

<b>Action Research</b>	<b>[Background]</b>
<b>School:</b>	Fremont High School
<b>Pathway/s:</b>	Architecture Academy; Media Academy (Newcomer student intergration into both pathways)
<b>Outcome Data</b>	<a href="#">Fremont Data Slides</a>
<b>Top 5 Measure N Funding Commitments</b>	<ol style="list-style-type: none"> <li>1. Classroom teachers for CTE and pathway-aligned core academic program of study. Funding two extra CTE teachers to support newcomer intergration.</li> <li>2. Co-principal for pathway development and schoolwide restructuring</li> <li>3. Pathway coach (0.5 FTE)</li> </ol>
<b>What inquiry question is driving your research to develop a quality Linked Learning pathway/school?</b>	<p>How are all of our interventions to support off-track students consistent across all pathways?  Are inteventions improving the number of students who are on-track?  How is our 2018-19 SPSA informed by whole school efforts (big rocks) and data in addition to pathway specific efforts (student outcomes) and data?  How do we balance all the competing priorities of master schedule design in service to pathway development and core academics - i.e. dual enrollment, wall-to-wall pathways, pathway cohorting and collaboration, Newcomer and SpEd integration, AP, intervention, etc.</p>
<b>What did you discover in the past year? (Please use data to support.)</b>	<p>Pathways are doing (and have the capacity) to do very similar efforts for student intervention: after school office hours/tutoring, incentive awards and recognitions, tracking student conversations, study hall "crunch" days. With Mandela Academy phasing out we are still in transition with teachers across multiple pathways. With limited CTE course capacity, most but not all newcomers have been integrated into pathways via CTE. Dual enrollment has allowed deeper learning in pathway theme as well as the opportunity for students to take courses across pathways.</p>
<b>What are you going to do differently or change moving forward?</b>	Holding pathway/SLC team meetings as part of minimum-day staff PD
<b>How do you anticipate this will improve Measure N outcomes for your students moving forward?</b>	We anticipate this will provide for greater consistency across teams, more points of contact to connect and share out the work of the teams to the whole school, and ability for more teachers, case managers and other support staff, and admin to attend and be a part of that pathway collaboration.

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

Enter text only into white cells—please do not edit text in cells of any other color!

### 1A: ABOUT THE SCHOOL

1) **School Name:** Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

2) **School Description:** Your school description will automatically populate from your 17-18 Site Plan.

3) **School Mission and Vision:** Your mission and vision will automatically populate from your 17-18 Site Plan.

*Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.*

**School:** Fremont High School

**School ID:** 302

#### School Description

Fremont's mission is to provide our diverse community with a rigorous education that instills creativity, critical thinking and technological skills so that our students are ready for the colleges and careers of their choice. Students will develop their skills through flexible pathways utilizing design thinking in Digital Media and Technology, Engineering and Architectural Design, Science, Health, Forensics and Global Studies and Public Service.

#### School Mission and Vision

School Mission:

Our school's mission is to provide our diverse community with a rigorous education that instills creativity, critical thinking, and literacy, while developing students technological, social-emotional, and leadership skills. In addition to college and career readiness for all our students, we value civic engagement and empowering students to act as agents of change throughout our school and local community.

School Vision:

Our school is a safe and welcoming place where all students, families, and teachers want to be, feel their needs are met and their voices are heard. Our students will graduate prepared for the colleges and careers of their choice through rigorous academic coursework and through equitable opportunities in career pathways, industry certifications, work-based learning, early college, and advisory.

#### Family & Student Engagement

### SCHOOL DATA SLIDES

[Fremont Data Slides](#)

### 1B: 18-19 NEEDS ASSESSMENT

**STRENGTHS & CHALLENGES**

**Task: Identify schoolwide strengths and challenges related to each data point.**

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

**IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.**

*Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

<b>Instructions:</b>	<p><b>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</b></p> <ul style="list-style-type: none"> <li>• Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?</li> </ul> <p><b>IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).</b></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>
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State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
<b>Graduation Rate</b>	~ Increased graduation rate by 9% ~100% of students participated in a pathway	~The 2015-16 graduation 4-year cohort rate is below the district rate:: 44.9%< 60.8%. ~The 4-yr dropout rate is 42.6% for all students while the district rate is 23.3%.	~ Continue monitoring students through advisory, small learning community, and student led conferences. ~Credit recovery options built into the schedule
<b>On Track to Graduate (11th Grade)</b>	~ 34% of juniors are on track to graduate.	~66% of our juniors are off track	~Continue monitoring students through advisory, small learning community, and student led conferences. ~Send home progress reports throuout the year
<b>A-G Completion</b>	~37% of seniors have completed A- G requirements	~ 62% of seniors still need to meet A-G requirements	~Offer credit recovery options when students fail a class. ~Advisory leads check in meetings ~Scheduled time for student-led conferences

<b>SBAC ELA</b>	~32% of student nearly met the ELA Standards	53% of students didn't meet ELA standards	~100% of students will participate in text-based Academic Discussion protocols in every subject area once a week. ~100% of student talk and tasks emphasize the use of critical thinking, moving from "within the text" comprehension to questions of greater complexity and require attention to craft and structure ("about the text"). ~Pilot a reading intervention model for 9th grade students using STARI, LLI, and small group instruction.
<b>SBAC Math</b>	~20% of students met Math standards	~ 80% of students haven't met the Math standard.	~Intervention for students who have failed Algebra I during first semester - skill development boot camp after school during spring semester to support foundational numeracy and math skills students need to succeed in math courses. ~Teachers will participate in Professional Learning Communities in order to analyze data, improve math instruction and increase academic talk in the math content area as aligned with CCSS . ~Increase student mathematical literacy by training teachers on effective strategies: Three Reads, Number Talks, and Academic Discussion. ~Engage in Lesson Study cycles ~Develop and/or select common assessments (curriculum embedded, district-developed or site-developed interims, etc.) to analyze at multiple points in the year
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	~19% of student passed AP classes ~85% of students passed with a C or better in Dual Enrollment Classes.	~5% of students failed their AP class. ~ 2% failed Dual Enrollment courses.	~Continue to strengthen dual enrollment sequence with the addition of a fieldwork courses.
<b>Pathway Participation/CTE Enrollment*</b>	~100% of 10th - 12th graders participated in a pathway.	~Chronic attendance is clearly an issue throuout the pathways.	~Improve curriculum integration (pathway theme, core content areas) and thus increase student engagement and instructional coherence, and align student supports for pathway students. By aligning into cohorted pathway pure teams of teachers, we will be able to focus team collaboration and professional development during the summer and school year to foster enhanced alignment and coherence.

<b>English Learner Progress</b>	~ 6 students were reclassified	~130 long term English Learners continue to be in the flat. Unable to meet the reclassification criteria.	<p>~Enrich and amplify instruction so that all students are supported with appropriate levels of scaffolding and rich, multiple entry points into a curriculum that emphasizes depth over breadth.</p> <p>~English learners produce language that communicates ideas and reasoning, even when that language is imperfect. They take advantage of available language supports and resources: peer support, sentence frames, multiple choice oral responses, visual representation, graphic organizers, home language, cognates, etc.</p> <p>~Ensure ELLs have full access to A-G credit-bearing classes.</p> <p>~Ensure ELLs have the opportunity to enroll in a Linked Learning Pathway.</p>
<b>Suspension Rate</b>	~ There's a decline from 232 incidents in 2016-17 to 76 incidents in 2017-18.	~ 76 of the suspension incidents continue to live under Violence.	<p>~Reduce suspension rate by 20 %.</p> <p>~All teachers &amp; support staff will be trained in and able to utilize restorative practices.</p> <p>~Focus on Community building and The Fremont Way in advisory.</p>

### 1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Graduation Rate</b>	4-year cohort grad rate: 65% (district avg in 2015-16); Senior graduation rate: 90%	Goal 1: Graduates are college and career ready	All Students	coming soon (seniors = 65%)	65%	coming soon	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)
<b>On Track to Graduate (11th Grade)</b>	75% of 11th graders on-track to graduation	Goal 1: Graduates are college and career ready	All Students	37.90%			Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)
<b>A-G Completion</b>	60% of seniors are a-g eligible	Goal 1: Graduates are college and career ready	All Students	23.50%			Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)
<b>SBAC ELA</b>	35% of students met or exceeded ELA standard	Goal 2: Students are proficient in state academic standards	All Students	15.50%			Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.

<b>SBAC Math</b>	20% of students met or exceeded math standard	Goal 2: Students are proficient in state academic standards	All Students	2.80%			Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
<b>AP Pass Rate</b>	25% of students pass an AP exam with a 3 or better	Goal 2: Students are proficient in state academic standards	All Students	2.90%			
<b>Dual Enrollment Pass Rate</b>	95% of students enrolled pass a dual-enrollment course		All Students	86.80%			
<b>Pathway Participation/ CTE Enrollment*</b>	100% of students enrolled in a pathway		All Students	96.50%			
<b>English Learner Progress</b>	70% of students are reclassified by the 12th grade	Goal 4: English learners are reaching English fluency	All Students	38.20%	coming soon	coming soon	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
<b>Suspension Rate</b>	5% of students are suspended	Goal 5: Students are engaged in school everyday	All Students	16.60%	coming soon	coming soon	Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources (SPSA, WASC, LCAP)

School: Fremont High School

School ID: 302

**2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

Instructions:		KEY:	
Please complete this self-assessment for your school. <a href="#">Click here for the full Measure N rubric.</a>		1: Not at all      3: Mostly 2: Somewhat      4: Completely	
1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p><b>School Leadership:</b> To what extent do school/ site leaders consistently demonstrate &amp; communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?</p>	2: Somewhat	<p>I have heard this communicated once.</p> <p>School decisions are not being made with the growth of pathways in mind. Hiring decisions are not made based on pathway needs, revisiting of vision and mission priorities are not reflected in budget decisions. For example: moving 10 teaching positions into Measure N will completely decimate our summer internship program and make our school-year internship program impossible -endangering the career ready portion of our mission and vision. . As well as endanger other pathway initiatives that have increased retention as well as A-G readiness.</p> <p>Much focus this year and next has been on 9th and 10th grade interventions and our Newcomer program, which has competed for the attention on pathways as the central strategy for school improvement. That being said, much trust has been placed in the academy and its directors to push those pathway agendas as they support schoolwide improvement. It's really a question of budget priorities and oftentimes I feel that this is out of our site administrator's control. We are all at the mercy of the district.</p> <p>Most if not all leaders at the school is focus on making sure the school vision and mission is the main focus. Everything we do in term of support and planning address the outcome we strive for.</p> <p>Allow SLC opportunity and support to have structured discussion around pathway vision</p> <p>Time is in the master schedule for collab this year, it will be moved to pd time next year, time is made for the required conferences and for CAPAAR and EOP report completion</p>	<p>Constant reiteration. At the forefront of all SLC's, all staff meetings, all PD. We need more verbal reminders and less written notification on meeting agendas.</p> <p>Look at alternatives, meet with all pathway leaders with complete transparency in one space prior to making decisions that are not in line with the vision and mission of the school.</p> <p>Stop thinking of equal and equitable as the same thing when talking about different pathway's ideas for intervention, culture building, student engagement in academy-cohorted classes.</p> <p>Because our pathways are so different, some of those ideas for intervention/engagement/culture-building should have room to be different.</p> <p>Continuing to explore and be creative in coming up with techniques on supporting the outcomes. Develop leadership within each pathway beyond the person who is currently in the position</p> <p>Increase time attending culminating project performances, increase time visiting the CTE classes and projects, during the day and weeks, refer to the vision of career education and the vision of dovetailing the other small learning communities into the vision of pathways</p>
		<p>To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?</p>	3: Mostly

<p><b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?</p>	<p>2: Somewhat</p>	<p>I believe that teacher demands and preferences are put above the needs of the pathway. The pathway being the students.</p> <p>School leaders have supported our academy's PD requests for design thinking workshops as well as building our program to include TWO UCCI courses and multiple Dual Enrollment courses.</p> <p>In our SLC, our leaders facilitate the goals and drive the direction of the collaboration time.</p> <p>Culminating projects, shared units, vertical alignment are all a work in progress, facilitation by the leaders of the sharing and observation of this work would highlight for the school community and the families and community the pathway engine, we are trying to do this, but transitions, crises (budget and enrollment and staffing issues) still push the sharing and observing aside. One pathway area that has seen tremendous progress and support is the growth of internship opportunity to our students, and the stip sub decision has improved the rate of job shadow and grad school visits, and the support of AP with a built in study seminar has increased the number of young people of color being motivated to be literate at a grade level and to be college ready. Further, the alignment/articulation with community colleges is stronger and improving. And the on track to graduate is strengthened by the commitment to the 7 period day.</p>	<p>Stop letting teachers hold the process hostage. This school has three pathways I am pretty sure that every teacher who accepted a position on this campus was made aware of this. I think that as a staff we should do a better job of explaining what pathways are so that everyone is clear.</p> <p>Continue supporting our academy's successes with vertical alignment in English/CTE classes in 11th grade for next year.</p> <p>Create opportunities for other team members to take on more tasks and lead different sections and take on particular responsibilities. Taking advantage of staff's talent and capacity.</p> <p>Increase teacher retention; bring on teachers who are willing to be a "change leader" for the pathway</p>
<p><b>School Leadership &amp; Vision Goal for 2018-19:</b></p>		<p>Increase communication and distributed leadership across small learning communities (SLC's) and departments among staff, while developing comprehensive understanding for all stakeholders of the school's pathways, post-secondary supports, and opportunities students will have as result of their education at Fremont High School.</p>	

<p><b>2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE</b></p>	<p><b>Current Score</b></p>	<p><b>Justification</b></p>	<p><b>Areas of Growth</b></p>
<p><b>Staffing Structure Aligned to Purpose:</b> To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?</p>	<p>2: Somewhat</p>	<p>Counselors and admin team are mostly unaware of Pathway structure and CPA requirements. Reticence amongst staff to work within the structure and plan accordingly.</p> <p>Our academy collaboration meetings are regularly attended by our case manager, counselor and Pathway Coach.</p> <p>In some ways we are, such as connecting with our counselors. Our counselors are much more involved now to the academy students' support, and our team is much more aware of the work they are accomplishing with our students. In regards to SPED, admin and even EL team, there are very little communication in spreading strategy to better support particular groups of students.</p> <p>Not much input or support during pathway collaboration from SpEd or newcomer programs</p> <p>The admission of EL to the Law Academy increased bi-lingual internship opportunities and motivation, a real problem is the way records are tagged -- we have a very hard time counting all our students as neither sped nor Newcomers are in our rosters when we ask for rosters for honor roll and for trips to job places</p>	<p>Counselors and admin team need to take the time to actually learn CPA requirements and to come to shared understanding with pathway directors as to what the must-do's/must-have's are.</p> <p>To the best of ability, keep our team consistent for next year.</p> <p>Sharing best practice, allocate more time for support staff to meet with pathway teams and actually work with teachers in support of students.</p>



<p><b>Alignment and Coherence of Leadership Bodies</b> To what extent do all leadership teams (culture &amp; climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?</p>	2: Somewhat	<p>Haven't seen this much in leadership meetings</p> <p>Not sure of my measurement here, as some of these acronyms are foreign to me.</p> <p>Each group seems to be approaching their goals separately</p>	Bring Jerry Winthrop down to speak to admin, SLC's and all stakeholders.
<p><b>Decision-Making Structure:</b> To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?</p>	2: Somewhat	<p>There has been much improvement this year versus last year in terms of including the teacher stakeholders (through SLC and department meetings), but I have not seen as much evidence of that for the other stakeholders. That being said, I might just be unaware!</p> <p>I believe there are a lot of decision-making structures and processes are unclear to all stakeholders. I believe a lot of teachers are unclear about how decisions.</p> <p>Flow chart</p>	
<p><b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?</p>	3: Mostly	Not all of our students are cohorted, our teachers are able to collaborate effectively because master schedule allows for it, resources are equitably distributed (but there's not that much in general to distribute) and facility assignments do support purpose.	Include updates on these topics in the weekly staff newsletter
<p><b>Equity Stance:</b> To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?</p>	3: Mostly	<p>The 9th grade wheel class supports student equity of access to programs of their choice. The established collaboration period for our academy allows for the planning time we need to create/work on our interventions for our academy students. Our Pathway Coach is a HUGE piece of that support. He is absolutely indispensable.</p> <p>Unclear to me how these decisions are made about who gets into which program</p>	<p>I think that we need address bias first before we can ask people to address equity.</p> <p>Many youth still don't think that they have full choice/buy-in to the academy they are in. Many dip into activities that other academies facilitate based on their interest, which makes it inequitable to their peers, as that's not possible to accommodate for all students.</p>
<p><b>Systems &amp; Structures Goal for 2018-19:</b></p>		<p>All students (9th grade, Newcomers, Special education, in addition to students in the Media and Architecture pathways) will develop relevant career-technical skills and academic skills (literacy, numeracy) to graduate ready for rigorous college academics and career apprenticeships.</p>	

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Hire CTE teacher for Media Academy to teach Media CTE sequence; collaborating with core academic teachers around integrated projects	All Pathways	All Students	Measure N	\$52,744.26	1105	TCHR110064	Building the Conditions	A1.1 Pathway Programs
Hire CTE teacher for Media Academy to ensure newcomer students have access to Pathway/Academy experiences	All Pathways	English Learners	Measure N	\$60,635.88	1105	NH0-328	Building the Conditions	A1.1 Pathway Programs
Hire CTE teacher for Architecture Academy to ensure newcomer students have access to Pathway/Academy experiences	All Pathways	English Learners	Measure N	\$24,254.35	1105	NH0-471	Building the Conditions	A1.1 Pathway Programs
Hire a co-principal to lead pathway development and restructuring school-wide	Whole School	All Students	Measure N	\$96,271.05	1305	CCHSDR0002	Building the Conditions	A2.9 Targeted School Improvement Support
Hire a co-principal to lead pathway development and restructuring school-wide	Whole School	All Students	General Purpose Discretionary	\$46,352.73	1305	CCHSDR0002	Building the Conditions	A2.9 Targeted School Improvement Support

Hire a pathway coach to support restructuring of pathways and lead effective pathway SLCs	All Pathways	All Students	Measure N	\$49,785.81	1305	CCCPWS9999	Building the Conditions	A1.1 Pathway Programs
Provide Architecture Academy Co-Director additional release period to coordinate SLC meetings, data analysis, etc.	All Pathways	All Students	California Partnership Academy	\$12,865.52	1122	TCHR110054	Building the Conditions	A1.1 Pathway Programs
Provide Media Academy Co-Director additional release period to coordinate SLC meetings, data analysis, etc.	All Pathways	All Students	California Partnership Academy	\$12,731.58	1122	TCHR110062	Building the Conditions	A1.1 Pathway Programs
2.0 FTE -- PE Attendants to supervise during PE classes and passing periods to ensure student safety and adherence to climate & culture expectations	Whole School	All Students	General Purpose Discretionary	\$46,978.62	2205	PEATTN0023, PEATTN0024	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)
1.0 FTE bilingual clerk to support parent and student engagement as well as communication in student/family home language	Whole School	English Learners	General Purpose Discretionary	\$29,616.96	2205	CLKBIL0043	Building the Conditions	A6.4 Parent/Guardian Volunteer Support
Hire CTE teacher for Media Academy to ensure newcomer students have access to Pathway/Academy experiences	All Pathways	English Learners	LCFF Supplemental	\$12,127.18	1105	NH0-471	Building the Conditions	A1.1 Pathway Programs
1.0 TSA to serve as coordinator of NEST program	Whole School	English Learners	Title I: Basic	\$84,745.06	1105	T11TSA0211	Building the Conditions	A4.1 English Learner Reclassification
WASC Yearly Membership Fee	Whole School	All Students	General Purpose Discretionary	\$1,000.00	5300		Building the Conditions	A2.9 Targeted School Improvement Support
Funds to mail report cards at each marking period and semester	Whole School	All Students	General Purpose Discretionary	\$5,000.00	5724		Building the Conditions	A6.4 Parent/Guardian Volunteer Support
CLASSSUPPT SALARIES OVERTIME			General Purpose Discretionary	\$10,000.00	2225		Building the Conditions	
SURPLUS			General Purpose Discretionary	\$8,500.00	4399			
SURPLUS			LCFF Supplemental	\$979.25	4399			
SURPLUS			LCFF Concentration	\$662.41	4399			
SURPLUS			Title I: Basic	\$19,840.87	4399			
SURPLUS			Title I: Parent Participation	\$4,709.43	4399			
SURPLUS			California Partnership Academy	\$98,629.49	4399			
SURPLUS			Measure N	\$9,000.00	4399			
EQUIP MAINTENANCE AGREEMT	Whole School	All Students	General Purpose Discretionary	\$10,000.00	5610		Building the Conditions	
BENEFITS -- benefits associated with FTEs funded out of GP Discretionary	Whole School		General Purpose Discretionary	\$66,919.09	3101, 3201, 3301, 3321, 3341, 3401, 3501, 3601, 3701, 3801, 3901, 3102, 3202, 3302, 3322, 3342, 3402, 3502, 3602, 3702, 3802, 3902		Building the Conditions	
BENEFITS -- benefits associated with FTEs funded out of Title 1-Basic	Whole School	Low-Income Students	Title I: Basic	\$56,603.65	3101, 3201, 3301, 3321, 3341, 3401, 3501, 3601, 3701, 3801, 3901, 3102, 3202, 3302, 3322, 3342, 3402, 3502, 3602, 3702, 3802, 3902		Building the Conditions	

BENEFITS -- benefits associated with FTEs funded by Measure N			Measure N	\$165,673.83	3101, 3201, 3301, 3321, 3341, 3401, 3501, 3601, 3701, 3801, 3901, 3102, 3202, 3302, 3322, 3342, 3402, 3502, 3602, 3702, 3802, 3902		Building the Conditions	
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## LANGUAGE & LITERACY

*What strategic actions are you taking to improve language and literacy outcomes for students this year?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
1) Lesson study cycles in department times - focus on language for learning indicators; 2) Instructional coaches with release time for each department to support new teachers and lead and facilitate lesson study; 3) 9th grade academic literacy built into 9th grade "wheel" elective to introduce students to the school's pathways; 4) LLI pilot for Resource students - ITL trains and supports RSP teachers to lead small group, leveled, literacy instruction; 5) Systematic implementation of SRI assessments - fall, mid-year, and spring	Partially Implemented	Somewhat Effective	1 & 2) TBD - currently in middle of second lesson study cycle; 3) Largest number and percentage of students who have grown between fall and mid-year SRI occurred in 9th grade; 4) TBD - pilot began at the start of the second semester, resource students have been assessed through F & P; half-time resource teacher lost due to credential issues, other resource teachers caseload impacted and less time dedicated to literacy efforts; 5) Completion rates for fall and mid-year SRI assessment improved by 6% each when compared to 2016-17

## IMPLEMENTATION GOALS

*Identify two 2018-19 implementation goals related to Language & Literacy.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Reading Level</b>	Of students currently not reading at grade level, 75% will grow by two or more grade levels.	All Students	67%	77%	77%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
<b>Common Core</b>	100% of students will participate in text-based Academic Discussion protocols in every subject area once a week. (CCSS S&L: 1, 4, 6)	All Students	N/A	100%	100%	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)

## THEORY OF ACTION

<b>Theory of Action</b>	If we invest in 9th grade reading intervention and adopt a schoolwide literacy strategy that will be incorporated throughout all subject matters then of students currently not reading at grade level, 75% will grow by two or more grade levels.
<b>How are you supporting English Language Learners?</b>	100% of students will participate in text-based Academic Discussion protocols in every subject area once a week.

<p><b>How are you building conditions for students and adult learning?</b></p>	<p>~100% teachers participate in inquiry cycles and classroom observations.  ~Teacher coaches dedicated to departments for content support.  ~Schoolwide focus on literacy and student supports.  ~Schoolwide focus on advisory and student led conferences to ensure student success.</p>			
<p><b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b></p>	<p><b>Governance Team (SSC, Parent Team, Student Leadership)</b></p>	<p><b>Leadership Team (ITL)</b></p>	<p><b>Pathway Teams</b></p>	<p><b>Department Teams</b></p>
	<p>1/29 SSC reviewed 2018-19 big rocks and made recommendations to adjust goals. 2/18 SSC/parent leaders approved big rocks and reviewed budget allocations. In addition, they voted for 2018-19 Title I expenditures. 2/29 SSC/parent leaders will meet to review and approve teacher/administration actions that will push the identified goals.</p>	<p>3/14 Single Plan for Student Achievement (SPSA) - review data for current Big Rocks to determine SPSA for 2018-19 Budget Development - align 2018-19 one-pager with SPSA, MS Priorities, and projections to determine staffing and program needs</p>		

**STRATEGIC ACTIONS**

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
<p>Literacy Acceleration- Stip Sub to provide small group instruction to 9th graders reading far below grade level.</p>	<p>Low-Performing Students</p>	<p>Title I: Basic</p>	<p>\$30,296.00</p>	<p>1105</p>	<p>NH0-477</p>	<p>Rigorous Academics</p>	<p>A2.1 Implementation of the CCSS &amp; NGSS</p>
<p>Inquiry Cycles Teacher Observations-STIP Sub</p>	<p>Low-Performing Students</p>	<p>LCFF Supplemental</p>	<p>\$30,296.00</p>	<p>1105</p>	<p>TCSTIP0478</p>	<p>Rigorous Academics</p>	<p>A3.2 Reading Intervention</p>
<p>1.0 Teacher FTE for 9th grade intervention class for 9th graders reading far below grade level.  Funded Centrally</p>	<p>Low-Performing Students</p>	<p>Central Resources</p>	<p>\$84,745.00</p>	<p>1105</p>	<p>TBD</p>	<p>Rigorous Academics</p>	<p>A3.2 Reading Intervention</p>

## RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

### RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	2+		3	Fremont has a clear vision for what each pathway is doing. We need to work on aligning the work to our senior capstone project next year.
Integrated Core	3-		3	We are working on building corework across classes to build the required skills.
Cohort Scheduling	2		3	Fremont has two pathways that all students are cohorted into.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2		2.5	The capstone project for our seniors is rigorous and demands students to be proficient in a variety of skills. Ensuring that all students starting with 9th grade begin to work towards those demands is our next step.
Collaborative Learning	2		1.5	Next year we seek to push teachers to incorporate collaborative projects.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2+		3	Teachers observe others through inquiry cycles. They work together sharing planning and resources in weekly SLCs.
Collaboration Time	2		3	Many teachers have collaborative time throughout the week. Including SLC time that is directed by SLC leads; We will continue to prioritize SLC collaboration and Department time.
Professional Learning	2		2.5	All teachers receive weekly PD including inquiry cycles and teacher observation time.

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

*What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>1) Grades analysis by departments at key check-points throughout year, particularly after 2nd and 4th marking periods - individual teachers and departments calibrate grading expectations and action steps to improve course pass rates; 2) Lesson study cycles implemented twice through professional development in department teams, with explicit focus on language for learning indicators; 3) Professional development for whole staff and on-going coaching for new teachers focused on Domain 2 of the OETF - Building a Supportive and Challenging Classroom Environment; 4) Whole school calibration and mentorship of current seniors in successfully completing the graduate capstone project and defense</p>	<p>Partially Implemented</p>	<p>Somewhat Effective</p>	<p>1) All departments articulated dept criteria for grading and aligned course grading policies to this criteria at the beginning of the school year; All dept identified action steps to improve D and F grades at the beginning of the 5th marking period; 2) All dept teams have participated in two lesson study cycles focused on language for learning indicators, majority of staff invested in lesson study as an effective strategy for improving overall practice and efforts to support literacy; 3) Efforts to coach new teachers have had highs and lows; particularly not enough coaching capacity sustained to support all new teachers as needed; 4) Despite significant collaboration and support of the senior Capstone project, retention and graduation rates remain static, particularly for most at-risk populations (transfer students, African American, Special Education)</p>
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**IMPLEMENTATION GOALS**

*Identify three 2018-19 implementation goals related to Rigorous Academics.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<p><b>Standards Based Instruction/ Project-Based Learning</b></p>	<p>MASTERY: 50% of teachers demonstrate mastery in one area of practice (curriculum, instruction, or assessment) as measured by staff developed rubric: Cross-curricular collaboration for 12th grade capstone project, and at least one other integrated (core subject &amp; CTE) project per SLC. ENGLISH LEARNERS: 10% of students are reclassified by the time they leave 12th grade. LITERACY: Of students currently not reading at grade level, 75% will grow by two or more grade levels.</p>	<p>All Students</p>	<p>N/A</p>	<p>N/A</p>		
<p><b>Graduate Capstone/Culminating Experience</b></p>	<p>Increase retention rate of seniors in 2018-19 by at least 10% by: - Providing additional supports for students most at-risk of not graduating: African American, SpEd, SIFE - Building upon the career and community-ready elements of the Capstone project: more integration with CTE - Enhancing whole community involvement: family and younger grade participation in capstone defenses</p>	<p>All Students</p>	<p>N/A</p>	<p>N/A</p>		
<p><b>Course Passage Rates</b></p>	<p>By the end of the 2018-19 school year, at least 41.2 % of students will be on-track, 53.9% of 9th graders, 27.6% of 10th graders, and 39.6% of 11th graders will be on-track to graduation.</p>	<p>All Students</p>	<p>N/A</p>	<p>12th grade meeting A-G: 50% 9th grade meeting A-G: 80%</p>	<p>Whole School: 41.2% 9th: 53.9% 10th: 27.6% 11th: 39.6%</p>	<p>Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.</p>

**THEORY OF ACTION**

<b>Theory of Action</b>	<b>If we focus on connecting learning across disciplines, providing additional supports for students most at-risk, and enhancing community involvement across our pathways then we will increase the rates of students in each grade on-track to graduation</b>			
<b>How are you supporting English Language Learners?</b>	ELD continuum built out by NEST (Newcomer) small learning community (SLC) to be shared with other non-ELD teachers to support consistent school-wide effort to improve English development across ELD and ELA courses as well as other content areas; ELD continuum will guide multidisciplinary intergrated curriculum across all content areas, including elective courses; Strategies and best practices to support Long-Term English Learners (LTEL's) shared across department chairs and instructional coaches to make accessible to array of content area teachers			
<b>How are you building conditions for students and adult learning?</b>	<p>Student learning: Enhanced intergration of curriculum across pathway cohorts. Students in Architecture, Media, Newcomer, and 9th grade pathways will all experience one curricular experience across multiple pathway courses at least once in 2018-19. Instruction and academic supports will be scaffolded and differentiated to best meet the need of at-risk populations (African-American, English Language Learners, Special Education) while pushing advanced students (GATE, etc.) to reach their highest potentially. Students will received college credit and advanced coursework through pathway course of study, advanced placement, and dual-enrollment courses. Dual-enrollment courses will build towards apprenticeships and industry certifications.</p> <p>Adult learning: Wednesday PD structured as a collaboration space for all of the SLCs to increase whole-school alignment and participation from teachers, support staff and admin. The time will be used for collaboration on integrated projects, sharing curricular and instructional best practices, learning about PBL and capstone competencies, and reviewing and aligning grades to improve practice. Department collaboration time will be built into the master schedule to structure mentorship, coaching, curricular and classroom organizational support, and aligning within the content area.</p>			
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>
	Student leaders will give feedback to department, SLC, and leadership teams around curriculum design, personnel committee, and 2018-19 instructional plan; SSC to review and provide revisions to 2018-19 SPSA in April of 2018	Staff focus groups and ILT advised key master schedule related decisions and collaborative/disrubutive leadership structure for 2018-19		Department chairs and instructional coaches recruited in the spring of 2018 to develop instructional leadership team for 2018-19; dept teams consulted regarding instructional program and teaching lines for 2018-19

**STRATEGIC ACTIONS**

<b>Strategic Actions</b>	<b>Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC</b>	<b>Which Linked Learning pillar does this support?</b>	<b>Associated LCAP Action Area</b>
Senior Capstone Course - 6 sections of Capstone course or 1.2 FTE invested to retain Capstone as separate senior course to increase college-ready research and writing, align to CTE program of study, and improve graduation rate (especially for at-risk populations) by increasing remedial English opportunities and senior mentoring (Lobaco, Quinn, Chaparro, Kim, Shweiky, Vacancy)	African American Students				TCHR110058, TCHR110061, TCHR110066, TCHR110056	Rigorous Academics	A1.3 A-G Completion



Smaller class size in cohorted 10th grade world history classes across pathways (in Arch, Media, and NEST) to support explicit development of student writing and progress towards Capstone project competencies and CCSS (0.6 FTE, one additional sections in each pathway)	All Students					Rigorous Academics	A2.7 Class Size Reduction
Texts and materials for Media Academy and Architecture and Construction Academy dual-enrollment courses. Students can take series of courses to earn professional certifications and pre-apprenticeship certifications	All Students					Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Professional development for integrated curriculum design and feedback (i.e. pathway teams work together to develop at least one grade-level integrated project/unit per pathway and get feedback from collaborative teams, instructional coaches, students, and industry partners)	All Students	Central Resources				Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
BONZO JR,R		LCFF Supplemental	\$28,901.20		TCHR110046	Rigorous Academics	
ROSENDO,D		LCFF Supplemental	\$54,530.56		TCHR110053	Rigorous Academics	
QUINN,J		LCFF Supplemental	\$54,530.56		TCHR110061	Rigorous Academics	
PARDO-FIGUEROA,M		LCFF Supplemental	\$28,967.93		TCHR110075	Rigorous Academics	
RILEY,C		LCFF Supplemental	\$58,455.36		TCHR110076	Rigorous Academics	
MEDEIROS,J		LCFF Supplemental	\$43,624.45		TCHR110086	Rigorous Academics	
NG,E		LCFF Supplemental	\$52,744.26		TCHR110144	Rigorous Academics	
CHRISTIE,J		LCFF Supplemental	\$56,494.11		TCHR110161	Rigorous Academics	
KIM,J		Central Resources	\$69,530.12		TCHR110056	Rigorous Academics	
CHAPARRO,S		Central Resources	\$51,974.58		TCHR110066	Rigorous Academics	
PARDO-FIGUEROA,M		LCFF Concentration	\$24,676.39		TCHR110075	Rigorous Academics	
MEDEIROS,J		LCFF Concentration	\$10,906.11		TCHR110086	Rigorous Academics	
0.8 FTE (LOBACO,A) - Newcomer teacher	English Learners	Measure N	\$56,167.24		TCHR110058	Rigorous Academics	
TESTING - Advanced Placement testing fees for low-income students.	Low-Income Students	General Purpose Discretionary	\$6,000.00	5875		Rigorous Academics	
TEACHERS SALARIES STIPENDS		LCFF Supplemental	\$17,000.00	1120		Rigorous Academics	

SUPPLIES		General Purpose Discretionary	\$101,295.90	4310		Rigorous Academics	
SUPPLIES		Measure N	\$1,935.10	4310		Rigorous Academics	
ELD teachers work to draft language development continuum to best support our English language learners across all content areas. Recently immigrated ELL's and long-term ELL's will be supported across other core content area classes (in addition to their ELD and ELA classes) after teachers collaborate together around supporting the English language development continuum in lessons, units, and projects	English Learners					Rigorous Academics	A4.4 Teacher Professional Development focused on English Learners
Department teams receive dedicated collaboration period (in addition to prep period) to meet twice per week to collaborate as a department around analysis of course grades and needed revisions to department-wide grading practices and interventions; Department teams will also engage in peer observation and cycles of inquiry through lesson study - teachers will have dedicated time in their schedule to plan together, observe one another, provide feedback, and discuss department-wide lessons and pedagogy.	All Students					Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
10th grade world history teachers, 9-12th grade ELA teachers, senior Capstone teachers, and other content-area teachers collaborate to vertically align instruction, assignments, and to calibrate around student work products for all reading, writing, and research competencies aligned to the senior Capstone project. Vertical alignment will include pulling apart of rubrics and alignment to ELA Common Core State Standards for each aspect of the Senior Capstone project. Upon graduation all students are expected to demonstrate mastery of the capstone competencies through their senior project and defense. Vertical alignment will help ensure that all students have multiple opportunities to practice desired skills and get feedback from teachers and peers numerous times over the course of their 9th-12th grade education. Vertical alignment and multiple opportunities to develop skills will allow all students (including Special Ed, ELL, and historically under-performing students) to demonstrate proficiency in senior Capstone project and CCSS.	All Students					Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS

Coordinate with resource teachers, SDC teachers, counselors, and core academic teachers to ensure all Special Education students are supported through master schedule, push-in, and pull-out supports to ensure all students remain on-track to graduation, are being pushed to their highest possible levels of achievement through intervention and IEP support plans.	Students with Disabilities					Rigorous Academics	A5.1 School Culture & Climate (Safe & Supportive Schools)
Support the acceleration of Gifted and Talented Students (GATE) through dual enrollment and advanced placement options; develop honors courses for 2019-2020 school year for 9th and 10th grade students to prepare them for success in AP courses and for more successful pass rate; GATE students should be able to graduate from Fremont with multiple college credits and college academic preparation through dual enrollment and advanced placement.	All Students					Rigorous Academics	A1.3 A-G Completion
BENEFITS - for FTE funded by LCFF Concentration	Low-Income Students	LCFF Concentration	\$13,755.09	3101, 3201, 3301, 3321, 3341, 3401, 3501, 3601, 3701, 3801, 3901	TCHR110075, TCHR110086	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
BENEFITS - for FTE funded by LCFF Supplemental	Low-Income Students	LCFF Supplemental	\$154,019.14	3101, 3201, 3301, 3321, 3341, 3401, 3501, 3601, 3701, 3801, 3901	TCHR110046, TCHR110053, TCHR110061, TCHR110075, TCHR110076, TCHR110086, TCHR110144, TCHR110161	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS

## WORK-BASED LEARNING

### WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2		2.5	Students have had a variety of experiences in each grade level, but they are not necessarily sequenced.
Pathway Outcomes	2+		2.5	Advisory has been able to supplement the curricular work primarily held in CTE; next year will be in a better position to integrate with core academic disciplines via a better articulated set of pathway student learning outcomes.
Pathway Evaluation	2		1	Feedback and evaluation has been mainly anecdotal and informal--an area of growth for the future.

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

*What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Continuing to build and develop many industry and community partnerships for all areas of the WBL continuum. Variety of guest speakers, industry tours, career fairs, and job shadows, primarily through the CTE teachers. A handful of students in school-year internships. Continued push for summer 2018 internships to maintain the 20 students per pathway target from summer 2017, via a site WBL team consisting of school, pathway and teacher leaders and staff. Survey of 11th grade career interests, resume writing and interview skills curricula in CTE and advisory, and site-based mock interview day and career fair in May. Ongoing counseling, application and interview support, and placement of students with teachers from all pathways participating.	Partially Implemented	Somewhat Effective	While there are a variety of experiences in each grade level, they are not necessarily sequenced. The site WBL workload as a whole is an addition to the plates of many of the school and teacher/staff leaders, so time and capacity has been a challenge.

### IMPLEMENTATION GOALS

*Identify three 2018-19 implementation goals related to Work-Based Learning.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
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<b>Career Awareness</b>	Students in special education and newcomers will be supported to investigate possible careers into their college and career plans	Students with Disabilities and ELs	N/A	100%	100%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
<b>Career Exploration</b>	Students who do not want to go to college will participate in a process of career exploration and develop a rigorous alternative path to meet their goals	Low-Performing Students	N/A	100%	100%	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)
<b>Career Preparation</b>	Senior project will offer students an opportunity to work in a collaborative team, implement rigorous research and developing community awareness. 100% will be given the opportunity to explore internships.	All Students	N/A	100%	100%	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)

## THEORY OF ACTION

<b>Theory of Action</b>	If we focus on building on the foundation of the WBL partnerships and experiences and further vetting and sequencing them, then we will see the relationship between teachers and partners mature and we will see students highly engaged in exploring the Media and Architecture & Design fields through a variety of sequenced activities and opportunities.			
<b>How are you supporting English Language Learners?</b>	Carrying over from the summer 2017 goals, target numbers of newcomer students have been included within the 20 summer interns per pathway (5 per pathway or 15 total). Each pathway has offered sheltered sections of CTE courses to support newcomers, with the CTE teachers receiving training and collaboration from the newcomer team and the central ELLMA office.			
<b>How are you building conditions for students and adult learning?</b>	<p>Student learning: Alumni and industry/community partners as mentors and classroom support. Current students who have held internships presenting to their peers. Incentives and awards recognitions to highlight student participation in WBL activities. Dual-enrollment courses will build towards apprenticeships and industry certifications.</p> <p>Adult learning: SLC provides space to share WBL opportunities, bring in industry partners, and chaperone industry visits. Site WBL team provides a common ground for pathways to come to the table around best practices and coordinating opportunities and placements.</p>			
	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>

<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	1/29 SSC reviewed 2018-19 big rocks and made recommendations to adjust goals. 2/18 SSC/parent leaders approved big rocks and reviewed budget allocations. In addition, they voted for 2018-19 Title I expenditures. 2/29 SSC/parent leaders will meet to reevaluate and approve teacher/administration actions that will push the identified goals.	3/14 Single Plan for Student Achievement (SPSA) - review data for current Big Rocks to determine SPSA for 2018-19 Budget Development - align 2018-19 one-pager with SPSA, MS Priorities, and projections to determine staffing and program needs		
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**STRATEGIC ACTIONS**

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Summer internship teacher/coordinator for work based learning career preparation and training experiences	All Students	Measure N	\$10,000.00	1120		Work-Based Learning	A1.1 Pathway Programs
Student summer internship stipends for work based learning career preparation and training experiences	Low-Income Students	Measure N	\$10,000.00	5825		Work-Based Learning	A1.1 Pathway Programs
Panels and presentations from students who have participated in school-year and summer internships	All Students	Measure N	N/A			Work-Based Learning	A2.2 Social Emotional Learning
CTE teachers deliver Career Preparation curriculum, supported by Advisory teachers	All Students					Work-Based Learning	A1.1 Pathway Programs
Site Mock Interview Day and Career Fair logistics, materials and supplies	All Students	Measure N	N/A			Work-Based Learning	A1.1 Pathway Programs
ARABIA,P will work with partners and students to ensure students get connected to an internship.	<b>English Learners</b>	Central Resources	\$35,781.36		TCHR110045	Work-Based Learning	A1.1 Pathway Programs
Student support mentors, case managers, admin, counselors, teacher/advisors, SLC directors, College and Career Readiness Coordinator, and pathway coach work together to identify and communicate about employment opportunities for our youth. COST, advisors, and SLC meetings will help identify economically disadvantaged students that are in dire need of employment and ensure that students have all materials and supports to secure the employment (resumes, application support, professional clothing, transportation, etc.)	Low-Income Students					Work-Based Learning	A5.2 Health and Wellness (Mental & Physical Health)

## COMPREHENSIVE STUDENT SUPPORTS

### COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2		2.5	
College & Career Plan	2		2.5	

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

*What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Student support team established to collectively support Tier 2 and 3 students - includes case managers, admin, counselors, and RJ coordinators who hold support for most at-risk students (foster youth, juvenile justice, homeless, low-income, and traditionally underserved students; African American, Latino males, Special Education); Advisory structure where every student has adult advocate on campus to improve home-school communication, primarily through bi-annual student-led conferences, meet twice weekly to build community, review grades and academic progress, and set and plan towards school year and post-secondary goals; Attendance team meets weekly to address chronically absent students - case managers, office staff, and admin meet to contact home, conduct home visits, and follow through with the SARB/SART process for chronically absent students; Small learning community (SLC) teams meet twice weekly, once focused on academics, and once focused on student support, to identify students that are in danger of not-passing and supports opportunities for off-track students as well as to provide additional enrichment for GATE and on-track students (internships, jobs, summer programs, etc.)	Fully Implemented	Effective	Suspension rate from 2017-18 reduced by half from 2016-17 school year, offering evidence that violence on-campus has been reduced by half or more, since nearly all suspensions are connected to violence on campus - student support team has played large role in preventing and mediating conflict on campus and off; Chronic absence rate is flat when compared to 2016-17 with no large gains in 2017-18; Student supports have had moderate impact on student progress to graduation when compared to 2016-17.

### IMPLEMENTATION GOALS

*Identify three 2018-19 implementation goals related to Comprehensive Student Supports?*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
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<b>Conditions for Student Learning (School Climate and Culture)</b>	<p>Students will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe SCHOOL CLIMATE as assessed by a variety of measurement tools such as referrals, discipline records, and surveys.</p> <p>ATTENDANCE: By June of 2019, the school-wide chronic absence rate will drop below 16.3% (verify data dashboard attendance rate vs. Aeries)</p>	<p>All Students</p>	<p>N/A</p>	<p>Chronic absence below 16.3%</p>	<p>Chronic absence below 13%</p>	<p>Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources (SPSA, WASC, LCAP)</p>
<b>College Access</b>	<p>Retention rate for senior class improves 10% from 2017 to 2019. 82 of 130 seniors graduated in June of 2017.</p> <p>College &amp; Career Center: 75% of seniors apply for FAFSA; &gt; 60% of seniors apply 4-year college</p> <p>All students 10-12th have exposure to college (visit campus, college fair, guest speakers, etc.)</p>	<p>All Students</p>	<p>63% of seniors graduated</p>	<p>70% of seniors graduated</p>	<p>80% of seniors graduated</p>	<p>Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)</p>
<b>Differentiated Interventions</b>	<p>Behavior interventions are led by case managers and supported by SLCs (see School Climate and Attendance goals above)</p> <ul style="list-style-type: none"> <li>- Weekly SLC meeting collaboration dedicated to student attendance and behavior</li> <li>- Roundtables coordinated and facilitated by advisors, attended by SLC teachers, case managers, and family</li> <li>- Attendance support via parent/guardian follow-up and SARB/SART process</li> <li>- 2 Student led conferences coordinated by advisors in collaboration with SLC and SpEd teachers, case managers, counselors and admin</li> </ul>	<p>All Students</p>	<p>54% of students had a student-led conference</p>	<p>63% of students had a student-led conference</p>	<p>75% of students had a student-led conference or a home visit</p>	<p>Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)</p>

**THEORY OF ACTION**

<b>Theory of Action</b>	<p>If we focus on school-wide climate, building community in SLCs, and aligning support persons, systems and interventions within and across SLCs, then we will decrease the rates of chronic absences and increase student safety and success.</p>
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<b>How are you supporting English Language Learners?</b>	Student-led conferences held in student's native language (Spanish, Mam, Arabic, Tongan, etc.) to improve home-school communication; ELL reclassification also a focus area for advisors during conferences with every advisor able to act as an ambassador for reclassification with student and family; College and financial aide options available to all students, regardless of country of origin, native language, and immigration status			
<b>How are you building conditions for students and adult learning?</b>	Students introduced to a culture of advisory and restorative justice in 9th grade through the 9th grade wheel elective and advisory experience; every SLC will have two celebratory school culture assemblies each semester in addition to school-wide celebrations (black history, women's empowerment, etc.); All students and adults on campus know the support staff most closely assigned to their SLC or team and how to access those resources, including the COST process to indentify students in need; Professional development for whole staff provided in trauma-informed and restorative practices and to support development of teachers as advisors.			
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>
	SSC to finalize SPSA and student supports	School culture and student support plan	Establish structure for student support in 2018-19	Identify students in need of academic support to succeed in 2018-19

**STRATEGIC ACTIONS**

<b>Strategic Actions</b>	<b>Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC</b>	<b>Which Linked Learning pillar does this support?</b>	<b>Associated LCAP Action Area</b>
Intensive case manager - part-time employee to support most at-risk students as they navigate social services, foster system, juvenile justice system, community violence, homelessness, etc.	African American Students	Measure N	\$51,417.48	2205	STACOF9999	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
College and Career Readiness specialist	All Students	Central Resources	\$64,837.86	2205	SPCACR0011	Comprehensive Student Supports	A1.3 A-G Completion
Restorative justice coordinator to provide integrated student support for pathways' preventative culture-building work, student intervention and conflict management, and training/coaching for pathway teachers in restorative practices for use in all pathway classes	All Students	Measure N	\$50,000.00	2205			
Attendance Specialist		Central Resources	\$27,822.53	2205	SPECAT0038	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Case Manager (E. Dubois)		Central Resources	\$71,355.77	2205	CSEMGR0007	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)

CONSULTANTS - Afterschool Program		21st Century	\$214,730.75	5825		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Student Support Mentor as an integrated support for students' well-being, motivation and academic success in pathway CTE and core classes. Primary support for Tier 3 students - students most at-risk (foster youth, incarcerated youth, homeless/very low-income youth, gang-involved youth) by helping students secure employment and basic needs, in addition to mentoring and academic support.	Low-Income Students	Measure N	\$20,215.00			Comprehensive Student Supports	A5.2 Health and Wellness (Mental & Physical Health)
9th grade students targeted for extended learning opportunities through afterschool partner, Alternatives in Action, programming. 9th graders will continue to be supported in literacy intervention support, but the extended learning time will be expanded to other grade-levels as well with an explicit focus on credit recovery opportunities	Low-Performing Students					Comprehensive Student Supports	A1.6 After School Programs
SLC (pathways, 9th grade, Newcomer) and department teams will support during the summer and after school throughout the school year with grade-boosts over the 4-6 weeks to help raise student grades for a-g eligibility, and to remain on-track to graduation.	Low-Performing Students					Comprehensive Student Supports	A1.6 After School Programs

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET**

**School:** Fremont High School

**School ID:** 302

<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century	\$214,731.00	\$214,730.75	\$0.25
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00
General Purpose Discretionary	\$250,800.00	\$331,663.30	-\$80,863.30
LCFF Supplemental	\$592,670.00	\$592,670.00	\$0.00
LCFF Concentration	\$50,000.00	\$50,000.00	\$0.00
Title I: Basic	\$191,486.00	\$191,485.58	\$0.42
Title I: Parent Participation	\$4,709.00	\$4,709.43	-\$0.43
Measure N	\$668,100.00	\$658,100.00	\$10,000.00
<b>TOTAL</b>	<b>\$1,972,496.00</b>	<b>\$2,043,359.06</b>	<b>-\$70,863.06</b>

<b>Strategic Action</b>	<b>Target Student Group</b>	<b>Funding Source</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC</b>	<b>Associated Linked Learning Pillar</b>	<b>Associated LCAP Action Area</b>
Hire CTE teacher for Media Academy to teach Media CTE sequence; collaborating with core academic teachers around integrated projects	All Students	Measure N	\$52,744.26	1105	TCHR110064	Building the Conditions	A1.1 Pathway Programs
Hire CTE teacher for Media Academy to ensure newcomer students have access to Pathway/Academy experiences	English Learners	Measure N	\$60,635.88	1105	NH0-328	Building the Conditions	A1.1 Pathway Programs
Hire CTE teacher for Architecture Academy to ensure newcomer students have access to Pathway/Academy experiences	English Learners	Measure N	\$24,254.35	1105	NH0-471	Building the Conditions	A1.1 Pathway Programs
Hire a co-principal to lead pathway development and restructuring school-wide	All Students	Measure N	\$96,271.05	1305	CCHSDR0002	Building the Conditions	A2.9 Targeted School Improvement Support
Hire a co-principal to lead pathway development and restructuring school-wide	All Students	General Purpose Discretionary	\$46,352.73	1305	CCHSDR0002	Building the Conditions	A2.9 Targeted School Improvement Support
Hire a pathway coach to support restructuring of pathways and lead effective pathway SLCs	All Students	Measure N	\$49,785.81	1305	CCCPWS9999	Building the Conditions	A1.1 Pathway Programs
Provide Architecture Academy Co-Director additional release period to coordinate SLC meetings, data analysis, etc.	All Students	California Partnership Academy	\$12,865.52	1122	TCHR110054	Building the Conditions	A1.1 Pathway Programs
Provide Media Academy Co-Director additional release period to coordinate SLC meetings, data analysis, etc.	All Students	California Partnership Academy	\$12,731.58	1122	TCHR110062	Building the Conditions	A1.1 Pathway Programs
2.0 FTE -- PE Attendants to supervise during PE classes and passing periods to ensure student safety and adherence to climate & culture expectations	All Students	General Purpose Discretionary	\$46,978.62	2205	PEATTN0023, PEATTN0024	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)

1.0 FTE bilingual clerk to support parent and student engagement as well as communication in student/family home language	English Learners	General Purpose Discretionary	\$29,616.96	2205	CLKBIL0043	Building the Conditions	A6.4 Parent/Guardian Volunteer Support
Hire CTE teacher for Media Academy to ensure newcomer students have access to Pathway/Academy experiences	English Learners	LCFF Supplemental	\$12,127.18	1105	NH0-471	Building the Conditions	A1.1 Pathway Programs
1.0 TSA to serve as coordinator of NEST program	English Learners	Title I: Basic	\$84,745.06	1105	T11TSA0211	Building the Conditions	A4.1 English Learner Reclassification
WASC Yearly Membership Fee	All Students	General Purpose Discretionary	\$1,000.00	5300		Building the Conditions	A2.9 Targeted School Improvement Support
Funds to mail report cards at each marking period and semester	All Students	General Purpose Discretionary	\$5,000.00	5724		Building the Conditions	A6.4 Parent/Guardian Volunteer Support
CLASSSUPPT SALARIES OVERTIME		General Purpose Discretionary	\$10,000.00	2225		Building the Conditions	
SURPLUS		General Purpose Discretionary	\$8,500.00	4399			
SURPLUS		LCFF Supplemental	\$979.25	4399			
SURPLUS		LCFF Concentration	\$662.41	4399			
SURPLUS		Title I: Basic	\$19,840.87	4399			
SURPLUS		Title I: Parent Participation	\$4,709.43	4399			
SURPLUS		California Partnership Academy	\$98,629.49	4399			
SURPLUS		Measure N	\$9,000.00	4399			
EQUIP MAINTENANCE AGREEMT	All Students	General Purpose Discretionary	\$10,000.00	5610		Building the Conditions	
BENEFITS -- benefits associated with FTEs funded out of GP Discretionary		General Purpose Discretionary	\$66,919.09			Building the Conditions	
BENEFITS -- benefits associated with FTEs funded out of Title 1-Basic	Low-Income Students	Title I: Basic	\$56,603.65			Building the Conditions	
BENEFITS -- benefits associated with FTEs funded by Measure N		Measure N	\$165,673.83			Building the Conditions	

Literacy Acceleration- Stip Sub to provide small group instruction to 9th graders reading far below grade level.	Low-Performing Students	Title I: Basic	\$30,296.00	1105	NH0-477	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Inquiry Cycles Teacher Observations- STIP Sub	Low-Performing Students	LCFF Supplemental	\$30,296.00	1105	TCSTIP0478	Rigorous Academics	A3.2 Reading Intervention
1.0 Teacher FTE for 9th grade intervention class for 9th graders reading far below grade level. Funded Centrally	Low-Performing Students	Central Resources	\$84,745.00	1105	TBD	Rigorous Academics	A3.2 Reading Intervention
Senior Capstone Course - 6 sections of Capstone course or 1.2 FTE invested to retain Capstone as separate senior course to increase college-ready research and writing, align to CTE program of study, and improve graduation rate (especially for at-risk populations) by increasing remedial English opportunities and senior mentoring (Lobaco, Quinn, Chaparro, Kim, Shweiky, Vacancy)	African American Students				TCHR110058, TCHR110061, TCHR110066, TCHR110056	Rigorous Academics	A1.3 A-G Completion
Smaller class size in cohorted 10th grade world history classes across pathways (in Arch, Media, and NEST) to support explicit development of student writing and progress towards Capstone project competencies and CCSS (0.6 FTE, one additional sections in each pathway)	All Students					Rigorous Academics	A2.7 Class Size Reduction
Texts and materials for Media Academy and Architecture and Construction Academy dual-enrollment courses. Students can take series of courses to earn professional certifications and pre-apprenticeship certifications	All Students					Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Professional development for integrated curriculum design and feedback (i.e. pathway teams work together to develop at least one grade-level integrated project/unit per pathway and get feedback from collaborative teams, instructional coaches, students, and industry partners)	All Students	Central Resources				Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
BONZO JR,R		LCFF Supplemental	\$28,901.20		TCHR110046	Rigorous Academics	
ROSENDO,D		LCFF Supplemental	\$54,530.56		TCHR110053	Rigorous Academics	
QUINN,J		LCFF Supplemental	\$54,530.56		TCHR110061	Rigorous Academics	
PARDO-FIGUEROA,M		LCFF Supplemental	\$28,967.93		TCHR110075	Rigorous Academics	
RILEY,C		LCFF Supplemental	\$58,455.36		TCHR110076	Rigorous Academics	
MEDEIROS,J		LCFF Supplemental	\$43,624.45		TCHR110086	Rigorous Academics	
NG,E		LCFF Supplemental	\$52,744.26		TCHR110144	Rigorous Academics	
CHRISTIE,J		LCFF Supplemental	\$56,494.11		TCHR110161	Rigorous Academics	

KIM,J		Central Resources	\$69,530.12		TCHR110056	Rigorous Academics	
CHAPARRO,S		Central Resources	\$51,974.58		TCHR110066	Rigorous Academics	
PARDO-FIGUEROA,M		LCFF Concentration	\$24,676.39		TCHR110075	Rigorous Academics	
MEDEIROS,J		LCFF Concentration	\$10,906.11		TCHR110086	Rigorous Academics	
0.8 FTE (LOBACO,A) - Newcomer teacher	English Learners	Measure N	\$56,167.24		TCHR110058	Rigorous Academics	
TESTING - Advanced Placement testing fees for low-income students.	Low-Income Students	General Purpose Discretionary	\$6,000.00	5875		Rigorous Academics	
TEACHERS SALARIES STIPENDS		LCFF Supplemental	\$17,000.00	1120		Rigorous Academics	
SUPPLIES		General Purpose Discretionary	\$101,295.90	4310		Rigorous Academics	
SUPPLIES		Measure N	\$1,935.10	4310		Rigorous Academics	
ELD teachers work to draft language development continuum to best support our English language learners across all content areas. Recently immigrated ELL's and long-term ELL's will be supported across other core content area classes (in addition to their ELD and ELA classes) after teachers collaborate together around supporting the English language development continuum in lessons, units, and projects	English Learners					Rigorous Academics	A4.4 Teacher Professional Development focused on English Learners
Department teams receive dedicated collaboration period (in addition to prep period) to meet twice per week to collaborate as a department around analysis of course grades and needed revisions to department-wide grading practices and interventions; Department teams will also engage in peer observation and cycles of inquiry through lesson study - teachers will have dedicated time in their schedule to plan together, observe one another, provide feedback, and discuss department-wide lessons and pedagogy.	All Students					Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
10th grade world history teachers, 9-12th grade ELA teachers, senior Capstone teachers, and other content-area teachers collaborate to vertically align instruction, assignments, and to calibrate around student work products for all reading, writing, and research competencies aligned to the senior Capstone project. Vertical alignment will include pulling apart of rubrics and alignment to ELA Common Core State Standards for each aspect of the Senior Capstone project. Upon graduation all students are expected to demonstrate mastery of the capstone competencies through their senior project and defense. Vertical alignment will help ensure that all students have multiple opportunities to practice desired skills and get feedback from teachers and peers numerous times over the course of their 9th-12th grade education. Vertical alignment and multiple opportunities to develop skills will allow all students (including Special Ed, ELL, and historically under-performing students) to demonstrate proficiency in senior Capstone project and CCSS.	All Students					Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS

Coordinate with resource teachers, SDC teachers, counselors, and core academic teachers to ensure all Special Education students are supported through master schedule, push-in, and pull-out supports to ensure all students remain on-track to graduation, are being pushed to their highest possible levels of achievement through intervention and IEP support plans.	Students with Disabilities					Rigorous Academics	A5.1 School Culture & Climate (Safe & Supportive Schools)	
Support the acceleration of Gifted and Talented Students (GATE) through dual enrollment and advanced placement options; develop honors courses for 2019-2020 school year for 9th and 10th grade students to prepare them for success in AP courses and for more successful pass rate; GATE students should be able to graduate from Fremont with multiple college credits and college academic preparation through dual enrollment and advanced placement.	All Students					Rigorous Academics	A1.3 A-G Completion	
BENEFITS - for FTE funded by LCFF Concentration	Low-Income Students	LCFF Concentration	\$13,755.09			TCHR110075, TCHR110086	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
BENEFITS - for FTE funded by LCFF Supplemental	Low-Income Students	LCFF Supplemental	\$154,019.14			TCHR110046, TCHR110053, TCHR110061, TCHR110075, TCHR110076, TCHR110086, TCHR110144, TCHR110161	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Summer internship teacher/coordinator for work based learning career preparation and training experiences	All Students	Measure N	\$10,000.00	1120			Work-Based Learning	A1.1 Pathway Programs
Student summer internship stipends for work based learning career preparation and training experiences	Low-Income Students	Measure N	\$10,000.00	5825			Work-Based Learning	A1.1 Pathway Programs
Panels and presentations from students who have participated in school-year and summer internships	All Students	Measure N					Work-Based Learning	A2.2 Social Emotional Learning
CTE teachers deliver Career Preparation curriculum, supported by Advisory teachers	All Students						Work-Based Learning	A1.1 Pathway Programs
Site Mock Interview Day and Career Fair logistics, materials and supplies	All Students	Measure N					Work-Based Learning	A1.1 Pathway Programs
ARABIA,P will work with partners and students to ensure students get connected to an intership.	English Learners	Central Resources	\$35,781.36			TCHR110045	Work-Based Learning	A1.1 Pathway Programs
Student support mentors, case managers, admin, counselors, teacher/advisors, SLC directors, College and Career Readiness Coordinator, and pathway coach work together to identify and communicate about employment opportunities for our youth. COST, advisors, and SLC meetings will help identify economically disadvantaged students that are in dire need of employment and ensure that students have all materials and supports to secure the employment (resumes, application support, professional clothing, transportation, etc.)	Low-Income Students						Work-Based Learning	A5.2 Health and Wellness (Mental & Physical Health)

Intensive case manager - part-time employee to support most at-risk students as they navigate social services, foster system, juvenile justice system, community violence, homelessness,etc.	African American Students	Measure N	\$51,417.48	2205	STACOF9999	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
College and Career Readiness specialist	All Students	Central Resources	\$64,837.86	2205	SPCACR0011	Comprehensive Student Supports	A1.3 A-G Completion
Restorative justice coordinator to provide integrated student support for pathways' preventative culture-building work, student intervention and conflict management, and training/coaching for pathway teachers in restorative practices for use in all pathway classes	All Students	Measure N	\$50,000.00	2205			
Attendance Specialist		Central Resources	\$27,822.53	2205	SPECAT0038	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Case Manager (E. Dubois)		Central Resources	\$71,355.77	2205	CSEMGR0007	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
CONSULTANTS - Afterschool Program		21st Century	\$214,730.75	5825		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Student Support Mentor as an integrated support for students' well-being, motivation and academic success in pathway CTE and core classes. Primary support for Tier 3 students - students most at-risk (foster youth, incarcerated youth, homeless/very low-income youth, gang-involved youth) by helping students secure employment and basic needs, in addition to mentoring and academic support.	Low-Income Students	Measure N	\$20,215.00			Comprehensive Student Supports	A5.2 Health and Wellness (Mental & Physical Health)
9th grade students targeted for extended learning opportunities through afterschool partner, Alternatives in Action, programming. 9th graders will continue to be supported in literacy intervention support, but the extended learning time will be expanded to other grade-levels as well with an explicit focus on credit recovery opportunities	Low-Performing Students					Comprehensive Student Supports	A1.6 After School Programs
SLC (pathways, 9th grade, Newcomer) and department teams will support during the summer and after school throughout the school year with grade-boosts over the 4-6 weeks to help raise student grades for a-g eligibility, and to remain on-track to graduation.	Low-Performing Students					Comprehensive Student Supports	A1.6 After School Programs



## 1. ABOUT THE PATHWAY

<b>PATHWAY:</b>	Media Academy	<b>School:</b>	Fremont High School
<b>Pathway Industry Sector:</b>	Arts/Media/Entertainment	<b>School ID:</b>	302
<b>Pathway Description:</b>	A California Partnership Academy that provides hands-on learning experiences in the areas of online journalism, digital media, radio, and television broadcasting. All students receive a foundation in Media literacy gaining an understanding of the power of media and its role in society. Student learning is enriched with cross-curricular collaboration and media-themed courses.		
<b>Pathway Mission &amp; Vision:</b>	The Media Academy is a training ground where students are immersed into a creative community that utilizes technology to communicate through multiple forms of media. We empower students to be critical thinkers and ethical users and creators of information. We will provide personalized learning experiences to prepare students for life after high school by providing opportunities for students to achieve college and career readiness through linked learning, career technical education courses, cross-curricular collaboration, job shadowing, and internships.		

### Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe		
	50.7%	49.3%			44.3%	10.0%					
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers		
	29.9%		3.5%	61.2%		2.0%	0.5%	0.5%			

## 2. PATHWAY NEEDS ASSESSMENT

### 2A. Pathway Data Slides

[\[LINK TO DATA SLIDES\]](#)

### 2B. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators

**Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.**

• Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

**IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your Pathway's LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).**

*Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
<b>Pathway Graduation &amp; Dropout Rates</b>	African American grad/dropout rate is on par with the schoolwide rate--although the overall rate hovers around 50% and is a schoolwide area of challenge, there does not appear to be a racial gap.	50.3% schoolwide graduation rate (2015-16 most recent data available). EL graduation rate is lower than the rest of the school, 42.7%	<ul style="list-style-type: none"> <li>- Provide additional supports for students most at-risk of not graduating: African American, SpEd, SIFE</li> <li>- Build upon the career and community-ready elements of the Capstone project: more integration with CTE</li> <li>- Enhance whole community involvement: family and younger grade participation in capstone defenses</li> </ul>

<b>On Track to Graduate (11th Grade)</b>	Science and Language on-track rates are the highest, above 70%.	Math on-track rate is the lowest, 37.9%. English is second-lowest at 48.3%	<ul style="list-style-type: none"> <li>- Literacy Strategies -- mini cycles of inquiry in SLC team</li> <li>- Case management support, especially for AA and Latino students</li> <li>- Strategic interventions and supports within SLC</li> <li>- Teacher support; peer observation and feedback</li> <li>- Tutoring/mandatory office hours for English and Math</li> </ul>
<b>On Track to Graduate (10th Grade)</b>	History on-track rate is the highest at 75%, Science is 68.5%.	English (50%) and Math (46.7%) are the lowest	<ul style="list-style-type: none"> <li>- Literacy Strategies -- mini cycles of inquiry in SLC team</li> <li>- Case management support, especially for AA and Latino students</li> <li>- Strategic interventions and supports within SLC</li> <li>- Teacher support; peer observation and feedback</li> <li>- Tutoring/mandatory office hours for English and Math</li> </ul>
<b>12th Grade A-G Completion</b>	This is a pathway and schoolwide area for growth	12th grade Media A-G completion decreased from 21.4% (2015-16) to 14.3% (2016-17). It is the lowest completion rate of all 3 pathways for both years.	<ul style="list-style-type: none"> <li>- Literacy Strategies -- mini cycles of inquiry in SLC team</li> <li>- Case management support, especially for AA and Latino students</li> <li>- Strategic interventions and supports within SLC</li> <li>- Teacher support; peer observation and feedback</li> <li>- Tutoring/mandatory office hours for English and Math- Provide additional supports for students most at-risk of not graduating: African American, SpEd, SIFE</li> <li>- Build upon the career and community-ready elements of the Capstone project: more integration with CTE</li> <li>- Enhance whole community involvement: family and younger grade participation in capstone defenses</li> </ul>
<b>Pathway Participation/ CTE Enrollment</b>	Aside from very few exceptions (usually SpEd), all 10th, 11th and 12th graders are enrolled in a pathway. 10th grade enrollment in Media Academy doubled from 2015-16 to 2016-17. Media has the highest percentage of African American students, 26.1% for 2017-18.	Percentages of Pacific Islander, Asian, and White students are much lower than in the other 2 pathways.	<ul style="list-style-type: none"> <li>- 9th grade wheel to enhance pathway exploration before submitting pathway preference</li> <li>- Improved protocol for pathway placement in order to distribute high needs, lower GPA, and African American students more equitably among pathways</li> </ul>

**Task: Please review your Needs Assessment above and determine five goals for pathway outcomes below.**

<b>FOCAL AREA</b>	<b>SMARTER Goal for 2018-19</b>	<b>Current Data</b>	<b>2018-19 Target</b>	<b>Target Student Group to Monitor</b>
<b>Pathway Graduation &amp; Dropout Rates</b>	By January 1, 2019, 70% of Media pathway seniors will be on track to graduate. By February 1, 2019, 100% of students not on track to graduate will have an individualized plan for credit recovery, summer school, and/or continuation school to satisfy graduation requirement	51.6% on-track 2017-18	70% on-track	African American Students
<b>On Track to Graduate (11th Grade)</b>	By the end of the 2018-19 school year, at least 39.6% of 11th graders will be on-track to graduation.	25.9% on-track 2017-18	39.6% on-track	All Students
<b>On Track to Graduate (10th Grade)</b>	By the end of the 2018-19 school year, at least 27.6% of 10th graders will be on-track to graduation.	22.8% on-track 2017-18	27.6% on-track	All Students
<b>12th Grade A-G Completion</b>	By June 1, 2019, 50% of Media pathway seniors will have completed A-G requirements.	14.3% A-G completion 2016-17	50% A-G completion	All Students

<b>Pathway Participation/ CTE Enrollment</b>	By the end of the 2018-19 school year, rising sophomores will be placed in the pathways for the following school year and the demographics will reflect the overall schoolwide percentages.	10th grade 26.7% African American, 63.3% Latino, 3.3% Asian, 3.3% Pacific Islander, 3.3% Not reported 2017-18	18.9% African American, 68.3% Latino, 4.5% Asian, 3.6% Pacific Islander, 2.3% White, 1.5% Not reported	African American Students
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### 3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)						
Mission and Vision	2+		3	Mission and vision continues to be developed, clarified, and applied to pathway outcomes and program of study.						
Leadership Configuration	2		1+	Primary director manages most operational and partnership areas of work, but barriers prevent from attending SLC collaboration time. Pathway coach holds the bulk of the team collaboration along with the Mandela director in a temporary transitional role due to the merging of the Media Academy with the phasing-out Mandela Academy. The transition makes it difficult to align teachers under the Media umbrella as pathway teachers.						
Distributive Leadership	1		2+	Greater pathway collaboration and alignment on-site with case managers, counselors, admin and lead team. Central support continues from pathway/CTE coaching and central grant opportunities.						
<b>Pathway Leadership &amp; Vision Goal for 2018-19:</b>			Build capacity for a core academic teacher to be the Media pathway co-director, and build capacity for the SLC team to hold aspects of shared leadership and coordination for the academy.							
Pathway Equity, Access & Achievement Strategic Actions			Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Provide summer PD for all Media Academy teachers to understand and align with the pathway student learning outcomes and plan units, curricula and projects that align.			Rigorous Academics							Media Academy
Allocate SLC collaboration time for ongoing connection and alignment with the pathway theme and pathway student learning outcomes.			Rigorous Academics							Media Academy
Train and provide ongoing coaching for a core academic teacher to be the Media pathway co-director			Building the Conditions							Media Academy
Weekly co-director meetings for coaching and alignment of pathway outcomes to SLC collaboration and coordination efforts.			Building the Conditions							Media Academy

<b>3B. EQUITY, ACCESS &amp; ACHIEVEMENT</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Open Access and Equitable Opportunities	3		3	Participation in community building trips and college/career visits has increased for all students in the pathway. Implementation of 9th grade wheel this year should prove to have provided students with more in-depth introduction to the pathway.
Diverse Student Representation	3		2	Student population in the pathway is diverse, however it has skewed towards greater percentages of African American, high needs, and lower performing students do to discrepancies in the placement process and historical placement practices.
Closing the Opportunity Gap	2		2	Newcomer EL-sheltered CTE courses exist at the 10th and 11th grade levels. Case managers have provided greater support for students' needs outside of class to get them engaged in school.

**Pathway Equity, Access & Achievement Goal for 2018-19:** Rising 10th grade class is on par with the schoolwide demographics, especially African American, SpEd, EL and low-performing students.

<b>Pathway Equity, Access &amp; Achievement Strategic Actions</b>	<b>Related Linked Learning Pillar</b>	<b>Funding Source (if relevant)</b>	<b>Cost</b>	<b>Org Key</b>	<b>Object Code</b>	<b>Associated LCAP Action Area</b>	<b>PERKINS &amp; ATLANTIC ONLY: Which funding goal does this address?</b>	<b>Associated Pathway</b>
More equitable placement process for rising 10th graders	Building the Conditions							Media Academy
Early welcoming/community-building experiences for new pathway cohort and students	Comprehensive Student Supports							Media Academy
Ongoing support through advisors and case managers.	Comprehensive Student Supports							Media Academy
9th grade wheel experience, exposing all freshmen to the pathways	Career Technical Education							Media Academy

**4. LANGUAGE & LITERACY PATHWAY STRATEGIES**

<b>Schoolwide Theory of Action</b>	If we invest in 9th grade reading intervention and adopt a schoolwide literacy strategy that will be incorporated throughout all subject matters then of students currently not reading at grade level, 75% will grow by two or more grade levels.								
<b>What will your pathway do to align to the schoolwide focus for 2018-19?</b>	Apply schoolwide literacy strategy in the pathway context, to infuse language and literacy development into all content areas and grade levels in the pathway.								
<b>Pathway Language &amp; Literacy Strategic Actions*</b> <i>*recommended but not required</i>	<b>Related Linked Learning Pillar</b>	<b>Funding source (if relevant)</b>	<b>Cost</b>	<b>Org Key</b>	<b>Object Code</b>	<b>Associated LCAP Action Area</b>	<b>PERKINS &amp; ATLANTIC ONLY: Which funding goal does this address?</b>	<b>Associated Pathway</b>	

Peer observation of literacy strategies between pathway teachers	Rigorous Academics							Media Academy
SLC meetings with literacy focus for shared learning, application in pathway courses, and report-back of successes and challenges	Rigorous Academics							Media Academy

## 5. RIGOROUS ACADEMICS

### 5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	2		3	Has been revisited and revised with industry feedback, with emphasis on digital media and new media storytelling.
Integrated Core	2		2+	Integration through 11th grade UCCI English honors course and NFTE-aligned capstone project, working towards greater integration in other content areas.
Cohort Scheduling	2		3	Majority of students are cohorted in all core and CTE courses, with exceptions being some newcomer students and some students whose credit recovery needs pull them from CTE.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2		2+	This is more true for CTE than the other core academic courses.
Collaborative Learning	2+		1+	Varies, there has not yet been a level of consistency or clear theory of action around guiding collaborative learning across the pathway
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2		3	Sharing best practices has happened frequently as a built-in part of the SLC calendar, at least 2x per month. Peer observation has happened as part of the whole-school cycles of inquiry around school culture, but not necessarily specific to the pathway.
Collaboration Time	2		3	Has happened consistently, with a great deal of planning and facilitation from the pathway coach, which should transfer more to pathway leads and teachers next year. It is understood that this has been a transitional year with two pathway teams merging and one pathway phasing out.
Professional Learning	2		2+	Some teachers have attended pathway professional development through the CPA conference, graduate capstone series, and project-based learning trainings. Has not been targeted and consistent for all teachers in the pathway.

### 5B. Rigorous Academics Pathway Needs Assessment

What are the strategic actions have you taken to improve **standards based instruction, graduate capstone, standards aligned interdisciplinary units/thematic units at each grade level** and improved passage rates for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>1) Implementation of Network for Teaching Entrepreneurship (NFTE) partnership and curriculum within the Media Academy-cohorted graduate capstone seminar.</p> <p>2) Implementation of new UCCI Arts-Media-Entertainment 11th grade English/Language Arts course "Depth of Field" which aligns with the 11th grade Media CTE Art of Digital Filmmaking course.</p> <p>3) Dual enrollment Media and Photography courses as CTE electives for 11th and 12th graders through partnership with Laney College</p> <p>4) Clearer articulation of pathway student learning outcomes tied to CTE standards, backwards mapped from 12th through 9th grade.</p>	Partially Implemented	Somewhat Effective	<p>1) 84% of Media seniors participated in the opportunity to share their research project and NFTE business plan with industry mentors in a presentation at USF School of Business</p> <p>2) 50% of Media 11th graders in "Depth of Field" ELA received a C or higher for Fall Semester 2017</p> <p>3) 19 students took the Fall 2017 Media dual enrollment course "After Effects Motion Graphics" and 26 students are currently enrolled in the Spring 2018 dual enrollment course "Intro to Digital Photography"</p>
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**5C. Rigorous Academics Pathway Goals**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Standard Aligned PBL Aligned to Theme</b>	Multidisciplinary collaborative projects for each grade level culminating in the pathway-aligned graduate capstone project.	All Students	N/A	N/A	Cross-curricular CTE collaboration for 12th grade capstone project, and at least one other integrated (core subject & CTE) project in 10th and/or 11th grade.	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
<b>Graduate Capstone</b>	Increase retention rate of seniors by at least 10% each year by: <ul style="list-style-type: none"> <li>- Providing additional supports for students most at-risk of not graduating: African American, SpEd, SIFE</li> <li>- Building upon the career and community-ready elements of the Capstone project: more integration with CTE</li> <li>- Enhancing whole community involvement: family and younger grade participation in capstone defenses</li> </ul>	African American Students	N/A	N/A	Increase retention rate of seniors in 2018-19 by at least 10%	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)

**5D. Rigorous Academics Pathway Theory of Action and Strategic Actions**

<b>Theory of Action</b>	<p><b>If we focus on building on the foundation of the UCCI English course, the NFTE-aligned capstone project, and the pathway student learning outcomes, then we will see teachers become more adept and experienced and we will see students highly engaged in applying Media-related skills in multiple classes.</b></p>
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Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Summer 2018 project-based learning and cross-curricular project design	Rigorous Academics							Media Academy
Summer 2018 SLC training around the pathway student learning outcomes	Rigorous Academics							Media Academy
UCCI institutes, school visits, and/or trainings for teachers holding those courses	Rigorous Academics							Media Academy
Central graduate capstone PD for Media capstone teacher	Rigorous Academics							Media Academy
NFTE PD for Media graduate capstone teacher and 12th grade CTE teacher	Rigorous Academics							Media Academy
Partnership with NOBLE for "The Community and Your Law" workshop for 12th grade CTE to support their community impact projects	Career Technical Education							Media Academy
Artists-in-residence media mentors to teach units on creative writing, identity, and expression in 10th grade CTE	Career Technical Education		\$4,000					Media Academy
Dual enrollment technology for rigorous academic content and experience in the fields of animation and virtual reality/augmented reality	Rigorous Academics							Media Academy
Teacher stipends for planning & retreats to create integrated projects in the pathway and align student intervention and support.	Rigorous Academics							Media Academy
Computers to expand and enhance the CTE sequence courses and program and increase capacity for student learning and Media-related production work	Career Technical Education	Perkins	\$12,500				[Perkins] Industry Standard Equipment (4410)	Media Academy

## 6. WORK-BASED LEARNING

### 6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2		2+	Students have had a variety of experiences in each grade level, but they are not necessarily sequenced.
Pathway Outcomes	2-		2+	Advisory has been able to supplement the curricular work primarily held in CTE; next year will be in a better position to integrate with core academic disciplines via a better articulated set of pathway student learning outcomes.
Pathway Evaluation	2		1+	Feedback and evaluation has been mainly anecdotal and informal--an area of growth for the future.

### 6B. Work-Based Pathway Needs Assessment

What are the strategic actions have you taken to improve **career awareness**, **career exploration** and **career preparation** for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>1) Articulating a series of college exposure experiences that are aligned to the pathway: Digital Media and Arts departments at Sac State, UC Santa Cruz, SF State, CSU East Bay, Laney College, Chabot College.</p> <p>2) Continuing partnerships with local and national organizations for classroom and industry experiences: KQED, KTOP, KDOL/MEA, Pandora, Mill Valley Film Festival, Narrative4, InstaVR, PilotCity etc.</p> <p>3) Expanding career visits beyond the Bay Area to Southern California</p> <p>4) Maintaining summer internship target from 2017 of 20 students</p>	Partially Implemented	Effective	<p>Greater participation from students in all grades in the pathway, including newcomers.</p> <p>Greater integration of classroom visits/workshops and longer-term partnerships in which teaching artists and mentors come and engage with classes over time.</p>

### 6C. Work-Based Learning Pathway Goals

*Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.*

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	Articulated and vetted sequence of guest speakers and industry tours for each grade level	All Students	N/A	N/A	At least one guest speaker and one industry tour per grade level that are signature experiences aligned to pathway outcomes, to be developed into an articulated sequence.	Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources (SPSA, WASC, LCAP)
Career Exploration	CTE and advisory curriculum and experiences developed to be responsive to students' individual interest in the field, with opportunities to explore, interview, and shadow.	All Students	N/A	N/A	Revised CTE and advisory curriculum and sequence delivered to all pathway students by grade level.	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.



<b>Career Preparation</b>	Longer-term partnerships with teaching artists, organizations and companies solidified into units of study and projects in each grade, culminating in summer internships at the end of 11th grade, and the NFTE-aligned graduate capstone project in 12th grade.	All Students	N/A	20 pathway students placed in an ECCO summer internship	Maintain 2017-18 goal of 20 pathway students placed in an ECCO summer internship	Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources (SPSA, WASC, LCAP)
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**6D. Work-Based Learning Theory of Action and Strategic Actions**

<b>Theory of Action</b>	<b>If we focus on building on the foundation of the WBL partnerships and experiences and further vetting and sequencing them, then we will see the relationship between teachers and partners mature and we will see students highly engaged in exploring the Media field through a variety of sequenced activities and opportunities.</b>
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<b>Work-Based Learning Strategic Actions</b>	<b>Related Linked Learning Pillar</b>	<b>Funding source (if relevant)</b>	<b>Cost</b>	<b>Org Key</b>	<b>Object Code</b>	<b>Associated LCAP Action Area</b>	<b>PERKINS &amp; ATLANTIC ONLY: Which funding goal does this address?</b>	<b>Associated Pathway</b>
Honoraria for guest speakers to support career awareness and exploration experiences	Work-Based Learning		\$1,000					Media Academy
Panels and presentations from students who have participated in school-year and summer internships	Work-Based Learning							Media Academy
Transportation for career visits and tours, job shadows, and pathway-aligned college visits to support career awareness and exploration experiences	Work-Based Learning		\$7,000					Media Academy
Student school-year and summer internship stipends for Media Academy to support work based learning career preparation and training experiences	Work-Based Learning							Media Academy
Summer internship teacher/coordinator for work based learning career preparation and training experiences	Work-Based Learning							Media Academy

**7. COMPREHENSIVE STUDENT SUPPORTS** *\*Previously called Integrated Student Supports*

**7A. Comprehensive Student Supports Pathway Self-Assessment**

<b>INTEGRATED STUDENT SUPPORTS</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Support of Student Needs	2		2+	Pathway-specific student intervention efforts are becoming more routinized and collaborative, through weekly SLC meetings and communication between counselors, case managers, admin, and pathway teachers.





## 1. ABOUT THE PATHWAY

<b>PATHWAY:</b>	Architecture Academy	<b>School:</b>	Fremont High School
<b>Pathway Industry Sector:</b>	Building and Construction Trades	<b>School ID:</b>	302
<b>Pathway Description:</b>	A California Partnership Academy that provides hands-on learning experiences in the areas of architectural design, graphic design and construction. All students receive a foundation in the architectural design process and construction techniques. Students learn how design can affect people and their experiences, and learn to use the design thinking process across classes. Student learning is enriched with cross-curricular collaboration and project based learning.		
<b>Pathway Mission &amp; Vision:</b>	<p>Vision statement: The Engineering and Architecture Pathway 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 Engineering and Architecture Pathway will acquire transferable skills through career experiences in the Architecture field 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 Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe		
		57.5%	42.5%			53.7%	16.4%				
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers		
	16.8%		4.2%	67.8%	1.4%	2.8%	5.6%				

## 2. PATHWAY NEEDS ASSESSMENT

### 2A. Pathway Data Slides

[\[LINK TO DATA SLIDES\]](#)

### 2B. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators

**Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.**

• Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

**IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your Pathway's LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).**

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
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<b>Pathway Graduation &amp; Dropout Rates</b>	African American grad/dropout rate is on par with the schoolwide rate--although the overall rate hovers around 50% and is a schoolwide area of challenge, there does not appear to be a racial gap.	50.3% schoolwide graduation rate (2015-16 most recent data available). EL graduation rate is lower than the rest of the school, 42.7%	<ul style="list-style-type: none"> <li>- Provide additional supports for students most at-risk of not graduating: African American, SpEd, SIFE</li> <li>- Build upon the career and community-ready elements of the Capstone project: more integration with CTE</li> <li>- Enhance whole community involvement: family and younger grade participation in capstone defenses</li> </ul>
<b>On Track to Graduate (11th Grade)</b>	Science on-track rate is the highest, above 80%.	Math and English rates are the lowest, both at 52%.	<ul style="list-style-type: none"> <li>- Literacy Strategies -- mini cycles of inquiry in SLC team</li> <li>- Case management support, especially for AA and Latino students</li> <li>- Strategic interventions and supports within SLC</li> <li>- Teacher support; peer observation and feedback</li> <li>- Tutoring/mandatory office hours for English and Math</li> </ul>
<b>On Track to Graduate (10th Grade)</b>	History and Science on-track rates are the highest at 85.3%, English and Math are both at 77.9%. All rates are above the schoolwide average.	Language rate is the lowest at 55.8%.	<ul style="list-style-type: none"> <li>- Literacy Strategies -- mini cycles of inquiry in SLC team</li> <li>- Case management support, especially for AA and Latino students</li> <li>- Strategic interventions and supports within SLC</li> <li>- Teacher support; peer observation and feedback</li> <li>- Tutoring/mandatory office hours for English, Math and Language.</li> </ul>
<b>12th Grade A-G Completion</b>	This is a pathway and schoolwide area for growth	<p>12th grade Architecture A-G completion declined significantly from 46.3% (2015-16) to 23.8% (2016-17).</p> <p>Current 12th grade on-track to graduate rate in English is the lowest at 63% (lower than Mandela 78.7% and Media 77.4%)</p>	<ul style="list-style-type: none"> <li>- Literacy Strategies -- mini cycles of inquiry in SLC team</li> <li>- Case management support, especially for AA and Latino students</li> <li>- Strategic interventions and supports within SLC</li> <li>- Teacher support; peer observation and feedback</li> <li>- Tutoring/mandatory office hours for English and Math- Provide additional supports for students most at-risk of not graduating: African American, SpEd, SIFE</li> <li>- Build upon the career and community-ready elements of the Capstone project: more integration with CTE</li> <li>- Enhance whole community involvement: family and younger grade participation in capstone defenses</li> </ul>
<b>Pathway Participation/ CTE Enrollment</b>	Aside from very few exceptions (usually SpEd), all 10th, 11th and 12th graders are enrolled in a pathway.	Architecture pathway has a higher percentage of Latino and White students and fewer of all other ethnicities compared to the other pathways and the schoolwide demographics.	<ul style="list-style-type: none"> <li>- 9th grade wheel to enhance pathway exploration before submitting pathway preference</li> <li>- Improved protocol for pathway placement in order to distribute high needs, lower GPA, and African American students more equitably among pathways</li> </ul>

**2C. Annual Pathway Goals**

**Task: Please review your Needs Assessment above and determine five goals for pathway outcomes below.**

FOCAL AREA	SMARTER Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
<b>Pathway Graduation &amp; Dropout Rates</b>	<p>By January 1, 2019, 70% of Media pathway seniors will be on track to graduate.</p> <p>By February 1, 2019, 100% of students not on track to graduate will have an individualized plan for credit recovery, summer school, and/or continuation school to satisfy graduation requirement</p>	55.6% on-track 2017-18	70% on-track	African American Students
<b>On Track to Graduate (11th Grade)</b>	By the end of the 2018-19 school year, at least 40% of 11th graders will be on-track to graduation.	33.3% on-track 2017-18	40% on-track	All Students

<b>On Track to Graduate (10th Grade)</b>	By the end of the 2018-19 school year, at least 40% of 10th graders will be on-track to graduation.	36.8% on-track 2017-18	40% on-track	All Students
<b>12th Grade A-G Completion</b>	By June 1, 2019, 50% of Architecture pathway seniors will have completed A-G requirements.	23.8% A-G completion 2016-17	50% A-G completion	All Students
<b>Pathway Participation/ CTE Enrollment</b>	By the end of the 2018-19 school year, rising sophomores will be placed in the pathways for the following school year and the demographics will reflect the overall schoolwide percentages.	10th grade 16.1% African American, 68.8% Latino, 4.3% Asian, 1.1% Filipino, 3.2% Pacific Islander, 6.5% White	18.9% African American, 68.3% Latino, 4.5% Asian, 3.6% Pacific Islander, 2.3% White, 1.5% Not reported	African American Students

### 3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision	2+		2+	Mission and vision continues to be developed, clarified, and applied to pathway outcomes and program of study.
Leadership Configuration	2		3	Shared pathway co-director roles has been a model for the school's SLCs that will be refined and adopted for next year. Many new SLC team member has limited the capacity for shared leadership beyond the co-directors, but the team is enthusiastic and engaged. An outgoing core academic co-director will necessitate training and support for a new teacher in the role.
Distributive Leadership	3		3	Greater pathway collaboration and alignment on-site with case managers, counselors, admin and lead team. Central support continues from pathway/CTE coaching and central grant opportunities.
<b>Pathway Leadership &amp; Vision Goal for 2018-19:</b>			Build capacity for a core academic teacher to be the Architecture pathway co-director, and build capacity for the SLC team to hold aspects of shared leadership and coordination for the academy.	

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Provide summer PD for all Media Academy teachers to understand and align with the pathway student learning outcomes and plan units, curricula and projects that align.	Rigorous Academics							Architecture Academy
Allocate SLC collaboration time for ongoing connection and alignment with the pathway theme and pathway student learning outcomes.	Rigorous Academics							Architecture Academy
Train and provide ongoing coaching for a core academic teacher to be the new Architecture pathway co-director	Building the Conditions							Architecture Academy
Weekly co-director meetings for coaching and alignment of pathway outcomes to SLC collaboration and coordination efforts.	Building the Conditions							Architecture Academy

3B. EQUITY, ACCESS & ACHIEVEMENT				Explanation (What evidence supports your claim for your pathway?)						
15-16 Score	16-17 Score	17-18 Current Score								
4		3	Implementation of 9th grade wheel this year should prove to have provided students with more in-depth introduction to the pathway.							
2+		2	Student population in the pathway is diverse, however it has skewed towards lower percentages of African American, high needs, and lower-performing students do to discrepancies in the placement process and historical placement practices.							
2+		2	Newcomer EL-sheltered CTE courses exist at the 10th and 11th grade levels although not all newcomers have had access due to limited capacity in the CTE courses. Case managers have provided greater support for students' needs outside of class to get them engaged in school.							
<b>Pathway Equity, Access &amp; Achievement Goal for 2018-19:</b>			Rising 10th grade class is on par with the schoolwide demographics, especially African American, SpEd, EL and low-performing students.							
Pathway Equity, Access & Achievement Strategic Actions			Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
More equitable placement process for rising 10th graders			Building the Conditions							Architecture Academy
Early welcoming/community-building experiences for new pathway cohort and students			Comprehensive Student Supports							Architecture Academy
Ongoing support through advisors and case managers.			Comprehensive Student Supports							Architecture Academy
9th grade wheel experience, exposing all freshmen to the pathways			Career Technical Education							Architecture Academy

#### 4. LANGUAGE & LITERACY PATHWAY STRATEGIES

<b>Schoolwide Theory of Action</b>	If we invest in 9th grade reading intervention and adopt a schoolwide literacy strategy that will be incorporated throughout all subject matters then of students currently not reading at grade level, 75% will grow by two or more grade levels.
<b>What will your pathway do to align to the schoolwide focus for 2018-19?</b>	Apply schoolwide literacy strategy in the pathway context, to infuse language and literacy development into all content areas and grade levels in the pathway.

<b>Pathway Language &amp; Literacy Strategic Actions*</b> <i>*recommended but not required</i>	<b>Related Linked Learning Pillar</b>	<b>Funding source (if relevant)</b>	<b>Cost</b>	<b>Org Key</b>	<b>Object Code</b>	<b>Associated LCAP Action Area</b>	<b>PERKINS &amp; ATLANTIC ONLY: Which funding goal does this address?</b>	<b>Associated Pathway</b>
Peer observation of literacy strategies between pathway teachers	Rigorous Academics							Architecture Academy
SLC meetings with literacy focus for shared learning, application in pathway courses, and report-back of successes and challenges	Rigorous Academics							Architecture Academy

## 5. RIGOROUS ACADEMICS

### 5A. Rigorous Academics Pathway Self-Assessment

<b>PROGRAM OF STUDY AND MASTER SCHEDULING</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Pathway Theme	2		2+	Has been revisited and revised, with emphasis on the Design Thinking process. Could use input and feedback from industry partners.
Integrated Core	2		2+	Integration through 11th grade UCCI English course and 12th grade UCCI Multicraft Core Curriculum: Building Scaled Structures course which aligns to the capstone project, working towards greater integration in other content areas.
Cohort Scheduling	2+		3	Majority of students are cohorted in all core and CTE courses, with exceptions being some newcomer students and some students whose credit recovery needs pull them from CTE.
<b>BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Rigorous, Relevant and Integrated Learning	2		2+	This is more true for CTE than the other core academic courses.
Collaborative Learning	2		1+	Varies, there has not yet been a level of consistency or clear theory of action around guiding collaborative learning across the pathway
<b>BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Sharing Best Practice	3		3-	Sharing best practices has happened sporadically in the SLC calendar. Peer observation has happened as part of the whole-school cycles of inquiry around school culture, but not necessarily specific to the pathway.
Collaboration Time	2+		3	Has been led consistently by the co-director, with a balance of work between instructional, logistical, and student intervention needs.
Professional Learning	2		2+	Some teachers have attended pathway professional development through the CPA conference, graduate capstone series, and project-based learning trainings. Math and CTE teachers attended the UCCI curriculum institute to explore connections between mathematics (especially Geometry) and the construction industry field and plan curricular units for next year.

### 5B. Rigorous Academics Pathway Needs Assessment



What are the strategic actions have you taken to improve **standards based instruction, graduate capstone, standards aligned interdisciplinary units/thematic units at each grade level** and improved passage rates for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>1) Implementation of new UCCI 12th grade multidisciplinary CTE course "MultiCraft Core Curriculum: Building Scaled Structures" which aligns with the Architecture Academy capstone projects.</p> <p>2) Implementation of new UCCI 11th grade English honors course "The Power of Language: English and Issues in Energy and Justice"</p> <p>3) Dual enrollment Wood Technology courses as CTE electives for 11th &amp; 12th grade students via partnership with Laney College</p> <p>4) 11th grade World Savvy project for US History vertically aligned to 12th grade capstone project</p>	Partially Implemented	Somewhat Effective	<p>1) 9 12th graders presented proposals for a design-build project to industry partner Swinterton Builders in the fall for actual construction work in the spring. More than half of the 12th graders in the pathway were not able to take this 12th grade CTE capstone because of credit recovery needs, AP classes, or other graduation requirements. The course has received central support as it has also been adopted at other schools in the district.</p> <p>2) 46% of Architecture 11th graders in "The Power of Language" ELA received a C or higher for Fall Semester 2017. Next year it would be great to develop more connections with the US History course.</p> <p>3) 37 students took the Fall 2017 Wood Technology dual enrollment courses and 31 students are currently enrolled in the Spring 2018 courses. Currently offering 2 of the 7 required courses for the Wood Tech certificate, next year working toward offering 1 more.</p> <p>4) Architecture 11th graders in US History will present their projects in a public forum in Spring 2018. This is the 2nd year the academy has done this project.</p>

**5C. Rigorous Academics Pathway Goals**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<p><b>Standard Aligned PBL Aligned to Theme</b></p>	<p>Multidisciplinary collaborative projects for each grade level culminating in the pathway-aligned graduate capstone project.</p>	<p>All Students</p>	<p>N/A</p>	<p>N/A</p>	<p>Cross-curricular CTE collaboration for 12th grade capstone project, and at least one other integrated (core subject &amp; CTE) project in 10th and/or 11th grade.</p>	<p>Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.</p>

<b>Graduate Capstone</b>	Increase retention rate of seniors by at least 10% each year by: - Providing additional supports for students most at-risk of not graduating: African American, SpEd, SIFE - Building upon the career and community-ready elements of the Capstone project: more integration with CTE - Enhancing whole community involvement: family and younger grade participation in capstone defenses"	African American Students	N/A	N/A	Increase retention rate of seniors in 2018-19 by at least 10%	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)
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**5D. Rigorous Academics Pathway Theory of Action and Strategic Actions**

**Theory of Action** If we focus on building on the foundation of the UCCI English course, the UCCI CTE course aligned to the graduated capstone project, and the pathway student learning outcomes, then we will see teachers become more adept and experienced and we will see students highly engaged in applying Architecture and Construction-related skills in multiple classes.

<b>Rigorous Academics Strategic Actions</b>	<b>Related Linked Learning Pillar</b>	<b>Funding source (if relevant)</b>	<b>Cost</b>	<b>Org Key</b>	<b>Object Code</b>	<b>Associated LCAP Action Area</b>	<b>PERKINS &amp; ATLANTIC ONLY: Which funding goal does this address?</b>	<b>Associated Pathway</b>
Summer 2018 project-based learning and cross-curricular project design	Rigorous Academics							Architecture Academy
Summer 2018 SLC training around the pathway student learning outcomes	Rigorous Academics							Architecture Academy
UCCI institutes, school visits, and/or trainings for teachers holding those courses and curricula, especially Construction and Geometry	Rigorous Academics							Architecture Academy
Central graduate capstone PD for Architecture capstone teacher	Rigorous Academics							Architecture Academy
Develop current partnership with Civic Design Studio to connect community projects with English and Social Studies classes AND Capstone (Chinatown/Old Oakland, Oakland Housing Authority, homeless encampments)	Rigorous Academics							Architecture Academy
Dual enrollment materials for rigorous academic content and experience in the fields of wood technology and construction	Rigorous Academics							Architecture Academy
Teacher stipends for planning & retreats to create integrated projects in the pathway and align student intervention and support.	Rigorous Academics							Architecture Academy
"Designer Bags"-- toolkits for Design Thinking for all SLC teachers and new cohort of 10th grade students	Rigorous Academics		\$2,000					Architecture Academy
Academy alumni supporting as Architecture Mentors in the Capstone and CTE courses	Rigorous Academics							Architecture Academy
Computers to expand and enhance the CTE sequence courses and program and increase capacity for student learning and Architecture-related design work	Career Technical Education	Perkins	\$12,500				[Perkins] Industry Standard Equipment (4410)	Architecture Academy

**6. WORK-BASED LEARNING**  
**6A. Work-Based Learning Pathway Self-Assessment**

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2+		2+	Students have had a variety of experiences in each grade level, but they are not necessarily sequenced.
Pathway Outcomes	2		2+	Advisory has been able to supplement the curricular work primarily held in CTE; next year will be in a better position to integrate with core academic disciplines via a better articulated set of pathway student learning outcomes.
Pathway Evaluation	1		1+	Feedback and evaluation has been mainly anecdotal and informal--an area of growth for the future.

### 6B. Work-Based Pathway Needs Assessment

*What are the strategic actions have you taken to improve **career awareness, career exploration and career preparation** for students this year?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>1) Civic Design Studio partnership with Construction and Design-Build classes and a few Capstone students (e.g. building fruit stands for Chinatown small businesses, DREAMers art installation in Old Oakland), and Construction class building furniture for community partner -- Camp Sylvester, who hosts 11th and 12th grade retreats</p> <p>2) Continuing partnerships with skilled trades local and national organizations for classroom and industry experiences: Cypress Mandela, Laney CTE, Women Can Build Skill Trades Career Fair, etc.</p> <p>3) Peralta Summer Institute preparing rising 12th graders for capstone (iDesign &amp; Construction courses)</p> <p>4) Maintaining summer internship target from 2017 of 20 students</p>	Partially Implemented	Effective	<p>Greater participation from students in all grades in the pathway, including newcomers.</p> <p>Deeper connection to industry partner (Civic Design Studio) which will continue to grow into a summer 2018 internship and a strong partner for linked learning projects for next school year.</p> <p>Lots of additional support from HSLLO with Trades and Apprenticeships WBL opportunities for students and funding.</p>

### 6C. Work-Based Learning Pathway Goals

*Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.*

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal

<b>Career Awareness</b>	Articulated and vetted sequence of guest speakers and industry tours for each grade level	All Students	N/A	N/A	At least one guest speaker and one industry tour per grade level that are signature experiences aligned to pathway outcomes, to be developed into an articulated sequence.	Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources (SPSA, WASC, LCAP)
<b>Career Exploration</b>	CTE and advisory curriculum and experiences developed to be responsive to students' individual interest in the field, with opportunities to explore, interview, and shadow.	All Students	N/A	N/A	Revised CTE and advisory curriculum and sequence delivered to all pathway students by grade level.	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
<b>Career Preparation</b>	Longer-term partnerships with industry, organizations and companies solidified into units of study and projects in each grade, culminating in summer internships at the end of 11th grade, and the UCCI CTE-aligned graduate capstone project in 12th grade.	All Students	N/A	20 pathway students placed in an ECCO summer internship	Maintain 2017-18 goal of 20 pathway students placed in an ECCO summer internship	Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources (SPSA, WASC, LCAP)

**6D. Work-Based Learning Theory of Action and Strategic Actions**

**Theory of Action** If we focus on building on the foundation of the WBL partnerships and experiences and further vetting and sequencing them, then we will see the relationship between teachers and partners mature and we will see students highly engaged in exploring the Architecture and Construction fields through a variety of sequenced activities and opportunities.

<b>Work-Based Learning Strategic Actions</b>	<b>Related Linked Learning Pillar</b>	<b>Funding source (if relevant)</b>	<b>Cost</b>	<b>Org Key</b>	<b>Object Code</b>	<b>Associated LCAP Action Area</b>	<b>PERKINS &amp; ATLANTIC ONLY: Which funding goal does this address?</b>	<b>Associated Pathway</b>
Honoraria for guest speakers to support career awareness and exploration experiences	Work-Based Learning							Architecture Academy
Panels and presentations from students who have participated in school-year and summer internships	Work-Based Learning							Architecture Academy

Transportation for career visits and tours, job shadows, and pathway-aligned college visits to support career awareness and exploration experiences	Work-Based Learning							Architecture Academy
Student school-year and summer internship stipends for Architecture Academy to support work based learning career preparation and training experiences	Work-Based Learning							Architecture Academy
Summer internship teacher/coordinator for work based learning career preparation and training experiences	Work-Based Learning							Architecture Academy

**7. COMPREHENSIVE STUDENT SUPPORTS** *\*Previously called Integrated Student Supports*

**7A. Comprehensive Student Supports Pathway Self-Assessment**

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2+		2+	Pathway-specific student intervention efforts are becoming more routinized and collaborative, through weekly SLC meetings and communication between counselors, case managers, admin, and pathway teachers.
College & Career Plan	2		2+	Pathway-targeted college & career planning is becoming more cohesive with coordination between advisory and the college & career center.

**7B. Comprehensive Student Supports Pathway Needs Assessment**

*What are the strategic actions have you taken to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
"ARCH Hour" tutoring, proactive phone calls, Academy alumni as mentors (Measure N funding), Student-led conferences, Independent study contracts, Incentives and award ceremonies, College Exploration visits x 3 per year, In-class speakers from colleges, College application support	Partially Implemented	Effective	Team experience in holding collective student support and intervention and reporting back to the whole staff in an Improvement Review process.

**7C. Comprehensive Student Supports Pathway Goals**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal

<b>College and Career Transition Supports</b>	Continued growth in student applications and acceptance to UC, CSU and HBCU postsecondary options.	All Students	N/A	N/A	Increase student application and acceptance rates by 10%	Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)
<b>Diffentiated Interventions for Special Populations (English Learners, African-American Students, Students with Disabilities)</b>	Decrease in chronic absence and tardies, and fewer disciplinary referrals and interventions.	All Students	N/A	N/A	Reduce chronic absences and tardies by 30%	Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources (SPSA, WASC, LCAP)

**7D. Comprehensive Student Supports Theory of Action and Strategic Actions**

<b>Theory of Action</b>	<b>If we focus on school-wide climate, building community and supporting basic needs in SLCs, and aligning support persons, systems and interventions within and across SLCs, then we will decrease the rates of chronic absences and increase student safety and success.</b>
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<b>Comprehensive Student Supports Strategic Actions</b>	<b>Related Linked Learning Pillar</b>	<b>Funding source (if relevant)</b>	<b>Cost</b>	<b>Org Key</b>	<b>Object Code</b>	<b>Associated LCAP Action Area</b>	<b>PERKINS &amp; ATLANTIC ONLY: Which funding goal does this address?</b>	<b>Associated Pathway</b>
10th grade retreat in Sept for d.School Design Thinking workshop and community-building	Comprehensive Student Supports							Architecture Academy
Weekly SLC meetings to address student intervention and support needs, make proactive phone calls and develop independent study contracts.	Comprehensive Student Supports							Architecture Academy
Articulated sequence of early college exploration trips to community colleges, CSUs, UCs, private colleges (especially Architecture & Design) for all grades.	Comprehensive Student Supports							Architecture Academy
Academy office hours/after school "ARCH Hour" tutoring (stipends for teachers)	Comprehensive Student Supports							Architecture Academy
Peer/adult mentorship program, 1:1 for 10th graders	Comprehensive Student Supports							Architecture Academy
College mentors and Architecture Academy alumni from UC Davis Architecture program as Architecture Mentors for academy courses.	Comprehensive Student Supports							Architecture Academy
Biannual student-led conferences via advisory	Comprehensive Student Supports							Architecture Academy
Incentives and award ceremonies materials and supplies	Comprehensive Student Supports							Architecture Academy

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET FOR PATHWAYS**

<b>School: Fremont High School</b>				<b>School ID: 302</b>			
<b>Media Academy</b>	<b>Allocation</b>	<b>Total Expended</b>	<b>Total Remaining</b>	<b>Mandela Law &amp; Public Service Academy</b>	<b>Allocation</b>	<b>Total Expended</b>	<b>Total Remaining</b>
<i>Measure N</i>	<b>TBD</b>	<b>\$0.00</b>	<b>#VALUE!</b>	<i>Measure N</i>	<b>TBD</b>	<b>\$0.00</b>	<b>#VALUE!</b>
<i>Atlantic Philanthropies</i>	<b>\$12,500.00</b>	<b>\$0.00</b>	<b>\$12,500.00</b>	<i>Perkins</i>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<i>California Partnership Academy</i>	<b>\$74,970.00</b>	<b>\$0.00</b>	<b>\$74,970.00</b>	<i>California Partnership Academy</i>	<b>\$75,150.00</b>	<b>\$0.00</b>	<b>\$75,150.00</b>
<i>Atlantic Philanthropies</i>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<i>Atlantic Philanthropies</i>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

<b>Architecture Academy</b>	<b>Allocation</b>	<b>Total Expended</b>	<b>Total Remaining</b>
<i>Measure N</i>	<b>TBD</b>	<b>\$0.00</b>	<b>#VALUE!</b>
<i>Perkins</i>	<b>\$12,500.00</b>	<b>\$12,500.00</b>	<b>\$0.00</b>
<i>California Partnership Academy</i>	<b>\$74,970.00</b>	<b>\$0.00</b>	<b>\$74,970.00</b>
<i>Atlantic Philanthropies</i>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

<b>Strategic Action</b>	<b>Target Student Group</b>	<b>Funding Source</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC or Org Key</b>	<b>Associated Linked Learning Pillar</b>	<b>Associated LCAP Action Area</b>	<b>Associated Pathway</b>	<b>Budget Action Number</b>
Provide summer PD for all Media Academy teachers to understand and align with the pathway student learning outcomes and plan units, curricula and projects that align.						Rigorous Academics		Media Academy	
Allocate SLC collaboration time for ongoing connection and alignment with the pathway theme and pathway student learning outcomes.						Rigorous Academics		Media Academy	
Train and provide ongoing coaching for a core academic teacher to be the Media pathway co-director						Building the Conditions		Media Academy	
Weekly co-director meetings for coaching and alignment of pathway outcomes to SLC collaboration and coordination efforts.						Building the Conditions		Media Academy	
More equitable placement process for rising 10th graders						Building the Conditions		Media Academy	
Early welcoming/community-building experiences for new pathway cohort and students						Comprehensive Student Supports		Media Academy	
Ongoing support through advisors and case managers.						Comprehensive Student Supports		Media Academy	
9th grade wheel experience, exposing all freshmen to the pathways						Career Technical Education		Media Academy	

Peer observation of literacy strategies between pathway teachers						Rigorous Academics		Media Academy	
SLC meetings with literacy focus for shared learning, application in pathway courses, and report-back of successes and challenges						Rigorous Academics		Media Academy	
Summer 2018 project-based learning and cross-curricular project design						Rigorous Academics		Media Academy	
Summer 2018 SLC training around the pathway student learning outcomes						Rigorous Academics		Media Academy	
UCCI institutes, school visits, and/or trainings for teachers holding those courses						Rigorous Academics		Media Academy	
Central graduate capstone PD for Media capstone teacher						Rigorous Academics		Media Academy	
NFTE PD for Media graduate capstone teacher and 12th grade CTE teacher						Rigorous Academics		Media Academy	
Partnership with NOBLE for "The Community and Your Law" workshop for 12th grade CTE to support their community impact projects						Career Technical Education		Media Academy	
Artists-in-residence media mentors to teach units on creative writing, identity, and expression in 10th grade CTE			\$4,000			Career Technical Education		Media Academy	
Dual enrollment technology for rigorous academic content and experience in the fields of animation and virtual reality/augmented reality						Rigorous Academics		Media Academy	
Teacher stipends for planning & retreats to create integrated projects in the pathway and align student intervention and support.						Rigorous Academics		Media Academy	
Computers to expand and enhance the CTE sequence courses and program and increase capacity for student learning and Media-related production work		Perkins	\$12,500			Career Technical Education		Media Academy	
Honoraria for guest speakers to support career awareness and exploration experiences			\$1,000			Work-Based Learning		Media Academy	
Panels and presentations from students who have participated in school-year and summer internships						Work-Based Learning		Media Academy	
Transportation for career visits and tours, job shadows, and pathway-aligned college visits to support career awareness and exploration experiences			\$7,000			Work-Based Learning		Media Academy	
Student school-year and summer internship stipends for Media Academy to support work based learning career preparation and training experiences						Work-Based Learning		Media Academy	
Summer internship teacher/coordinator for work based learning career preparation and training experiences						Work-Based Learning		Media Academy	



Student support mentor to provide social & emotional support, assist with family basic needs and employment, and address conflicts and other issues preventing students from attending school and classes.						Comprehensive Student Supports		Media Academy	
Weekly SLC meetings to address student intervention and support needs						Comprehensive Student Supports		Media Academy	
Articulated sequence of early college exploration trips to community colleges, CSUs, UCs, private colleges (especially Arts/Media), and HBCUs for all grades.						Comprehensive Student Supports		Media Academy	
Academy office hours/after school study hall (stipends for teachers)						Comprehensive Student Supports		Media Academy	
Buddy breakfast Tuesdays linking on-track 12th graders with at-risk 10th graders.						Comprehensive Student Supports		Media Academy	
Snacks and food available through advisory to provide for basic needs and build community						Comprehensive Student Supports		Media Academy	
All-academy welcome event for introductions, expectations, upcoming events, and building community						Comprehensive Student Supports		Media Academy	
Incentives and award ceremonies materials and supplies						Comprehensive Student Supports		Media Academy	
Articulated sequence of team-building experiences for all grades: workshops for 12th graders, outdoor education for 11th, hack-a-thons for 10th.						Comprehensive Student Supports		Media Academy	
Academy-wide voting of student leaders, who will present concerns to SLC and provide input on pathway activities, trips, and policies.						Comprehensive Student Supports		Media Academy	
Provide summer PD for all Media Academy teachers to understand and align with the pathway student learning outcomes and plan units, curricula and projects that align.						Rigorous Academics		Architecture Academy	
Allocate SLC collaboration time for ongoing connection and alignment with the pathway theme and pathway student learning outcomes.						Rigorous Academics		Architecture Academy	
Train and provide ongoing coaching for a core academic teacher to be the new Architecture pathway co-director						Building the Conditions		Architecture Academy	
Weekly co-director meetings for coaching and alignment of pathway outcomes to SLC collaboration and coordination efforts.						Building the Conditions		Architecture Academy	

More equitable placement process for rising 10th graders						Building the Conditions		Architecture Academy	
Early welcoming/community-building experiences for new pathway cohort and students						Comprehensive Student Supports		Architecture Academy	
Ongoing support through advisors and case managers.						Comprehensive Student Supports		Architecture Academy	
9th grade wheel experience, exposing all freshmen to the pathways						Career Technical Education		Architecture Academy	
Peer observation of literacy strategies between pathway teachers						Rigorous Academics		Architecture Academy	
SLC meetings with literacy focus for shared learning, application in pathway courses, and report-back of successes and challenges						Rigorous Academics		Architecture Academy	
Summer 2018 project-based learning and cross-curricular project design						Rigorous Academics		Architecture Academy	
Summer 2018 SLC training around the pathway student learning outcomes						Rigorous Academics		Architecture Academy	
UCCI institutes, school visits, and/or trainings for teachers holding those courses and curricula, especially Construction and Geometry						Rigorous Academics		Architecture Academy	
Central graduate capstone PD for Architecture capstone teacher						Rigorous Academics		Architecture Academy	
Develop current partnership with Civic Design Studio to connect community projects with English and Social Studies classes AND Capstone (Chinatown/Old Oakland, Oakland Housing Authority, homeless encampments)						Rigorous Academics		Architecture Academy	
Dual enrollment materials for rigorous academic content and experience in the fields of wood technology and construction						Rigorous Academics		Architecture Academy	
Teacher stipends for planning & retreats to create integrated projects in the pathway and align student intervention and support.						Rigorous Academics		Architecture Academy	
"Designer Bags"-- toolkits for Design Thinking for all SLC teachers and new cohort of 10th grade students			\$2,000			Rigorous Academics		Architecture Academy	
Academy alumni supporting as Architecture Mentors in the Capstone and CTE courses						Rigorous Academics		Architecture Academy	
Computers to expand and enhance the CTE sequence courses and program and increase capacity for student learning and Architecture-related design work		Perkins	\$12,500			Career Technical Education		Architecture Academy	
Honoraria for guest speakers to support career awareness and exploration experiences						Work-Based Learning		Architecture Academy	

Panels and presentations from students who have participated in school-year and summer internships						Work-Based Learning		Architecture Academy	
Transportation for career visits and tours, job shadows, and pathway-aligned college visits to support career awareness and exploration experiences						Work-Based Learning		Architecture Academy	
Student school-year and summer internship stipends for Architecture Academy to support work based learning career preparation and training experiences						Work-Based Learning		Architecture Academy	
Summer internship teacher/coordinator for work based learning career preparation and training experiences						Work-Based Learning		Architecture Academy	
10th grade retreat in Sept for d.School Design Thinking workshop and community-building						Comprehensive Student Supports		Architecture Academy	
Weekly SLC meetings to address student intervention and support needs, make proactive phone calls and develop independent study contracts.						Comprehensive Student Supports		Architecture Academy	
Articulated sequence of early college exploration trips to community colleges, CSUs, UCs, private colleges (especially Architecture & Design) for all grades.						Comprehensive Student Supports		Architecture Academy	
Academy office hours/after school "ARCH Hour" tutoring (stipends for teachers)						Comprehensive Student Supports		Architecture Academy	
Peer/adult mentorship program, 1:1 for 10th graders						Comprehensive Student Supports		Architecture Academy	
College mentors and Architecture Academy alumni from UC Davis Architecture program as Architecture Mentors for academy courses.						Comprehensive Student Supports		Architecture Academy	
Biannual student-led conferences via advisory						Comprehensive Student Supports		Architecture Academy	
Incentives and award ceremonies materials and supplies						Comprehensive Student Supports		Architecture Academy	

## SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged in the planning process.

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
1/29/2018	School Site Council	SSC reviewed 2018-19 big rocks and made recommendations to adjust goals.
2/18/2018	School Site Council	SSC/parent leaders approved big rocks and reviewed budget allocations. In addition, they voted for 2018-19 Title I expenditures.
2/29/2018	School Site Council	SSC/parent leaders will meet to review and approve teacher/administration actions that will push the identified goals.
3/14/2018	Leadership Team	Conducted work session to flesh out teacher, leadership, and organization practices aligned to school goals.
3/26/2018	School Site Council	Shared rationale and overview of site plan.
3/29/2018	Pathway Leads	Reviewing data and articulating strategies based on the school goal alignment that was done in Leadership Team.

<b>School WASC Goals</b>					
<b>Length of WASC Accreditation:</b>	3	<b>Last WASC Self-Study:</b>	April 28, 2016	<b>Next Full Self-Study:</b>	June 2020
<b>SCHOOL WASC GOALS</b>				<b>LCAP Goal Category</b>	
Increase High School Graduation Rates by a minimum of 10% annually. (SPSA, WASC, LCAP)				Goal 1: Graduates are college and career ready	
Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources (SPSA, WASC, LCAP)				Goal 5: Students are engaged in school everyday	
Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.				Goal 2: Students are proficient in state academic standards	
Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.				Goal 1: Graduates are college and career ready	