free and reduced lunch. Newcomer students and English Learners</p> <p>PCN 1902 - Nicholas A. Basta (Salary and Benefit costs included)</p>	\$157,045.01	1105 - Teacher Salaries	Teachers Salaries	Teacher Structured English	1.0 FTE	Media Academy	Approved

<p>Teachers Salaries: Hire a Teacher Structured English as the CTE Media Academy Teacher at 1.0 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): The teacher will provide a full teaching line (4 sections of Multimedia I and 1 section of Dual Enrollment) to mainstream, newcomer, and IEP students. Attending and participating in bi-weekly SLC collaboration meetings Participating in long-term pathway design and planning with the CTE team Sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals Planning and supporting interdisciplinary projects with core classes. ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students enrolled in the Pathway are on-track to graduate per A-G requirements Internships - increase of exposure to career exploration, awareness, and preparation activities for all students FOCAL STUDENT POPULATION: 10th-11th graders in the Media Pathway, and to support students who qualify for free and reduced lunch. Newcomer students and English Learners PCN 7960 - Durrell Coleman (Salary and Benefit costs included)</p>	<p>\$138,432.67</p>	<p>1105 - Teacher Salaries</p>	<p>Teachers Salaries</p>	<p>Teacher Structured English</p>	<p>1.0 FTE</p>	<p>Media Academy</p>	<p>Approved</p>
<p>Meeting Refreshments: Light refreshments for the annual Media Academy End-of-Year Showcase, a school-wide event. This event showcases the work of students in grades 10-12 in collaboration with industry partners and demonstrates mastery of the CTE curriculum. This aligns with Media's strategic action of having the CTE teacher team highlight their accomplishments and showcase their achievements in public settings, including to other educators. The event highlights student-integrated projects from all CTE classes and their core classes. The entire Media Small Learning Community participates (320 students/staff/Advisory Board). Budget Calculation: The refreshments for this event can not exceed the approved amount of \$2,500.</p>	<p>\$2,500.00</p>	<p>4311 - Meeting Refreshments</p>	<p>Meeting Refreshments</p>			<p>Media Academy</p>	<p>Conditionally Approved</p>
<p>Materials & Supplies Media Academy 10th-grade project materials. This allocation supports interdisciplinary learning, student participation, and family/community connections through the 10th Grade Media Academy Project and academy events. Funds will be used to improve project-based learning and student showcases, all in line with Measure H's goals of equitable access, career readiness, and college/career pathway development. This aligns with Media's goal by 2026 to integrate projects into specific courses and grade levels to promote a more holistic, well-rounded experience for students. The project includes their World History in relation to Photojournalism. This way, the students get a feel for how an exhibition runs and looks. The specific supplies will be outlined in the Measure H Justification form, but may vary by teacher or project and may include items such as matting supplies, photo paper, and poster boards to run an exhibition to industry standards. Budget Calculation: The materials and supplies for this project can not exceed the approved amount of \$2,000.00.</p>	<p>\$2,000.00</p>	<p>4310 - Materials & Supplies</p>	<p>Materials & Supplies</p>			<p>Media Academy</p>	<p>Conditionally Approved</p>

<p>Teachers Salaries: Hire a Teacher Structured English as the CTE Media Academy Teacher at .20 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Attend and participate in bi-weekly SLC collaboration meetings Long-term pathway design and planning with the CTE team Share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals Provide a full teaching line (5 sections of Art Dig Film) to mainstream and newcomer students, and students with IEPs Plan and support interdisciplinary projects with core classes ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students enrolled in the Pathway are on-track to graduate per A-G requirements Internships - increase of exposure to career exploration, awareness, and preparation activities for all students FOCAL STUDENT POPULATION: 10th-11th graders in the Media Pathway, and to support students who qualify for free and reduced lunch. Newcomer students and English Learners PCN 9102 - Kevin U. Kunishi (Salary and Benefit costs included)</p>	<p>\$32,436.22</p>	<p>1105 - Teacher Salaries</p>	<p>Teachers Salaries</p>	<p>Teacher Structured English</p>	<p>.20 FTE</p>	<p>Media Academy</p>	<p>Approved</p>
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Fremont High School Architecture & Design Program of Study

Industry Sectors: Building and Construction Trades / Engineering and Architecture

Industry Partners: Byrnes Kim Design Works, City of Vallejo, The Crucible, Cypress Mandela, Dougherty & Dougherty, Eby Construction, HKIT Architects, McCall Design Group, Melrose Leadership Academy, Nor-Cal Laborer's Apprenticeship Training Center, Peter's Kettle Corn, Sheet Metal Workers' Local 104, Stanford Design School, Tradeswomen, Inc.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Pathway Vision	What is the instructional vision and desired experience for students that will drive the pathway? The Design Process (Stanford d.school)			
Pathway COP Meeting Time: Wednesdays 2:30-4:00PM	10th Grade Program	11th Grade Program	12th Grade Program	Graduate Pathway Outcomes (Student Learning Outcomes)
Academic Core Student Cohort Integrity	World History English 2 Chemistry	US History English 3 AP English Language Physiology	Gov/Econ English 4 AP English Literature Physics/ Advanced Science (Optional)	[Link to outcomes] Fremont Academy Flyers 2023-2024
Math	Geometry	Algebra 2	Advanced Match (optional)	
Technical Core/Theme (CTE Sequence)	Construction Tech 2	Architecture 2	Design Build Multicraft Core Curriculum: Building Scaled Structures CTE (certified pre-apprenticeship)	
Dual Enrollment		Laney College Wood Technology: WDTEC 10 WDTEC 11	Laney College Wood Technology: WDTEC 200 WDTEC 20	
Integrated Projects/ Common Performance Assessments	10th grade Mini-Capstone: Dream House Project		CTE Intergrated Senior Capstone	
Defenses or Capstones	10th grade Mini-Capstone: Dream House Project		Graduate Capstone Project: Policy Research Paper, Action Project, CTE, History, ELA integration, Public Presentation	
Other Courses / Electives	Spanish 1,2, EPH 2,3, Art, PE	Spanish 2, EPH 2,3, Art, PE, Drama, AP Chemistry, AP Lang, AP Spanish	Spanish 1,2,3, EPH 2, Art, PE, Drama, AP Chemistry, AP English Literature, AP Gov, AP Spanish	
Other Student Experiences (post-session, intersession, rituals, class trips, assemblies)	Week of Welcome Architecture Assembly Cal Adventures Ropes Course/UC Berkeley Honor Roll Assemblies	Week of Welcome Architecture Assembly Camp Sylvester/UC Davis Honor Roll Assemblies	Week of Welcome Architecture Assembly Mt. Tam camping trip Honor Roll Assemblies	

Fremont High School Architecture & Design Program of Study

Industry Sectors: Building and Construction Trades / Engineering and Architecture

Industry Partners: *Byrnes Kim Design Works, City of Vallejo, The Crucible, Cypress Mandela, Dougherty & Dougherty, Eby Construction, HKIT Architects, McCall Design Group, Melrose Leadership Academy, Nor-Cal Laborer's Apprenticeship Training Center, Peter's Kettle Corn, Sheet Metal Workers' Local 104, Stanford Design School, Tradeswomen, Inc.*



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Work Based Learning [reference documents: WBL Continuum WBL Costs Calculator]	[Summary of Career Awareness WBL experiences] e.g: 3 Guest Speakers Informational Interviews with outside professionals done in class 1 off campus shadow day done in pairs Host and coordinate 2 job fairs	[Summary of Career Exploration WBL experiences] e.g. 4 Guest Speakers Informational Interviews with outside professionals done off campus Summer Internships for 50 of rising seniors	[Summary of Career Preparation WBL experiences] e.g. 4 Guest Speakers Trip for 50 students to Peralta CTE programs Spring internships for 30 on-track seniors	Certifications <ul style="list-style-type: none"> • OSHA certification via Cypress Mandela • Eby Construction certification
Student Leadership	ECCCO; Skills USA	ECCCO; Skills USA	ECCCO; Skills USA	
Summer Learning (Summer Bridge, summer learning, credit recovery)	Fremont Summer Intervention HACK	ECCCO summer internship OUSD Credit Recovery HACK	Cypress Mandela Adult Program	
College Exposure	UC Adventures Ropes Course/UC Berkeley	Camp Sylvester/UC Davis		
Study Tour Destinations	Varies by year			
Advisory Structure	Grade-level Advisory 2x week for 40 min	Grade-level Advisory 2x week for 40 min	Grade-level Advisory 2x week for 40 min	
Personalized Supports	Advisory Study Hall Yearly 1:1 with counselor			
Use of expanded learning time (before or after school)		Wednesday student internship with industry partner on site ACE Mentor Program		

[Fremont]-[Media] Program of Study

Industry Sector: [Arts, Media and Entertainment 111 - Media Arts](#)

Industry Partners: 51Oakland, Alternatives in Action, Bay Area Urban Debate League, Bay Area News Group, Community Alliance for Learning, History in the Making Entertainment, KDOL, Kerosene Lamp Foundation, KTOP, Oakland Museum of CA, Oakland Technology Exchange (OTX), Pandora Radio, Kevin Powell, San Francisco International Film Festival, Youth Speaks/Brave New Voices/The Living Word, Youth Together



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Pathway Vision	What is the instructional vision and desired experience for students that will drive the pathway? The Production Process (Pre-Production, Production, Post-Production)			
Pathway COP Meeting Time: ☰ CTE 03_Program of Stud...	10th Grade Program Grade level meeting time:	11th Grade Program Grade level meeting time:	12th Grade Program Grade level meeting time:	Graduate Pathway Outcomes (Student Learning Outcomes)
Academic Core Student Cohort Integrity (Replace with course names linked to course descriptions)	World History (AP) World History English 2 Chemistry Mini-Capstone: 10th grade integrated project	US History AP US History English Expository Film AP English Language Physiology	American Government /Economics English 4 AP English Literature Physics/ Advanced Science (optional)	Fremont Graduate Outcomes
Math	Geometry	Algebra 2 or Pre-Calculus	Advanced Math (optional)	
Technical Core/Theme (CTE Sequence) For reference: MEDIA ACADEMY CTE SEQUENCE	Multimedia I: Intro to Multimedia Production Photography	Art of Digital Film CTE elective: Graphic Communications	Advanced Digital Filmmaking (Capstone)	
Dual Enrollment		GRART 36 Adobe Photoshop Basics Graphic Arts/ Photo		
Integrated Projects/ Common Performance Assessments	10th grade Mini-capstone: <i>What is Home? project? Exhibition</i>		Graduate Capstone with CTE integration	
Defenses or Capstones	What is home? 10th grade mini capstone		[Graduate Capstone] 24-25 Guide	
Other Courses / Electives	Spanish 1,2, EPH 2,3, Art, PE Academic Literacy 2	Spanish 2, EPH 2,3, Art, PE, Drama, AP Chemistry, AP English Literature, AP Spanish, Math Analysis, Academic Literacy 3	Spanish 1,2,3, EPH 2, Art, PE, Drama, AP Chemistry, AP English Literature, AP Gov, AP Spanish, Math Analysis, Academic Literacy 4	
Other Student Experiences	Week of Welcome Media Assembly			

[Fremont]-[Media] Program of Study

Industry Sector: [Arts, Media and Entertainment 111 - Media Arts](#)

Industry Partners: 51Oakland, Alternatives in Action, Bay Area Urban Debate League, Bay Area News Group, Community Alliance for Learning, History in the Making Entertainment, KDOL, Kerosene Lamp Foundation, KTOP, Oakland Museum of CA, Oakland Technology Exchange (OTX), Pandora Radio, Kevin Powell, San Francisco International Film Festival, Youth Speaks/Brave New Voices/The Living Word, Youth Together



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

(post-session, intersession, rituals, class trips, assemblies)	Hallway Events for the holidays Honor Roll events			
Work Based Learning [reference documents: WBL Continuum WBL Costs Calculator]	[Summary of Career Awareness WBL experiences] [Fremont WBL Document] e.g: 3 Guest Speakers Informational Interviews with outside professionals done in class 1 off campus shadow day done in pairs Host and coordinate 2 job fairs	[Summary of Career Exploration WBL experiences] [Fremont WBL Document] e.g. 4 Guest Speakers Mock Interview Day for all 11th graders Summer Internships for 50 of rising seniors	[Summary of Career Preparation WBL experiences] [Fremont WBL Document] e.g. 4 Guest Speakers Trip for 50 students to Peralta CTE programs Spring internships for 30 on-track seniors	Certifications
Student Leadership	Media Academy Advisory Board	Media Academy Advisory Board	Media Academy Advisory Board	
Summer Learning (Summer Bridge, summer learning, credit recovery)	Fremont Summer Intervention ECCCO summer internship HACK	ECCCO summer internship OUSD Credit Recovery HACK		
College Exposure	Dual Enrollment Courses	Dual Enrollment Courses College Visits	College Visits - CSU East Bay - CSU Sacramento State	
Study Tour Destinations	Varies by year			
Advisory Structure	Advisory 2x week	Advisory 2x week	Advisory 2x week	
Personalized Supports	Advisory Study Hall Yearly 1:1 with counselor			
Use of expanded learning time (before or after school)	Business of Music Internship OAL Media Team	Business of Music Internship OAL Media Team	Business of Music Internship	

Work-Based Learning Lead:

Pathway Name: Architecture Academy

Collaborators: Hoang, Nardie, Prober, Lee

Central Resources

- [WBL Continuum](#)
- [Non-OUSD Sample WBL Plans](#)
- [OUSD 2023-24 WBL Plans](#)
- [Sample Goals](#)
- [Linked Learning Alliance Work Based Learning Silver and Gold Certification](#)
- [Measure N EIPs](#)

WBL Plan Template Options:

- [Calendar Template](#)
- [WBL Continuum Template](#)

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

- 1.
- 2.
- 3.

Calendaring WBL (in [Program of Study](#)):

- For All-Student Experiences: note WBL experience, teacher, class, and industry partner for each item*
- For Targeted Student Experiences: note subgroup, WBL experience, and staff lead*

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
10	All-Students	- Club Fair during advisory	- UC Berkeley (Environmental Design)				
	Focal students	- Construction Linked Mentorship (GCIGC)	- Skills Trade Fair - Oakland Manufacturing day	- Construction Linked Mentorship (GCIGC)	- Construction Linked Mentorship (GCIGC)	- Construction Linked Mentorship (GCIGC)	

			- Construction Linked Mentorship (GCIGC)				
11	All-Students	- Club Fair during advisory - ACE Mentorship Presentation	1)Resume building		SFSU		
	Focal students	- Construction Linked Mentorship (GCIGC)	- Skills Trade Fair - Oakland Manufacturing day - Construction Linked Mentorship (GCIGC) - SkilledUSA Prep	- Construction Linked Mentorship (GCIGC) - SkilledUSA Prep	- Construction Linked Mentorship (GCIGC) - SkilledUSA Competition - ACE Mentorship	- Construction Linked Mentorship (GCIGC) - SkilledUSA Competition - ACE Mentorship	
12	All-Students	- Club Fair during advisory - Post Secondary survey - ACE Mentorship Presentation	- Post Secondary survey - UC Davis (Environmental Design) - Construction Linked Mentorship (GCIGC) - SkilledUSA Prep				
	Focal students	- Construction Linked Mentorship (GCIGC)	- Skills Trade Fair - Construction Linked Mentorship (GCIGC) - SkilledUSA Prep	- Construction Linked Mentorship (GCIGC) - SkilledUSA - Quattrocchi Kwok Architects Presentation	- Construction Linked Mentorship (GCIGC) - SkilledUSA - Quattrocchi Kwok Architects Project Programing - ACE Mentorship	- Construction Linked Mentorship (GCIGC) - SkilledUSA Competition - Quattrocchi Kwok Architects Project Presentation - ACE Mentorship	
Partner-Staff Engagements Advisory board meetings, externships, etc.							

General Roles/Responsibilities:

	Co-Director: SLC/Team Collaboration/Internal Ji Lee	Co-Director: CTE/Technical/External Phong Hoang
Must Have	<ul style="list-style-type: none"> Multiple years of teaching experience with a track record of growth and positive outcomes for students Highly motivated, takes initiative Collaborative, team leader, and team player 	
SLC Common Practices	<ul style="list-style-type: none"> Academic / SEL Student Interventions Use of data to drive SLC initiatives Job/ Career Mentoring Practices 	
Areas of responsibility	High Priority/Must-Do	High Priority/Must-Do

	<p><u>Guide and Lead SLC Team</u></p> <ul style="list-style-type: none"> ● Plan SLC Meeting Agendas (1 hr weekly) <ul style="list-style-type: none"> ○ Mapping goals & objectives ○ Defining & sharing leadership work ● Facilitate SLC meetings (1-2 hrs bi-weekly) <ul style="list-style-type: none"> ○ Student intervention and support with case managers ○ Shared instructional practice with peer observation and cycles of inquiry ○ Curriculum mapping for cross-curricular integration ○ Team building & development ○ Advisory coordination ● Orient new academy teachers; coordinate the shared roles other teachers will play <p><u>Community Building</u></p> <ul style="list-style-type: none"> ● Plan family-like culture celebrations, including welcome, empowerment & recognition for students, teachers, team 	<p><u>Compliance and Reporting</u></p> <ul style="list-style-type: none"> ● End-of-Project Financial Expenditure Report (EOP) due end of May for the state ● Letter -of-Intent (LOI) ● CAPAAR Report ● Measure N Presentation <p><u>Budget</u></p> <ul style="list-style-type: none"> ● Budget development, management and implementation for CPA and Measure N funds to ensure that all expenditures are in alignment with academy goals and student achievement. ● Work with HSLLO around Perkins and other central grant opportunities <p><u>Community Building</u></p> <ul style="list-style-type: none"> ● Coordinate planning, logistics and paperwork for college and community-building trips <p><u>CTE/WBL</u></p> <ul style="list-style-type: none"> ● Sequence and refine experiences we want for all academy students <ul style="list-style-type: none"> ○ Guest speakers ○ Career visits ● Coordinate planning, logistics and paperwork for CTE guest speakers and career trips in communication with HSLLO staff and industry partners ● Developing and implementing Industry/CTE projects i.e. OHA ● Infrastructure needs (i.e. wood shop, studio) ● Coordinate student recruitment ● Coordinate teacher attendance of CPA conference in March
	<p>Medium Priority/Seasonal</p> <p><u>Recruitment</u></p> <ul style="list-style-type: none"> ● Participate in recruitment and placement of new academy students (3-5 Spring meetings, 1 tour day) 	<p>Medium Priority/Seasonal</p> <p><u>Internships</u></p> <ul style="list-style-type: none"> ● Provide support academy internships: placements, advising, coordinate preparation with CTE teachers and advisors (2 Fall, 3 Spring WBL team meetings, Spring intensive hours)

		<u>Partnerships</u> <ul style="list-style-type: none"> ● Build and facilitate advisory board that includes industry, post-secondary and community partners (2 meetings per year) ● Coordinate with OUSD director of trades
	Additional	Additional
Co-director shared responsibilities	<p>High Priority/Must-Do</p> <p><u>School Leadership</u></p> <ul style="list-style-type: none"> ● Attend and participate in weekly SLC collaboration (2 hrs weekly) ● Long-term pathway design and planning. ● Serve as a conduit of information between the Lead Team, Admin Team, Departments/Department Leads, SLC members, and families ● Share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards pathway goals <p>Medium Priority/Seasonal</p> <p><u>School Leadership</u></p> <ul style="list-style-type: none"> ● Collaborate with principals and other school leaders to complete the pathway tabs of the SPSA: identifying and reviewing data, reflecting on progress, setting goals, identifying and planning strategies to work towards goals, identifying and planning budget allocations to resource those strategies (March/April) ● Representing with principals and other school leaders at the annual Measure N Commission review (March/April) <p><u>Program of Study</u></p> <ul style="list-style-type: none"> ● Research, reflect, and revise pathway student learning outcomes for each grade level and communicate to SLC team to: <ul style="list-style-type: none"> ○ Drive curricular development of cross-disciplinary integrated projects ○ Drive planning and alignment with work based learning opportunities <p><u>Guide and Lead SLC Team</u></p> <ul style="list-style-type: none"> ● Plan and coordinate bi-annual SLC team retreats ● Recruit and screen applicants and serve on interview teams for positions impacting SLC ● Ensure master schedule provides academy cohort <i>integrity</i> in required number of classes for grades 10-12 per state regulations ● Plan logistics for college/career/team-building trips <p>Additional</p>	

<p>Team shared responsibilities</p>	<p>High Priority/Must-Do</p> <p><u>Cross-curricular (Integrated Projects)</u></p> <ul style="list-style-type: none"> • Create and implement cross-curricular projects between CTE and Core classes <p><u>Student Support</u></p> <ul style="list-style-type: none"> • Hold space for the student interventions circles during SLC weekly meetings to identify students who need behavioral support and implement some strategies for those particular students • Build academy-wide systems for advising students about post-graduation options • Coordinate and maintain a system of parent communication and involvement. • Meet with administration to discuss students who demonstrate a need behavioral support. Looking at the student's classroom and school wide behavior, SLC director and admin will schedule Student Success Meeting with student, parent and teachers. • Refer student to COST team if desired outcomes are not being manifested despite interventions.
	<p>Medium Priority/Seasonal</p> <p><u>Logistics</u></p> <ul style="list-style-type: none"> • Attend CPA conference in March • Support with coordination and chaperone field trips
	<p>Additional</p>

Next Steps in Plan Implementation:
The plan template build out plans above template above. The [Work-Based Learning](#)

Development /
below is for reference as leads OR to use in lieu of the template below mirrors the [Continuum](#).

Grade	Career Awareness: Learning ABOUT work	Career Exploration: Learning ABOUT work	Career Preparation: Learning THROUGH work	Career Training: Learning FOR work
	Groups of students	Small group or individual	Individual or small group (projects only)	Individual, over time
	<ul style="list-style-type: none"> Workplace tour Guest speaker / teacher Career fair Visit a workplace 	<ul style="list-style-type: none"> Informational interview Job shadow Virtual exchange with a partner 	<ul style="list-style-type: none"> Student-run enterprise with partner involvement Virtual enterprise Integrated projects with partners Service projects Internships 	<ul style="list-style-type: none"> Internship required for a credential or entry to occupation Apprenticeship Clinical experience On-the-job training Work experience
9th				
10th				
11th				
12th				

General Roles/Responsibilities:

Person or Position	Responsibilities

Next Steps in Plan Development / Implementation:

-

Work-Based Learning Lead:

Pathway Name: Distinguished Media Academy

Collaborators: Miranda, Kunishi, Media SLC

Central Resources

- [WBL Continuum](#)
- [Non-OUSD Sample WBL Plans](#)
- [OUSD 2023-24 WBL Plans](#)
- [Sample Goals](#)
- [Linked Learning Alliance Work Based Learning Silver and Gold Certification](#)
- [Measure N EIPs](#)

WBL Plan Template Options:

- [Calendar Template](#)
- [WBL Continuum Template](#)

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

1. Provide multiple outlets for students to explore interests in a broad scope of media. (galleries, exhibits, focus artist, freelance artist, production studios local musical artists)
2. Pathway related career guest speakers

Calendaring WBL (in [Program of Study](#)):

- For All-Student Experiences: note WBL experience, teacher, class, and industry partner for each item*
- For Targeted Student Experiences: note subgroup, WBL experience, and staff lead*

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
10	All-Students	<ul style="list-style-type: none"> • Club Fair during advisory • CEV - Chabot 	CEV Chabot CSU Fair 10/4	Media Exhibition		Presidio Trust Monument	
	Focal students				KQED: Youth Takeover		
	All-Students	Club Fair during advisory	<ul style="list-style-type: none"> • Resume building/pro 	Media Exhibition		Cogswell Polytechnical guest speaker /	

11		CEV - SF State 9/30/25	<ul style="list-style-type: none"> per email CSU Fair 10/4 CEV - San Jose State 11/3 			Overnight trip	
	Focal students		Skills Trade Fair			Alcatraz Island	
12	All-Students	Club Fair during advisory Post Secondary survey Film Screening CEV - Sac State CEV - Eastbay	<ul style="list-style-type: none"> Post Secondary survey CSU Fair 10/4 	Media Exhibition			
	Focal students	Oakland International Film Festival			Financial literacy WorkShops		
Partner-Staff Engagements Advisory board meetings, externships, etc.			Back to School Night				

General Roles/Responsibilities:

Person or Position	Responsibilities
Miranda Kunishi Basta Zapata Vu Collins	CSU SAC, CSU Eastbay, UC Santa Cruz CSU San Jose State CSU San Francisco, City College Chabot College CSU Eastbay, CSU Sacramento State

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Next Steps in Plan Development / Implementation:

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The plan template below is for reference as leads build out plans above OR to use in lieu of the template above. The template below mirrors the [Work-Based Learning Continuum](#).

Grade	Career Awareness: Learning ABOUT work	Career Exploration: Learning ABOUT work	Career Preparation: Learning THROUGH work	Career Training: Learning FOR work
	Groups of students	Small group or individual	Individual or small group (projects only)	Individual, over time
	<ul style="list-style-type: none"> • Workplace tour • Guest speaker / teacher • Career fair • Visit a workplace 	<ul style="list-style-type: none"> • Informational interview • Job shadow • Virtual exchange with a partner 	<ul style="list-style-type: none"> • Student-run enterprise with partner involvement • Virtual enterprise • Integrated projects with partners • Service projects • Internships 	<ul style="list-style-type: none"> • Internship required for a credential or entry to occupation • Apprenticeship • Clinical experience • On-the-job training • Work experience
9th				
10th				
11th				
12th				

General Roles/Responsibilities:

Person or Position	Responsibilities
Miranda Kunishi, Vu, Wilson Agnes Zapata Jaliza Collins	CSU SAC, CSU East Bay, San Jose State, UC Santa Cruz Chabot College, UC Santa Cruz, SF Moma San Francisco State HBCU College Fair, Merritt College, Laney College

Next Steps in Plan Development / Implementation:

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Master Schedule 25-26 with Key

Room	Teacher Name	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Advisory	Collab * Draft	SLC
1105	Acosta	Prep	Push In	Push In	Study Skills 11	Push In	Push In	Prep	No Advisory		
Gym	Alexander	PE	PE	PE NEST	PE	Prep	Prep	AD Prep	No Advisory	None	Media
3204	Almendarez	World History (A)	History	World History (A)	World History (A)	World History (A)	Prep	Ethnic Studies	10th ARCH	History	Architecture
4211	Alvarado	AcELD 1	AcELD 1	Prep	AcELD1	ELA	ELD 5	Credit Recovery	9th	ELA	9th House
1110	Anderson	Prep	AP Lit	ELA 3 (A)	ELA 3 (A)	ELA	ELA 3 (A)	ELA3 (A)	11th ARCH	ELA	Architecture
1105	Ayon	Push In Zap	Study Skills 11	Prep	Push In Anderson	Prep	Push In Anderson	Push In Vu	No Advisory		
A6	Baez	Civic Eng							No Advisory		
1217	Basta	Film 11	Film 11	Prep	Film 11	Film 11	Film 11	Prep	11th Media	11th Grade + ELA 3	Media
1105	Brown	Push In Vu	Push In Myhre	Prep	Push in Alm	Prep	Study Skills 10	Push In Zinyemba	No Advisory		
A2	Cadji	World History (M)	History	World History (M)	World History (M)	AP World	Collab (CTE, Ca	World History (M)	10th Media	History	Media
4212	Chan	Math	Algebra 1	Prep	Algebra 1	Algebra 1	CORE	Credit Recovery	9th	Math	9th House
1203	Charlesworth	Government (M)	History	Government SEI	Government (M)	Government (M)	Government (M)	Prep	12th Media	History	Media
3207	Christie	Prep	Art 1 SEI	Art 1	Art 1 SEI		VAPA	Art 2	9th NEST	VAPA - Wilson	NEST
1209	Coleman	Prep	Photo DE / 01 (DE PLCHLDF	Intro Multimedia	Intro M/M SEI	Intro Multimedia	Collab (CTE, Ca	Intro Multimedia	10-12	10th Grade Media	Media
1112	Delman	ELD 3	ELD 3	ELD	SEI 4	Prep	ELD 3	ELD 3	11th NEST	ELD	NEST
3210	Deneng	Prep	Study Skills	Geo L1	Prep	Alg 2 L1	Alg 1 L1	Alg 2 L1	9-12 Caseload		
	Djavahery					Art 1 SCP			No Advisory	VAPA	
1109	Driscoll	Prep	Chem (M)	Bio	Science	Bio	Chem (M)	Bio	10th Media		Media
3208	Gex	Chem (M)	Prep	Chem SEI	Science	Chem SEI	Chem (M)	ChemSEI	12th NEST	Science	NEST
3201	Gonzalez	Prep	ELA4 (M)	ELA 4 (M)	ELA 4 (M)	ELA	ELA 2 (A)	ELA 2 (M)	12th Media	ELA	Media
Gym	Goodwin	PE	PE	Prep	PE	PE	Prep	PE	No Advisory	None	
A6	Haile	Math	Algebra I X	Geometry SEI	Algebra I X	Geometry SEI	Prep	Geometry SEI	10th NEST	Math	NEST
Library	Hale				Pathway Seminar						
4215	Harris	Government (A)	History	Government (A)	Government (A)	Government (A)	AP Af Am	Prep	12th ARCH	History	Architecture
A5	Herrera	Math	Algebra I SEI	Math Support	Prep	Algebra I SEI	Algebra I SEI	Math Support	9th NEST	Math	NEST
1116	Hoang	Prep	Arch 2	Arch 2	Arch 2	Arch 2	Prep	Dir Prep	No Advisory	11th Grade + Algebra 2	Architecture
3102	Jeffries	Math	Geometry (M)	Geometry (M)	Geometry (M)	Geometry (M)	Prep	Geometry (M)	10th Media	Math	Media
3213	Johnson	Physics	Physics	Prep	Science	Physics	Physics	Physics	12th ARCH	Science	
4113	Juarez-Morales	World History SEI	History	World History SEI	US History SEI	Prep	US History SEI	World History SEI	11th NEST	History	NEST
4301	Kim	Bio	Bio	Prep	Science	Physio	Physio	Credit Recovery	9th	Science	9th House
1206	Kunishi	Prep	Yearbook Prep	Intro Multimedia	Intro M/M SEI	Intro Multimedia	Collab (CTE, Ca	Yearbook	10th Media	10th Grade Media	Media
4300	Lee	ELA 2 (A)	Prep	ELA 4 (A)	ELA 4 (A)	ELA	ELA 2 (A)	ELA 2 (A)	12th ARCH	ELA	Architecture
4111	Lobaco	ELD 4	AcELD2	ELD	ELD 4	Prep	ELD 4	ELD 4	10th NEST Lead	ELD	NEST
3205	Long	English 1 L1	Prep	English 4 L1	English 4 L1	ELA	English 3 L1	English 2 L1	9-12 Caseload		
1208	Lu	Physio	Prep	Bio	Science	Bio	Physio	Bio	9th	Science	9th House

Master Schedule 25-26 with Key

Room	Teacher Name	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Advisory	Collab * Draft	SLC
4114	Lutwak	ELD 2 (H)	ELD 2 (H)	ELD	Prep	SEI 2/3	ELD 2 (H)	ELD 2 (H)	10th NEST	ELD	NEST
4116	Madrigal	Ethnic Studies SEI	History	Ethnic Studies SEI	Ethnic Studies SEI	Ethnic Studies X	Ethnic Studies X	Prep	9th NEST Lead	History	NEST
3202	Mahestri	Gov/Econ L1	History	US H L1	World History L1	Gov/Econ L1	Prep	Social Studies	9-12 Caseload		
Gym	Marks	PE NEST	Prep	PE NEST	PE NEST	PE NEST	PE	Prep	No Advisory	None	NEST
1108	Martin-Edwards	Prep	Spanish 1	EPH 2	EPH 2	Spanish 1	Spanish 1	World Language	9-12	World Language	Media
Float	Mendez	EPH 2	EPH 2	Prep	EPH 2	EPH 2	AP Span Lit	World Language	No Advisory	World Language	NEST
3212	Mendez, J	Chem L1	Bio L1	Prep	Science	Physics	Physics	Credit Recovery	9-12 Caseload		
1214	Miranda	th (Miranda, Vu, C	Adv Film	Adv Film	Adv Film	Adv Film	Dir Prep	Prep	No Advisory	12th Grade Media + EL	Media
4303	Myhre	Prep	Chem (A)	Chem (A)	Science	Chem (A)	Chem (A)	Chem (A)	10th ARCH	Science	Architecture
1114	Nardie	rch (Nardie, Zinye	Construction 2	Construction 2	Construction 2	Prep	Construction 2 SE	Construction 2	11th ARCH	10th Grade + Geo + Cr	Architecture
1103	Nejad-Duong	US H (A)	History	US H (A)	Prep	US H (A)	AP US	Credit Recovery	11th ARCH	History	Architecture
1107	Parker	Prep	AP Span Lang	EPH 3	EPH 3	AP Span Lang	EPH 3	World Language	11th NEST	World Language	NEST
3206	Priestley	Bio X	Prep	Bio SEI	Science	Bio SEI	Bio X	Bio X	9th NEST	Science	NEST
4402	Prober	Design Build	Design Build / 01 (DE PLCHLDF	Design Build / 01 (DE PLCHLDF	Prep	Design Build	Design Build	Prep	12th ARCH	12th Grade Arch + ELA 4 + Gov	Architecture
A4	Randhawa	AcELD 3	Prep	AcELD3	AcELD4	ELA	AcELD4	AcELD3	11th Media	ELA	Media
4112	Robinson	ELD 1	ELD 1	ELD	ELD 5	Prep	ELD 1	ELD 1	9th NEST	ELD	NEST
1207	Rypa	US H (M)	History	Ethnic Studies	US H (Open)	Ethnic Studies	Ethnic Studies	Prep	9th	History	9th House
4302	Salomon	Physio	Physio SEI	Prep	Science	Physio SEI	Physio SEI	Physio	10th NEST	Science	NEST
3103	Simon	Drama	Drama	Prep	Prep (Formally Adv Dance)	Dance	VAPA	Dance (SEI)	9th	VAPA	9th House
1105	Soch	Push In Kim	Prep	ush In Zimmerma	Push In Chan	Study Skills 9	Push In Rypa	Prep	No Advisory		
3106	Swoffard	Study Skills	Prep	Math	Science	Prep	English	History	9-12 Caseload		
4115	Tomfohr	ELD 2 (L)	ELD 2 (L)	ELD	ELD 5	Prep	ELD 2 (L)	ELD 2 (L)	9th NEST	ELD	NEST
4214	Tu	Math	Algebra 1	Math Analysis	CORE	Algebra 1	Math Analysis	Prep	9th	Math	9th House
	LSA Cory Aguilar	Chicano Studies	History	Chicano Studies						History	
4213	Valentine	Ethnic Studies	History	Ethnic Studies	Ethnic Studies	Prep	US H (M)	US H (M)	11th Media	History	9th House
4216	Villanueva	ELA 1	Prep	ELA 1	AcELD2	ELA	ELA 1	ELA 1	9th	ELA	9th House
1211	Vu	ELA 2 (M)	Prep	ELA4 (A)	ELA 4 (A)	ELA	ELA 2 (M)	ELA 2 (M)	12th Media	ELA	Media
A3	Wang	Math	Algebra 1	Algebra 2	Algebra 2	Algebra 2	Prep	Algebra 1	11th ARCH	Math	Architecture
1106	Wenstrup	Prep	Spanish 2	Spanish 2	Spanish 2	Spanish 3	Spanish 2	World Language	10th ARCH	World Language	Architecture
3101	Whitson	Beg Band	Beg Band	Prep	Adv Band	Beg Band	VAPA	Beg Band	9th	VAPA	9th House
1105	Williams	Study Skills 12	Prep	Push In Lee	Push In Gonzalez	Push in Harris	Prep	Senior Support	No Advisory		
3209	Wilson	Prep	Art 1 9th	Art 1 9th	AP 2D Studio	Art 1 SCP	VAPA	Art 1 9th	9th	VAPA	9th House
1204	Zapata	ELA 3 (M)	Prep	APLang	ELA3 (M)	ELA	ELA 3 (M)	ELA 3 (M)	12th Media	ELA	Media
1205	Zerom	Math	Algebra 2 (M)	Algebra 2 (M)	Algebra 2 (M)	Algebra 2 (M)	Algebra 2 (M)	Prep	11th Media	Math	Media

Master Schedule 25-26 with Key

Room	Teacher Name	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Advisory	Collab * Draft	SLC
1104	Zhang	Math	Algebra 2 (A)	Algebra 2 (A)	Algebra 2 (A)	Algebra 2 (A)	Algebra 2 (A)	Prep	11th ARCH	Math	Architecture
3203	Zimmerman	ELA 1 NX	ELA 1 NX	Prep	ELA 1	ELA	ELA 1	ELA 1	9th	ELA	9th House
Float	Zinyemba	Math	Geometry (A)	Geometry (A)	Geometry (A)	Prep	Geometry (A)	Geometry (A)	No Advisory	Math	Architecture
Updated 1/8/2021	Directory										
	KEY:	ELA COLLAB	HISTORY COLLAB	MATH COLLAB	SCIENCE COLLAB	VAPA COLLAB	WORLD LANGUAGE	TEACHER PREP/NO CLASS			