OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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Board Office Use: **Legislative File Info.**	
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Enactment Number	
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Memo

To	Measures N and H – College and Career Readiness Commission
From	Vanessa Sifuentes High School Network Superintendent
Board Meeting Date	
Subject	Services For: Fremont High School
Action Requested and Recommendation	Adoption by the Measures N and H - College and Career Readiness Commission of the 2025-2026 Education Improvement Plan and Assessment for Fremont High School as "Approved," for a total amount not to exceed $980,900.00.

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

N/A

Competitively Bid : Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact Funding resource(s): Measure N and H

Attachments
1. 25-26 EIP Assessment
2. 25-26 Proposed EIP

Measures N and H 2025-2026 Education Improvement Plan Assessment
(Year Three of Three-Year Cycle)

Fremont

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2023-24) and Year 2 (2024-2025)?
(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved," and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category **Evidence of Progress toward Pathway Program(s)'** *2023-26 College and Career for All and Linked Learning Quality Standards*	**Comprehensive Analysis** 4	**Developing Analysis** 3	**Emergent Analysis** 2	**Unclear Analysis** 1
Instructions: Review 2024-2025 *whole school and pathway three-year goals, the blue reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:*	**FEEDBACK:** *Provide feedback only if the site receives a score of 3 or below.*			
☐ Meaningful reflection about progress toward strategic goals (whole school and pathway)				
☐ Clear articulation of connections between these reflections and new or adapted strategic actions				
☐ Evidence of progress toward pathway programs' quality standards				
Score: ___4_____ **Rationale:** Fremont's EIP indicates that pathways are continuing to refine their goals and strategic actions. Of particular importance, there is evidence of significant progress towards program quality improvement as well as improved student outcomes.	**Suggestions for 25-26 Continued Progress Monitoring:** Fremont is advised to continue collecting and analyzing student outcomes and specifically, the impact of the strategies that pathways and the school at large have employed. Narrowing in on clear strategies and articulating those prioritized actions may allow Fremont to determine what is and is not leading to continuous improvement.			

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): How does the EIP clearly articulate new or revised actions grounded in schools' and pathways' reflection on the implementation of Year 2 strategic actions?				
Category	**Excelling 4**	**Meeting 3**	**Approaching 2**	**Beginning 1**
Strategic Actions	**FEEDBACK:** *Provide feedback only if the site receives a score of 3 or below.*			
☐ Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning ☐ Integrated Program of Study ☐ Work-Based Learning ☐ Integrated Student Support				
☐ Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals				
☐ Coherence is evident as an explicit theory of action that bridges their reflection logically into their actions				
Score: ___4_____ **Rationale:** The EIP suggests that Fremont pathways continue to refine programs of study and clearly define the experiences that all students can expect to have as a result of their enrollment in a given pathway.	**Suggestions for 25-26 Continued Progress Monitoring:** What structures will the school implement for teachers to regularly and collaboratively analyze student performance for the explicit purpose of informing educator practice?			

Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan				
Category	**Strategic & Aligned** 4	**Partially Strategic & Aligned** 3	**Unclear Strategy & Alignment** 2	**Missing or Non-Compliant** 1
Instructions: Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2025-2026	**FEEDBACK:** *Provide feedback only if the site receives a score of 3 or below.*			
☐ A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan				
☐ Expenditures provide clear justifications that demonstrate the alignment between the three domains of Linked Learning				
☐ Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)				
Score: ___4_____ **Rationale:** Expenditures are representative needs that the school has identified as necessary to sustain Linked Learning.	**Suggestions for 25-26 Continued Progress Monitoring:**			

Final Recommendation

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

Rating[1]: Approved

Strengths:
- ☐ Fremont is making tremendous strides in improving outcomes of traditionally marginalized focal students.
- ☐ Work-based learning opportunities, including internships, college and career day, mock interviews, and college and internship fair, are available to all students.
- ☐ Staff retention and program continuity.
- ☐ Work-Based Learning is thriving at Fremont.

Key Questions:
- ☐ With the school's progress in mind, how will staff sustain progress and remain committed to continuous improvement?
- ☐ How will the school ensure, despite differences between pathways, all pathways offer programming and support that are aligned with schoolwide goals and priorities? How will the school ensure high quality experiences for all students across all pathways regardless of teacher or classroom?

Budget Feedback:
- ☐ Fremont' budget is reflective of the needs of the school. Fremont has intentionally leveraged Measure H to fill gaps resulting from budget cuts that have impacted teacher collaboration.

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

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

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

Next Steps <mark>(for Conditionally Approved Sites)</mark> - add rows as needed

What	Suggested Lead	Deliverable	Date

Criterion 4 Evidence of Progress and Linked Learning Implementation
<mark>Category to be completed by High School Linked Learning Office</mark>
Instructions: Review the Work-Based Learning template, EIP Presentation, Master Schedule, and Program of Study to demonstrate an understanding of and development of high-quality pathway implementation.

☐ Program of Study	Common planning for Architecture is Wednesdays from 2:30 - 4:00. How frequently do they meet, given site- and district-level PD at a similar time? What is the common planning for Media? Please clarify and add to the Program of Study. To what extent are pathway teachers (core and academic) collaborating to design, coordinate, and progress monitor student support, intervention, and college- and career-readiness? To what extent are pathway teachers collaborating to design, coordinate, and progress-monitor instructional strategies and CTE alignment, thereby supporting coherence and student success?
☐ Work-Based Learning Plan	To consider: How do (or can) core academic and CTE teachers in pathways prepare students for internships (such as ECCCO) and support applications and overall readiness?
☐ Master Schedule	Color-coding reflects prep and collaboration, but not which courses are cohorted pathway classes. Please identify cohorted pathway classes by grade level and provide a legend or key.
☐ EIP Presentation	

School Name:	Fremont High School						Site #:	302
Pathway Name(s):	The Media Academy, The Architecture Academy							

School Description

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

School Mission and Vision

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

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

School Demographics

2023-2024 Total Enrollment Grades 9-12		1195						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	54.6%	45.4%	99.1%	98.9%	53.7%	21.4%	24.3%	13.9%	
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	15.9%	0.5%	2.4%	73.5%	0.5%	1.9%	3.3%	0.7%	1.3%
Focal Student Population	Which student population will you focus on in order to reduce disparities?			English Learner (EL)					

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

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	68.7%	76.0%	70.0%	81.0%	TBD	75.0%			80.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				
Four-Year Cohort Dropout Rate	23.5%	21.3%	20.0%	15.3%	TBD	18.0%			16.0%
A-G Completion Rate (12th Grade Graduates)	53.3%	64.1%	56.0%	60.4%	TBD	59.0%			62.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				
On Track to Graduate - 9th Graders	68.9%	61.3%	61.0%	65.5%	72.1%	65.0%			65.0%
9th Graders meeting A-G requirements	56.3%	45.1%	60.0%	49.5%	59.2%	60.0%			60.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	12.2%	15.8%	8.0%	28.3%	16.2%	10.0%			12.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	29.1%	30.0%	20.0%	35.0%	30.0%	22.0%			25.0%
Percentage of 10th-12th grade students in Linked Learning pathways	96.4%	96.8%	99.0%	98.9%	93.0%	99.0%			99.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the	40.9%	22.6%	45.0%	27.2%	0.0%	50.0%			55.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	16.2%	21.1%	15.0%	TBD	TBD	20.0%			20.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	19.1%	16.0%	15.0%	TBD	TBD	20.0%			20.0%

Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	51.7%	65.0%	56.0%	69.5%	TBD	61.0%			66.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				
Four-Year Cohort Dropout Rate	37.1%	32.5%	35.0%	26.6%	TBD	33.0%			30.0%
A-G Completion - 12th Grade (12th Grade Graduates)	47.1%	62.9%	53.0%	50.7%	TBD	55.0%			57.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				
On Track to Graduate - 9th Graders	64.9%	62.4%	60.0%	67.4%	69.9%	60.0%			60.0%

9th Graders meeting A-G requirements	55.2%	46.2%	60.0%	50.0%	58.3%	60.0%			60.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	5.2%	7.7%	4.1%	20.9%	10.5%	5.0%			7.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	17.5%	23.9%	10.0%	15.4%	20.0%	12.0%			15.0%
Percentage of 10th-12th grade students in Linked Learning pathways	96.7%	98.2%	99.0%	98.5%	89.3%	99.0%			99.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	31.5%	9.8%	30.0%	21.1%	0.0%	32.0%			35.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	12.7%	12.0%	13.0%	TBD	TBD	14.0%			15.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	9.9%	6.5%	10.0%	TBD	TBD	10.0%			10.0%

ROOT CAUSE ANALYSIS
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data

Indicator *Instructions: Complete the Strengths and Challenges columns for all indicators in **bold** (lines 41-44). Then select **ONE** of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.*	*Strengths* *What is our site doing well that's leading to improvements in this indicator?*	*Challenges* *What 1-2 challenges are the most significant barriers to improvements in this indicator?*
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate *(Analyze these two indicators together)*	Why is our grad rate 68.7? - AB2121 allowed exemptions for our newcomers to graduate with exceptions	Why is our drop out rate 23.5%? - We serve a lot of newcomers, some of whom drop out to work before graduation. - There are students who aren't compatible with the way our school system is set-up, which does not address their economic needs or they are significantly behind and feel discouraged to return after one or two semesters of high school.
A-G Completion - 12th Grade	- We offer rigorous academics to get students ready for work and college - Counselors meet with students who are close to being A-G Eligible to create a "recovery" plan, where they then enroll in a course to repeat it for a C- or higher or in a credit recovery options targeted for 12th graders (History, science, math, English/Grad Writing).	Why are half of our students not on track & meeting A-G? - Mismatch in postsecondary goals: Completing A-G does not serve these students' personal goals (work vs college). - Language barriers make it more challenging to access content for our EL students - A lot of students are below grade level for reading, and reading plays a huge part in being able to access content. - A-G courses does not always align with industry expectations - Students that work: Not all 12th graders complete 3rd year of CTE to reduce the number of classes during senior year - Need to increase in communication to all staff the requirements needed to graduate A-G eligible
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements *(Analyze these two indicators together)*	- Supported students that were failing math in 1st semester and complete a recovery effort (distance learning year 20-21) with help of OUSD Home and Hospital teachers. - Continuing a relationship with CAR team and Math Department from district to help some students recover S1 math credit during advisory period - Continued relationship with CORE Districts: Team at Fremont is at its 4th year working on Process-Design-Study-Act (PDSAs) to improve 9th grade on-track data by implementing strategies with 9th grade teachers (ie. Power Hour twice a marking period, Developmental Relationship Surveys three times a year, Summer Bridge, gradebook analysis, empathy interviews)	- Incoming students enter with academic deficiencies - Overall GPAs are below the 2.0 - Even though students are showing up and earning the credit, they may be earning D's or GPA too impacted to be considered "on-track" - Student motivation post-pandemic is at an all time low: students' GPA does not relate to income and does not solve their problems - A lot of students have good grades, but the one F in the critical class puts them off-track - Off-track data is a pattern: most 9th grader are not ready for high school A-G courses - Have done interventions with an extra hour of math and failed with that effort with 9th graders….better results for 11th graders.
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation *(Analyze these two indicators together)*	- Increased efforts to connect with HBCUs and access to HBCUs - Increase in teachers chaperones to colleges and college fairs - Strong alumni connections: students who initially drop out of college but have informed us that they are returning to college (e.g. to get certification related to their work)	- Unfair that data is based on whether student has enrolled within 1 semester of graduation and we know many students take time off after high school and wait to pursue a post-secondary education due to economic needs (employment) - Post-pandemic, many teachers pushed 4-year college enrollment less
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience		
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12		

Percentage of 10th-12th grade students in Linked Learning pathways	- Students get cohorted into different academies and they get support by virtue of being in one of the SLC's - We offer newcomers increased access into pathways while most schools do not - Some of our newcomers matriculate into advanced classes. (some success with mainstreaming into CTE sequence) - Upper grade students presenting to 9th graders builds excitement and gives confidence to younger students.	- Students not tagged are likely in our SPED program (or are transfers, or etc…clerical issue.) - Some students come in late and don't quite complete the early requirements
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		

2023-2024: YEAR ONE ANALYSIS

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

2023-24 Strategic Actions
Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?

Provide multiple professional learning opportunities (aligned at all levels: whole staff, common collaboration period of departments, and additional work days) for teachers to backwards plan from standard-aligned assessments that meet students' literacy needs.

Increase the quantity and improve the quality of college and career exploration opportunities for all students.

Ensure staffing and master schedule allows for cohorting of teachers and students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).

Support students in finding, securing, and keeping a job.

Define mastery across grade-levels and content areas to communicate to students, families, teachers what college and career readiness looks like at Fremont HS.

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions.** - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Pupil Support Salaries / Counselor: Hire an additional Counselor at .50 FTE. The additional counselor will be beyond the 2.5 FTE base allocation assigned by the district (per site one-pager). The additional .50 FTE is to reduce the dropout rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school. PCN 8301 - Tania Padilla (Salary & Benefit costs included)	$41,262.55	1205	Pupil Support Salaries / Counselor	Counselor	.50 FTE	Whole School
Classified Support Salaries: Hire a College & Career Readiness Specialist, at 1.0 FTE. The College and Career Readiness Specialist will ensure that 100% of seniors fill out a FAFSA application, explore career options, and explore post secondary colleges/universities/trade-schools. PCN 3839 - Jaliza Collins (Salary and Benefit costs included)	$132,896.20	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School
Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will support the restructuring of pathways, lead effective pathway small learning communities, and align CTE courses with subject areas. PCN 3520 - Vacant (Salary and Benefit costs included)	$89,205.44	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School

Description	Amount	Code	Category	Position	FTE	Location
Teacher Salaries Stipends: Extended Contracts for Pathway Lead Teachers, Advisory Curriculum Lead Teachers and ELD Teachers to participate in the school leadership team, facilitate weekly pathway/Small Learning Community collaboration meetings, plan advisory curriculum aligned with pathway student goals, collect and organize data to monitor student performance by pathway and to plan outside their contracted hours. Pathway/Small Learning Community Lead Teachers are our primary structure for student intervention and student retention. This structure requires an increased investment of teacher/leader time. In our Pathway/Small Learning Community Lead Team meetings, we review student achievement and progress (i.e. grades, on-track to graduation, and online engagement/attendance trends by small learning community, grade-level, department). Advisory leads are responsible for planning curriculum aligned with pathway outcomes and lead Advisory grade level meetings twice a month for teacher teams. All lead teachers will work with administrators, case managers, counselors and other team members to brainstorm ideas on how to intervene as a pathway/small learning community team to best utilize our collaboration time to support individual students. Small learning community/pathway teams meet bi-weekly with the primary objective of increasing student intervention and support. With the growing number of LTELs and Newcomers engaged in the Pathways, there is also a need to compensate teacher planning time to collaborate on literacy strategies with Pathway Leads and CTE teachers at least once a marking period. **($38.50 per hour x 133 hours + 25% benefit costs x 16 teachers = $102,410.00)**	$102,410.00	1120	Teacher Salaries Stipends			Whole School
Meeting Refreshments: For 60-80 industry partners who donate their time for Mock Interview Day. All 11th graders, general ed, Newcomers, and students with IEPs, are interviewed by an industry professional. Industry partners donate thousands of dollars of in-kind support by spending at least 3 hours on commuting and interviewing. Light breakfast refreshments will be provided by Big Apple.	$1,023.57	4311	Meeting Refreshments			Whole School
Teacher Salaries: Hire a STIP Substitute, at 1.0 FTE. The STIP Substitute will cover the pathway director and the pathway teacher classes on a regular basis in order for our pathway directors to consistently observe other teachers, and to collaborate with teachers to plan integrated curriculum and discuss student interventions. PCN 8294 - Yesenia Araiza (Salary and Benefit costs included)	$86,718.93	1105	Teacher Salaries	STIP Substitute	1.0 FTE	Media/Arch.

2024-2025: YEAR TWO
Strategic Actions

2023-2024 Strategic Actions	**Reflection on 2023-2024 Strategic Actions** *For the Year 1 Strategic Actions, answer:* -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
Provide multiple professional learning opportunities (aligned at all levels: whole staff, common collaboration period of departments, and additional work days) for teachers to backwards plan from standard-aligned assessments that meet students' literacy needs.	On track structures to provide professional learning opportunities - common collab in departments is well attended by most of the departments. continued to work on district interim assessments and launching of new OUSD curriculum. We will be adding more deliverables by admin to support the departments meet school literacy needs. Whole staff PD has been about "student talk" , literacy opportunities
Increase the quantity and improve the quality of college and career exploration opportunities for all students.	Increased number of exploration opportunities to colleges/univ. since 22-23 including 9th grade
Ensure staffing and master schedule allows for cohorting of teachers and students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes).	On track as evident by our Master Schedule. Due to hiring 22-23, we added a 4th CTE teacher to Media but not to Architecture which has made courses larger. For the 24-25, there will be more students placed in Media by design.
Support students in finding, securing, and keeping a job.	We are on track with this goal. Our Transition Specialist has been working with students with interview prep, resume building, sharing job list, and support during the application process. There is communication with local business for open positions for our Newcomer population as well as grade and attendace checks to be able to mantain active work permits. We currently have 43 active work permits
Define mastery across grade-levels and content areas to communicate to students, families, teachers what college and career readiness looks like at Fremont HS.	Some teams are on track, (Math is working on common assessments) working towards alignment with OUSD that is standards aligned. Smaller teacher teams are not calibrating, it is inconsistent across departments. Inconsistent implementation of district curriculum. Now with the district curriculum coming in we can make a push for how we define mastery to then be able to communicate it to the community.

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

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

Alignment: Work with OUSD leadership to align district initiatives and site plans to help all department chairs and Pathway directors lead their teams to define mastery (grade-level achievement + standards-aligned content).
Inclusion: Increase college and career exploration visits that are supported by non CTE teachers and increase access to visits SpEd and newcomer students.
Collaboration: Design of smaller teacher teams that will then design smaller scaled projects (pathway specific project/or a literacy focused project) before the capstone.
Adult Teaming: Implement a scope and sequence for teams to analyze and monitor student achievement data.
Work-Readiness: Support students in finding, securing, and keeping a job, as well as preparing them for interviews and applications.

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

2024-2025 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	**Fully Approved** (no additional Justification Form required) *(protected cells below to be completed by MN/H staff only)*	**Conditionally Approved** (Justification Form is required) *(protected cells below to be completed by MN/H staff only)*
Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will support the restructuring of pathways, lead effective pathway small learning communities, and align CTE courses with subject areas. PCN 3520 - Andrea Garcia (Salary and Benefit costs included)	$89,562.77	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School	Approved	
Classified Support Salaries: Hire a College & Career Readiness Specialist, at 1.0 FTE. The College and Career Readiness Specialist will ensure that 100% of seniors fill out a FAFSA application, explore career options, and explore post secondary colleges/universities/trade-schools. PCN 3839 - Jaliza Collins (Salary and Benefit costs included)	$139,793.79	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School	Approved	
Teacher Salaries: Hire a STIP Substitute, at 1.0 FTE. The STIP Substitute will cover the pathway director and the pathway teacher classes on a regular basis in order for our pathway directors to consistently observe other teachers, and to collaborate with teachers to plan integrated curriculum and discuss student interventions. PCN 8294 - Zulma Tayun Ixcoy (Salary and Benefit costs included)	$89,562.77	1105	Teacher Salaries	STIP Substitute	1.0 FTE	Media/Arch.	Approved	
Pupil Support Salaries / Counselor: Hire an additional Counselor at .50 FTE. The additional counselor will be beyond the 2.5 FTE base allocation assigned by the district (per site one-pager). The additional .50 FTE is to reduce the dropout rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school. PCN 8301 - Tania Padilla (Salary & Benefit costs included)	$44,139.37	1205	Pupil Support Salaries / Counselor	Counselor	.50 FTE	Whole School	Approved	

Description	Amount	Code	Category			Site	Status	
Meeting Refreshments: For 60-80 industry partners who donate their time for Mock Interview Day. All 11th graders, general ed, Newcomers, and students with IEPs, are interviewed by an industry professional. Industry partners donate thousands of dollars of in-kind support by spending at least 3 hours on commuting and interviewing. Light breakfast refreshments will be provided by Cafe Gabriela.	$1,023.57	4311	Meeting Refreshments			Whole School	Approved	
Conference Expenses: Conference & travel expenses for 4 staff members to attend the Linked Learning Alliance Conference 2025. A team of 2 - 2 staff for each pathway will attend and present about the pathway work at Fremont. The pathway team will return to campus and share their learnings with the pathway small learning community to make progress towards Gold Certification. Budget: 2 registrations x $615 = 1,230.19	$1,230.19	5220	Conference Expenses			Whole School	Approved	
Admissions Fees For students to attend College and Career Exploration Visits, pathway field trips and integrated learning opportunities. Students who participate will learn about careers and post-secondary opportunities.	$720.17	5829	Admission Fees			Whole School	Approved	
Transportation Charter Bus Rentals for visits to colleges and universities with specific aligned pathway aligned programming for 9th graders and NEST program students.This opportunity will increase student exposure to post-secondary and CTE aligned careers as they will have the opportunity to engage with students from Architecture and/or Media fields. This expenditure supports our strategic action of continued investment in pathway event programming, as well as recruitment for our pathways. (3 charter buses @ $1,833.00 = $5,499)	$5,499.00	5826	Transportation			Whole School	Approved	
Teacher Salaries Stipends: Extended Contracts for Pathway Lead Teachers, Advisory Curriculum Lead Teachers and ELD Teachers to participate in the school leadership team, facilitate weekly pathway/Small Learning Community collaboration meetings, plan advisory curriculum aligned with pathway student goals, collect and organize data to monitor student performance by pathway and to plan outside their contracted hours. Pathway/Small Learning Community Lead Teachers are our primary structure for student intervention and student retention. This structure requires an increased investment of teacher/leader time. In our Pathway/Small Learning Community Lead Team meetings, we review student achievement and progress (i.e. grades, on-track to graduation, and online engagement/attendance trends by small learning community, grade-level, department). Advisory leads are responsible for planning curriculum aligned with pathway outcomes and lead Advisory grade level meetings twice a month for teacher teams. All lead teachers will work with administrators, case managers, counselors and other team members to brainstorm ideas on how to intervene as a pathway/small learning community team to best utilize our collaboration time to support individual students. Small learning community/pathway teams meet bi-weekly with the primary objective of increasing student intervention and support. With the growing number of LTELs and Newcomers engaged in the Pathways, there is also a need to compensate teacher planning time to collaborate on literacy strategies with Pathway Leads and CTE teachers at least once a marking period. (133 hours per teacher x 38.50/hour = $5,120.50 + 25% benefits = $6,400.63 x 10 teachers = $64,006.25)	$64,006.25	1120	Teacher Salaries/Stipends			Whole School	Approved	

2025-2026: YEAR THREE

Whole School Strategic Actions Reflection

2024-2025 Strategic Actions	Reflection on 2024-2025 Strategic Actions *For the Year 2 Strategic Actions, answer:* -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
Alignment: Work with OUSD leadership to align district initiatives and site plans to help all department chairs and Pathway directors lead their teams to define mastery (grade-level achievement + standards-aligned content).	On track. Site leadership has met twice with leads 1:1 to align calendars and team goals. The Assistant Principal that oversees the Instructional Leadership Team meets with one central leader in the Academics Team at least 2x month to progress monitor the Instructional Leadership Team's work to help department chairs and directors. Moreover, the school continues to support the development of a 12th grade capstone project as the culminating mastery project and uses it's elements to set other grade-level goals that the ILT and pathway teams use to set their team goals.
Inclusion: Increase college and career exploration visits that are supported by non CTE teachers and increase access to visits SpEd and newcomer students.	On Track. Both pathway teams organized various trips with industry supporters and OUSD central support. This allowed for all grade levels to have exposure to community colleges, California State Universities, and to industry partners. There are 25 visits made that included Newcomers and students with IEPs. The Media Academy planned 7 college trips, 4 industry specific visits, and 1 team builder for the 10th graders. The Architecture Academy participated in 7 industry visits, 1 college trip. Our Transition Specialist and College and Career Readiness Specialist held pathway mixed trips and participated in 4 community college visits at the Peraltas and 1 industry visit.

Collaboration: Design of smaller teacher teams that will then design smaller scaled projects (pathway specific project/or a literacy focused project) before the capstone.	On track. 10th grade teacher teams in both Media and Architecture have planned and executed an integrated project involving, CTE + 2 core classes. Teachers were able to plan together during a collaboration period that was alloted in the Master Schedule. Each 10th grade team completed a project for the Fall semester and the 12th grade Capstone teams are continuing to support students for their April 30, 2025 presentations.
Adult Teaming: Implement a scope and sequence for teams to analyze and monitor student achievement data.	Making progress. Teams have looked at data consistently for students of concern that are approaching a 2.0 GPA. Case managers join those meetings with the pathway teacher teams and they look at it monthly. The teams are providing feedback for a schoolwide scope and sequence for what data and when to analyze during the year, to establish a regular routine.
Work-Readiness: Support students in finding, securing, and keeping a job, as well as preparing them for interviews and applications.	On track. All advisories especially 11th grade advisory focuses on interview skills and resume building. Transition Specialist works with students on finding a job and organized an Internship Fair to launch the ECCCO internship season. Then, the Transition Specialist, College and Career Readiness Specialist, and Pathway Coach hold regular office hours during the internship hiring season to help students apply and prepare for internships/jobs. The preparation also takes place when all 11th graders prepare and participate in the Mock Interview Day held at the school site.

2025-2026 Strategic Actions
In the Whole School tab, schools develop school wide strategic actions to support all pathways and elements of the "enabling conditions" for ongoing pathway development.
Based on a review of the challenges from the root cause analysis and updated schoolwide data above, plus a reflection on this year's strategic actions, what are 3-5 new or revised, school wide strategic actions for 25-26 that will support school-wide pathway improvement to directly address the challenges identified above?

We will increase awareness of academy milestones/projects by hosting Pathway events, Capstone presentations, Back to School Night, Grade Level Pathway exhibitions, career/college exploration visits to get more student involvement as well as community involvement.
We will Improve quality and efficiency of meetings. Grade level team leads, Department chairs, Pathway directors, will meet 1:1 with Admin to discuss goals and intiatives. Admin will regularly review meeting notes to ensure that teams are meeting and utilizing their time effectively. There will be more intentionallity to looking at student data and having the appropriate entity involved those meetings (i.e, counselor, case manager).
We will continue work with industry partners to stay informed about trends and advancements to determine 12th grade capstone projects so that it meets Fremont/OUSD student graduate profile.
We will improve documentation and internal tracking of students who have an active work permit throughout the school year to see what students need to be served or notice tends to address inequity.

Budget Expenditures
Effective July 1, 2025-June 20, 2026

2025-2026 Budget: Enabling Conditions Whole School

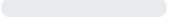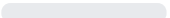| BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved	Conditionally Approved
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification.** - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* **If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*							(Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*	(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form **is** required along with any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*

Teacher Salaries Stipends: **Extended Contracts for the Small Learning Curriculum Lead Teachers.** Lead Teachers will facilitate weekly pathways and Small Learning Community collaboration meetings. They will plan an advisory curriculum aligned with pathway student goals and collect and organize data to monitor student performance by pathway. These meetings will be planned outside their contracted hours. Pathway/Small Learning Community Lead Teachers are our primary structure for student intervention and retention. This structure requires an increased investment of teacher/leader time. Our Pathway/Small Learning Community Lead Team meetings review student achievement and progress (i.e., grades, on-track to graduation, and online engagement/attendance trends by small learning community, grade level, and department). Small learning community/pathway teams meet bi-weekly with the primary objective of increasing student intervention and support. With the growing number of long-term English Learners and newcomers engaged in the Pathways, there is a need to compensate teachers for planning time to collaborate on literacy strategies with Pathway Leads and CTE teachers at least once during the marking period. Budget Calculation: **SLC Lead Teachers:** Up to 120 hours at $47.50 hourly rate + 25% benefit costs = $7,125.00 x 7 Teachers = $49,875.00.	$49,875.00	1120	Teacher Salaries Stipends			Whole School	Approved	
Teacher Salaries Stipends: **Extended Contracts for the Advisory Lead Teachers.** Advisory Leads are responsible for planning curriculum aligned with pathway outcomes and Lead Advisory grade-level meetings twice a month for teacher teams. Most curriculum revolves around Work Based Learning, resume + interview prep, college and career applications, and social and emotional learning. This aligns with the whole school goal of work readiness. The curriculum and interventions built in to Advisory by Advisory Leads are essential for student growth. All Fremont students have an advisory period so all student populations benefit from this expenditure. Budget Calculation: **Advisory Lead Teachers:** Up to 45 hours x $47.50 hourly rate + 25% benefit costs = $2,671.88 x 8 Teachers = $21,375.00.	$21,375.00	1120	Teacher Salaries Stipends			Whole School	Approved	
Teacher Salaries Stipends: **Extended Contracts for the Instructional Lead Teachers.** All lead teachers will work with administrators, case managers, counselors, pathway coaches, and other team members to brainstorm ideas on intervening as a pathway/small learning community team and best utilize our collaboration time to support individual students. This aligns with the school's goal of collaboration and adult teaming. Student learning goals will be met if we improve the quality and efficiency of meetings. The plan is to implement structures for teams to analyze and monitor student achievement, which will, in turn, benefit all students. Budget Calculation: **Instructional Lead Teachers:** Up to 20 hours at $47.50 hourly rate + 25% benefit costs = $1,187.50 x 8 Teachers = $9,500.00.	$9,500.00	1120	Teacher Salaries Stipends			Whole School	Approved	
Teacher Salaries Stipends: **Extended Contracts for the Interdisciplinary Grade-Level Team Leads.** Each teacher in these grade-level teacher teams must put in the planning team, team collab time, and individual work outside of contract hours to build an interdisciplinary project with aligned skills. The goal is that learning and skill mastery become intentional and aligned so students are more prepared every year. Teacher teams can also meet to discuss intervention strategies for the English Learner population and students with IEP to increase the pass rate in all their classes. This expenditure aligns with the whole school goal of collaboration and adult teaming. Budget Calculation: **Interdisciplinary grade-level Team Leads:** Up to 20 hours at $47.50 hourly rate + 25% benefit costs = $1,187.50 x 35 Teachers = $41,562.50.	$41,562.50	1120	Teacher Salaries Stipends			Whole School	Approved	

Description	Amount	Code	Category	Position	FTE	Scope	Status	
Teacher Salaries Stipends: **Extended Contracts to pay 3 Teachers (1 Media, 1 Architecture, and 1 additional teacher) to participate in the Exploring College, Career, & Community Opportunity Summer Program (ECCO) through June 30, 2026.** The 3 ECCO teachers will support students from both the Architecture Academy and Media Academy in summer internships by providing a work-based learning curriculum, assisting them in finding internships, and guiding them on work site visits. This expenditure is aligned with pathway development goals in Work-Based Learning, supporting students in successfully completing career preparation experiences in the district-sponsored summer internships ECCCO program. Having summer teachers who are their CTE teachers improves students' engagement by providing familiar adult support and case management through onboarding and addressing the challenges that may arise as a young person in a work environment. Each summer teacher will serve 20-25 students, for a total of 60-75 students. This addresses the need for support infrastructure, advocacy for student success in off-site work experiences, and logistical needs for getting students paid and preparing for the district Demonstration of Mastery. Budget Calculation: Phong Hoang - 150 hours at $87.25 per diem rate + 25% benefit costs = $16,359.38 Thomas Martin Edwards - 150 hours at $80.88 per diem rate + 25% benefit costs = $15,165.00 Leon Sykes Ii - 150 hours at $72.08 per diem rate + 25% benefit costs = $13,515.00 Total = $45,039.38 (Salary & Benefit Costs Included)	$45,039.38	1120	Teacher Salaries Stipends			Whole School	Approved	
Supervisor & Administrator Salaries: **Hire a Pathway Coach at .50 FTE.** The pathway coach will support the restructuring of pathways, lead practical pathway small learning communities, and align CTE courses with subject areas. Coach pathway Small Learning Community (SLC) directors in visioning, planning, and collaborating with their SLC team and Small Learning Community-wide goals for pathway development. Coach pathway Small Learning Community directors in resource allocation, strategic budget planning for multiple funding sources, and providing details and information for fiscal orders and extended contracts. Led and coached the CTE department teams with vertical alignment of curricula, mapping goals and strategic actions, and inquiry cycles. Support CTE teachers with researching, drafting, revising, and articulating course outlines for compliance with every CTE course. Liaison with industry partners and community collaborators, facilitating communication for guest and capstone presentations where needed. Support 11th-grade advisory team, focused on career exploration and preparation for Mock Interview Day and summer ECCO internships. Support the 9th grade team to educate students about pathway programs. Co-Coordinate Mock interview day for All juniors. Support with gathering input from academy directors, teachers, and constituents for Measure H EIP plans. Coach and support academy directors with presentations, i.e., Measure H listening campaign and Measure H commission presentation. This is a split-funded position with Central Measure H. **PCN 3520 - Andrea Garcia** (Salary and Benefit costs included)	$100,528.68	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School	Approved	

Pupil Support Salaries/Counselor: **Hire a Counselor at .40 FTE.** The additional counselor is to reduce the dropout rate by providing counseling, tutoring, mentoring, and other intensive support services to students in danger of not graduating high school. Attend and participate in bi-weekly SLC collaboration meetings. Share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals. Conduct student 1:1 meetings about graduation plans. Plan a master schedule to support Pathway outcomes. Anticipated outcomes: Pathway enrollment - all pathways closely represent the population of the school. Marking Period Grades - decrease of Ds/Fs in all Pathway classes. Attendance - decrease in the percentage of students who are moderately chronically absent and severely chronically absent. On-Track - 75% or more of students enrolled in the Pathway are on track to graduate per A-G requirements. Internships - increase exposure to career exploration, awareness, and preparation activities for all students. *The additional counselor will be beyond the 2.5 FTE base allocation assigned by the district (per site one-pager).* **PCN 8301 - Tania Padilla** (Salary & Benefit costs included)	$37,975.64	1205	Pupil Support Salaries/Counselor	Counselor	.40 FTE	Whole School	Approved	
Classified Support Salaries: **Hire a College & Career Readiness Specialist at .20 FTE.** The College and Career Readiness Specialist will ensure that 100% of seniors fill out a FAFSA application, explore career options, and explore post-secondary colleges/universities/trade schools. **PCN 3839 - Jaliza Collins** (Salary and Benefit costs included)	$27,656.93	2205	Classified Support Salaries	College & Career Readiness Specialist	.20 FTE	Whole School	Approved	
Career Transitions Specialist: **Hire a Career Transitions Specialist at .50 FTE.** The Career Transition Specialist will provide dedicated, career pathway-aligned support to all students. Low-income students frequently ask for jobs during high school and need coaching through the application and employment process. The Transition Specialist works with students to offer Work-Based Learning opportunities and career preparation. They will also co-lead the ECCO Summer internship program and lead the Peralta summer classes by giving presentations in advisory classes, holding application workshops for students, and helping with Peralta enrollment. This position aligns with the goal of Work readiness and improving documentation and internal tracking to have more relevant data to them improve work-based learning systems. This is a split-funded position. Site Funds will provide the other .50 FTE from the Community Schools Grant, which the School Site Council has already authorized. **PCN 8597 Edith Quintero Maravilla** (Salary and Benefit costs included)	$45,082.87	2205	Classified Support Salaries	Career Transitions Specialist	.50 FTE	Whole School	Approved	
Classified Support Salaries: **Classified Support Salaries to pay the Administrative Assistant for extra hours outside of her work schedule via ET/OT for clerical administrative support.** The admin will process Measure N and H invoices, follow up with Pathway directors, track orders, and process timesheets for all certificated extended contracts. Admin - Maria Valencia. Budget Calculation: Up to 155 hours at her OT hourly rate, but not to exceed $9,203.13.	$9,203.13	2205	Classified Support Salaries			Whole School		Conditionally Ap…

Conference Expenses: **Conference expenses for 4 Pathway Teachers to attend the California Partnership Academy Linked Learning Alliance Conference 2025.** A team of 2 Teachers from each pathway will attend and present about the pathway work at Fremont. The pathway team will then return to campus and share their learnings with the Pathways small learning community to make progress toward Gold Certification. This aligns with the goal of highlighting and sharing achievements in the media pathway. The whole school's goal is to work with OUSD and district initiatives. If teams and the whole school are aligned on the 4 pillars of Linked Learning and Gold certification standards, then that would bring quality learning experiences to all students at Fremont. This initiative also aligns with the goal of inclusion, which is to support more quality learning experiences for SpED and newcomers. Besides presenting, teachers will also attend sessions to learn from other CTE programs and bring their learning back to their teams through their Small Learning Community collaborations. Budget Calculation: Registrations at $650 x 4 = $2,600.00	$3,240.00	5220	Conference Expenses		Whole School		Conditionally Appr…
Consultant Contracts: **Contract with the Oakland Public Education Fund (OPEF) to process and pay out the Student Internship Stipends for students participating in the Work-Based Learning (WBL) career preparation and training experiences through June 30, 2026.** The students will be able to complete Media or Architecture internships related to the pathway field by completing client work for school-based and external clients. Many times the newcomer students or EL students are not able to secure a job so internships are a great option. The opportunities will be given to all students with emphasis in ELs and African American students. Students will acquire: 1) Professional Communication Skills. 2) Career Exploration 3) Community College Orientation and Education Plans. 4) Demonstration of Mastery Prep. Students would engage in Virtual Internships and Online Career Oriented Peralta college classes. Students' interest is high, and we are confident we can spend these funds to support 30 students. Internship stipends have increased students' participation in our pathways. Budget Calculation: 30 stipends at $1,000 per student + 15% Agency Admin Fees = $34,500.00. *OPEF can only invoice schools for student stipends with 100% participation and completion and the admin fees for those funds. OPEF can not invoice for the full contract amount prior to the program ending. Under no circumstances can OPEF hold unspent Measures N or H funds for the schools.*	$34,500.00	5825	Consultant Contracts		Whole School	Approved	
Meeting Refreshments: **Meeting refreshments for 60-80 industry partners and community members who donate their time for the Mock Interview Day.** All 11th graders, general ed, Newcomers, and students with IEPs are interviewed by an industry professional. Industry partners donate thousands of dollars of in-kind support by spending at least three hours commuting and interviewing. We will provide light breakfast refreshments during this event. Vendor: Cafe Gabriella.	$1,551.89	4311	Meeting Refreshments		Whole School		Conditionally Appr…

Teacher Salaries Stipends: **Extended Contracts for 2 Counselors to work on the Master Schedule.** Counselors are responsible for ensuring students are in the appropriate A-G courses to meet the Programs of Study, aligned to Pathway and California Partnership Academy requirements and Individual Education Plan (IEP) requirements. Together, they recommend to site administration to adjust the master schedule equitably and support operational adjustments as directed by the site Principal, often outside of their contractual hours. These hours are concentrated during August, September, and February. Counselor input and support are essential to meeting master schedule deadlines, and they support our goal to increase A-G eligibility. All Fremont students in grades 10-12 are enrolled in a career pathway, so this expenditure benefits all student populations. Counselors: Caitlin Martindale (Architecture Pathway) and Jasmin Cartagena (Media Pathway). Budget Calculation: Up to 18 hours at a $47.50 hourly rate + 25% benefit costs = $1,068.75 x 2 Counselors = $2,137.50.	$2,137.50	1120	Teacher Salaries Stipends			Whole School		Conditionally Appr…

Pathway Name:	Media Academy			Program #:	3851
Mission and Vision	Vision: The Media Academy at Fremont High School is a Career Technical Education program that focuses on the mastery and manipulation of media and technology. The academy is guided by the belief that all young people should be given the knowledge, skills, and opportunity to inspire social change. Mission: The Media Academy is a training ground where students are immersed in a creative community that uses technology to communicate through multiple forms of media. We empower students to be critical thinkers and ethical users and creators of information. We provide personalized learning experiences to prepare students for life after high school in college/career and as freelance artists and entrepreneurs.				

PATHWAY QUALITY ASSESSMENT			
Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category	**Evidence of Strengths**	**Areas For Growth**	**Next Steps** *Will any of these categories be a priority for your 3-year goals? If yes, which ones?*
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	The Media Academy has a strong focus on academic rigor and collaboration among teachers, case managers, and industry partners. We are able to ensure that approximately 80 percent or more of our students have completed the CTE sequence. Our Small Learning Community meets monthly to maintain consistent grading and class structure throughout the academy. This helps ensure that all students receive a high-quality education, regardless of which teacher they have or which classes they take. Teachers, case managers, and industry partners meet regularly in the Small Learning Community to collaborate about more effective interventions for struggling students, as well as opportunities for student celebrations, academy-wide initiatives, and curricular collaborations. We continue to offer media centered dual enrollment classes in addition to English 1A. This provides students with the opportunity to earn college credit while still in high school, which can be a significant advantage when it comes to pursuing higher education or entering the workforce.	The offering of cross-curricular projects focused on media literacy, to help students understand how media works, including how to critically analyze and evaluate media messages, identify sources of bias or manipulation, and understand how media shapes our perceptions of the world.	To increase media literacy in non CTE classes we will provide training for teachers and resources to help them effectively teach media literacy skills. This will include workshops, online courses, and student voice centered panels.

Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	The Media Academy continues to provide students with opportunities to gain industry exposure through internships, school year work based learning opportunities such as the New York Times Editorial project published in September of 2022, the media summer institute, academy produced photo exhibits as well as a industry mentor led television and short film festival. We have increased the amount of industry related guest speakers by partnering with employees of emerging tech hubs. This provides students with the opportunity to learn from professionals who are working in the industry and gain insights into current trends and best practices. We continue to build upon the portfolio model by integrating artifacts from non cte courses to help students identify their personal interests, information, and skills necessary for informed career decision making. This approach helps students develop a clearer sense of their strengths and interests, and better understand how they can apply those skills in their chosen careers. Our College and Career Information Center, as well as partnerships with local school partners and media based programs in southern california support student career development opening doors for students to engage with college students entering into the film and television industry. We are involving industry partners in the assessment process to help students develop a clearer sense of what employers are looking for in terms of skills and competencies, and provide them with insights into current trends and best practices in the industry. Our 12th grade students produce sizzle reels an industry standard and our 11th grade students are required to participate in mock interviews, create resumes, and/or LinkedIn accounts to prepare students for the job market. These skills are essential for success in any career, and providing students with the opportunity to practice them in a supportive environment has proven to be highly beneficial.	Providing equitable access for Special Education and newcomer students who face barriers to participating in school year and summer internship opportunities. Increase the amount of communication to whole staff strategically communicating with provide more information about the benefits of these opportunities, such as increased employability, improved communication and teamwork skills, and greater confidence in one's abilities.	A three year goal for the academy is to create a school year based WBL position for marginalized students to train as communication managers for student, community members, and partners as strategy for promoting equity and inclusion. This will provide an opportunity for marginalized students to develop valuable communication and leadership skills while also giving them a voice in the academy's decision-making processes. Staff will begin collecting testimonials from students who have participated in CTE WBL experiences to demonstrate the value of these opportunities and promote their importance to all stakeholders. These testimonials can be used to develop a calendar of WBL opportunities and stockpile content for delivery to parents, department heads, partners, and community members. This will help cte ensure that all stakeholders are aware of the opportunities available and can provide input and feedback on how to best support marginalized students in accessing these opportunities.

Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	The Media Academy has a Pathway Case Manager who performs wellness checks, home visits, and interventions for students who may be facing challenges outside of school that are impacting their ability to succeed academically. We offer strategic Power Hour offerings and after-school office hours, which provide students with opportunities to make up work and receive additional support as needed. We continue to hold Student Led Conferences twice a year with parents and guardians. This approach provides students with the opportunity to take ownership of their learning and share their progress with their families. The academy offers celebratory lunches for students to connect with trained peer leaders from College Summit/Peer Forward providing them with role models and mentors who can help guide them through their academic and personal challenges. The College & Career center and college program partners like METS co-host exploration field trips for 10th-12th grade students. This provides students with the opportunity to explore different career paths and gain exposure to post-secondary education options.	Leveraging our limited resources to provide impactful interventions for students.	A third year goal is to partner with community organizations that provide services and support to students. These organizations can offer additional resources and support to students that can supplement the work of the case manager. It is our goal within year one to develop a student mentorship program. where upperclassmen can support and mentor underclassmen. This can help students build connections and receive support from their peers, which can be just as impactful as support from a case manager.

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

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

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

Pathway Strategic Actions

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

Strategic Actions for Goal #1	We will identify a team of teachers to continuously monitor and evaluate our school year based WBL positions to ensure they are meeting our goals and making a positive impact on at-promise students and English language learners.
	Establish a data collecting process.
	Conduct three professional development workshops for teachers to develop strategies to conduct surveys, interviews, or focus groups with students, community members, and partners.
	Continue to collaborate with the newcomer 10th grade and 11th grade advisors.

Strategic Actions for Goal #2	The media CTE teacher team by reviewing and revising their current assessment methods to ensure they are inclusive of diverse learning styles and abilities. We can also explore alternative assessment methods, such as project-based assessments, performance tasks, and portfolios, that allow students to demonstrate their knowledge and skills in different ways.
	Collaborate to design and plan a student exhibition, including selecting the medium (e.g., video, photography, graphic design), determining the format (e.g., physical gallery, online exhibition), and establishing evaluation criteria. Throughout the process, we will seek feedback and input from industry professionals to ensure that the final product meets industry standards and expectations. This can be done through formal reviews or informal discussions with industry partners.
Strategic Actions for Goal #3	Evaluate the effectiveness of cross curricular projects by collecting data on student outcomes, such as academic performance, engagement, amnd post production success. Use this data to make informed decision about how to improve and refine projects for the future.
	Work with teachers to develop project ideas that integrate multiple subjects and align with academic and CTE standards. Encourage teachers to collaborate with industry/community partners to design projects that are relevant and engaging to students.
	Provide professional development for teachers on how to design and implement cross-curricular projects, including how to assess student learning and provide feedback.

Pathway Budget Expenditures

2023-2024 Pathway Budget

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

| **Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE** to provide a full teaching line (4 sections of Introduction to Multimedia, 1 section of Yearbook) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes.
PCN 9102 - Kunishi Kevin
(Salary and Benefit costs included) | $115,828.02 | 1105 | Teacher Salaries | CTE TEACHER | 1.0 FTE | Media Academy |

2024-2025: YEAR TWO

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**Check in on 3-Year Goals** *For each 3-year goal, answer:* -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026 we will have data from our school year based WBL positions for at promise students and English Language Learners to train as communication managers for student, community members, and partners facing media content as a strategy for promoting equity and inclusion. The data will inform our strategic goals for the Pathway. We will develop clear goals and metrics for our school year based WBL positions. This could include metrics such as the number of students who participate, the types of projects they work on, and the feedback they receive from community members and partners.	There has been no progress toward this goal because we have no been able to move forward without a WBL person.
By 2026 we will have a consistent Media CTE teacher team that designs assessments to ensure equitable opportunities for all students to demonstrate expected knowledge and skills.	The team has been using shared and aligned rubrics with emphasis on using industry-aligned language. There has been an emphasis on teaching for mastery. This has been supported by and with more communication with Dual Enrollment teachers and Media Academy teachers.
By 2026 we will integrate projects in specific courses and grade levels to promote a more holistic and well rounded experience for students.	We know what the key projects are in each grade level, and make clear the grade level outcomes for each grade. We will be working on getting input from students at each grade level, to document the student experience and look for opportunities for integrated projects. Next school year we are beginning with 10th grade to eventually have a "defense" at each grade level/ and our end of the year portfolio project.

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions		**Reflection on 2023-2024 Strategic Actions** *For the Strategic Action sets for each goal, answer:* -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
23-24 Strategic Actions for Goal #1	We will identify a team of teachers to continuously monitor and evaluate our school year based WBL positions to ensure they are meeting our goals and making a positive impact on at-promise students and English language learners.	We are incorporating a Transition Specialist (work-plan around WBL monitoring, job permits). Slowly becoming more integrated in the team. Just received approval for a Student-Run Enterprise with E14. For the 2024-25 school year, we'll have a biweekly check-in with the Transition Specialist - we need support with the tracking of student internship participation.
	Establish a data collecting process.	
	Conduct three professional development workshops for teachers to develop strategies to conduct surveys, interviews, or focus groups with students, community members, and partners.	
	Continue to collaborate with the newcomer 10th grade and 11th grade advisors.	

23-24 Strategic Actions for Goal #2	The media CTE teacher team by reviewing and revising their current assessment methods to ensure they are inclusive of diverse learning styles and abilities. We can also explore alternative assessment methods, such as project-based assessments, performance tasks, and portfolios, that allow students to demonstrate their knowledge and skills in different ways.	We are on track. We've had two exhibitions so far this year. Working towards Media Day at Oakstop this year. This will also be an online event, live streamed for families. Visitors that participated in the winter exhibition with E14 have agreed to join the advisory board. The exhibition provided a platform for the community to give feedback on student media work and offer connections to their networks. Connected with a Yoga studio who wants to hire Media Academy students to create promotional material.
	Collaborate to design and plan a student exhibition, including selecting the medium (e.g., video, photography, graphic design), determining the format (e.g., physical gallery, online exhibition), and establishing evaluation criteria. Throughout the process, we will seek feedback and input from industry professionals to ensure that the final product meets industry standards and expectations. This can be done through formal reviews or informal discussions with industry partners.	
23-24 Strategic Actions for Goal #3	Evaluate the effectiveness of cross curricular projects by collecting data on student outcomes, such as academic performance, engagement, amnd post production success. Use this data to make informed decision about how to improve and refine projects for the future.	We are on track. We've had two exhibitions so far this year. Working towards Media Day at Oakstop this year. This will also be an online event, live streamed for families. Visitors that participated in the winter exhibition with E14 have agreed to join the advisory board. The exhibition provided a platform for the community to give feedback on student media work and offer connections to their networks. Connected with a Yoga studio who wants to hire Media Academy students to create promotional material.
	Work with teachers to develop project ideas that integrate multiple subjects and align with academic and CTE standards. Encourage teachers to collaborate with industry/community partners to design projects that are relevant and engaging to students.	
	Provide professional development for teachers on how to design and implement cross-curricular projects, including how to assess student learning and provide feedback.	

Pathway Strategic Actions 2024-2025

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

Goal #1: By 2026	By 2026 we will have data from our school year based WBL positions for at promise students and English Language Learners to train as communication managers for student, community members, and partners facing media content as a strategy for promoting equity and inclusion. The data will inform our strategic goals for the Pathway. We will develop clear goals and metrics for our school year based WBL positions. This could include metrics such as the number of students who participate, the types of projects they work on, and the feedback they receive from community members and partners.	**New or Revised Strategic Actions for Goal #1**	No access or input to Measure H/N money. School year internships put on pause.
Goal #2: By 2026	By 2026 we will have a consistent Media CTE teacher team that designs assessments to ensure equitable opportunities for all students to demonstrate expected knowledge and skills.	**New or Revised Strategic Actions for Goal #2**	The CTE teacher team will also highlight their accomplishments and be able to showcase their achievements
Goal #3: By 2026	By 2026 we will integrate projects in specific courses and grade levels to promote a more holistic and well rounded experience for students.	**New or Revised Strategic Actions for Goal #3**	10th grade will have a 10th grade defense, where they will defend their body of work which will include; CTE, English, and Humanities + integrated projects. Include mini-capstone leading up to 12th grade. There will be a clear definition of what a capstone is within SLC

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

2024-2025 Pathway Budget

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

2025-2026: YEAR THREE								
Pathway Demographics								
2024-25 Total Enrollment Grades 9-12		163						

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	50.9%	49.1%	97.5%		30.7%	27.6%			

Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
	28.8%		5.5%	55.2%	1.8%	2.5%	4.9%		1.2%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					English Learner (EL)			

PATHWAY PERFORMANCE GOALS AND INDICATORS
Please refer to this Data Dictionary for definitions of the Indicators.

Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	90.0%	91.8%	92.7%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	10.0%	4.9%	6.3%	TBD		
A-G Completion Rate (12th Grade Graduates)	55.6%	62.5%	60.7%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	48.3%	41.8%	26.7%	37.8%		
10th Graders meeting A-G requirements	42.5%	36.3%	29.7%	22.7%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	17.4%	34.4%	32.7%	14.5%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	42.0%	26.6%	30.1%	17.0%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	73.0%	39.7%	41.7%	0.0%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	15.6%	26.3%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	25.0%	22.8%	TBD	TBD		

Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	76.5%	83.3%	89.2%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	23.5%	16.7%	10.8%	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	45.5%	55.6%	44.4%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	22.2%	21.9%	13.5%	16.7%		
9th Graders meeting A-G requirements	29.6%	28.1%	23.6%	11.7%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	15.4%	18.2%	17.1%	10.3%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	46.2%	27.3%	5.7%	3.4%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	50.0%	22.2%	16.1%	0.0%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	9.1%	22.2%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	18.2%	TBD	TBD	TBD		

Pathway Student Data Reflection

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

Assets	Challenges

The overall four-year cohort graduation rate has steadily increased from 90.0% (2021-22) to 92.7% (2023-24). For the focal population (English Learners), graduation rates have improved significantly from 76.5% (2021-22) to 89.2% (202[...] High Linked Learning Participation: 100% of students in grades 10-12 participate in Linked Learning pathways, which suggests that students are engaged in care[...] Stable College Enrollment (for Some Groups): College enrollment data for students entering two-year colleges improved from 15.4% (2021-22) to 25.0% (2022-23). Four-year college enrollment has remained relatively stable (21.5% to 23.2%).	Limited Participation in Internships and Dual Enrollment: Internship participation among 12th graders decreased sharply for all students from 32.7% (2023-24) to 14.3% (2024-25 mid-year). Dual enrollment success rates for English Learners dropped dramatically from 46.2% (2021-22) to just 3.4% (2024-25 mid-year).

What might be some root causes to help you understand those student data?
9th and 10th graders struggle with A-G requirements and staying on track to graduate, possibly due to a lack of foundational skills, language barriers (for EL students), or inadequate academic support. The drastic drop in CTE completion rates indicates that students may struggle with coursework rigor, scheduling conflicts, or support structures. With 30.7% of students qualifying for LCFF (low-income funding), economic hardships could impact student engagement, access to technology, and time available for internships or college-prep activities.

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026 we will have data from our school year based WBL positions for at promise students and English Language Learners to train as communication managers for student, community members, and partners facing media content as a strategy for promoting equity and inclusion. The data will inform our strategic goals for the Pathway. We will develop clear goals and metrics for our school year based WBL positions. This could include metrics such as the number of students who participate, the types of projects they work on, and the feedback they receive from community members and partners.	The pathway is not on track to accomplish this goal by 2026. While some progress has been made in creating Work-Based Learning (WBL) positions for at-promise students and English Language Learners (ELLs), the development and implementation of these roles have been slower than anticipated. We have not yet gathered the necessary data or developed clear metrics to assess participation, project types, and community feedback as originally planned. insufficient staff capacity and a lack of professional development for teachers and mentors have impacted the ability to properly support students in these roles and integrate them into the curriculum effectively. Challenges in collaboration among key stakeholders have further slowed progress. Efforts to align community partners, develop meaningful projects, and get consistent feedback from students and the community have faced significant delays.
By 2026 we will have a consistent Media CTE teacher team that designs assessments to ensure equitable opportunities for all students to demonstrate expected knowledge and skills.	The pathway is on track to accomplish this goal by 2026. Significant strides have been made in building a cohesive Media CTE teacher team committed to designing assessments that promote equity and ensure all students have the opportunity to demonstrate their knowledge and skills. The development of a strong, collaborative team of Media CTE teachers has been a key factor in our progress. Regular meetings and professional learning communities (PLCs) have facilitated shared strategies for assessment design, ensuring that all teachers are aligned in their approach to equity and student success. he main challenge has been managing time and workload, as teachers balance assessment design with other curriculum responsibilities. However, these challenges have been mitigated through collaboration and shared workload, ensuring that progress continues. We've faced occasional delays in gathering feedback from students and stakeholders, but these are being addressed through new systems for regular data collection and input. Overall, we are confident in our continued progress and look forward to fully achieving our goal of a consistent, equitable assessment system for all students by 2026.
By 2026 we will integrate projects in specific courses and grade levels to promote a more holistic and well rounded experience for students.	The pathway is on track to accomplish this goal by 2026. We have successfully begun integrating projects across specific courses and grade levels, providing students with a more holistic and well-rounded learning experience. These integrated projects are designed to connect different subject areas and promote critical thinking, creativity, and real-world application of skills. The positive response from students has reinforced the value of integrated learning, with many reporting that they enjoy seeing the connections between subjects and understanding the practical application of what they learn. While progress has been made, scaling these integrated projects to all grade levels and courses is an ongoing process, and it will take continued coordination and effort to fully implement across the pathway.

Pathway Strategic Actions Reflection

2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
	Leverage community/industry partners for student internships.	Yes, we are on track to accomplish this action. At the last minute the Media Academy was granted the opportunity to provide input for the Measure N/H funding, and we requested funds to support a pre-apprenticeship initiative in collaboration with the Handy Foundation. What has been done or will be done by the end of the year to accomplish it? The Advanced filmmaking class now has a linkage agreement with the Handy Foundation, we are in the process of being

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

Pathway Strategic Actions 2025-2026

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

Goal #1: By 2026	By 2026 we will have data from our school year based WBL positions for at promise students and English Language Learners to train as communication managers for student, community members, and partners facing media content as a strategy for promoting equity and inclusion. The data will inform our strategic goals for the Pathway. We will develop clear goals and metrics for our school year based WBL positions. This could include metrics such as the number of students who participate, the types of projects they work on, and the feedback they receive from community members and partners.	**New or Revised Strategic Actions for Goal #1**	The Handy Foundation will deliver a series of career exploration workshops designed to introduce high school students to critical roles in the entertainment industry.Through this initiative, participating students will gain exposure to the full range of Handy Foundation apprenticeship roles, enabling them to explore and identify the career pathways that align with their interests. They will develop a foundational understanding of the roles and workflows essential to the entertainment industry, supported by practical assignments such as creating production calendars, post-production timelines, and story stringouts. This workshop series from the Handy Foundation will benefit students with special needs because it brings authentic work experiences to Fremont High School. All students in Advanced Digital Film will be able to participate in the workshops without the challenges of a different location, or a different schedule.
			Revised Strategy: Expand partnerships with local organizations, media outlets, and community leaders to offer a broader range of communication management roles tailored to the needs of these students. Metrics: Track participation by ethnicity, language proficiency, and socioeconomic status, and monitor the types of media roles students take on. Action: Design a training curriculum that prepares students to become communication managers. This training should focus on media skills, community engagement, and digital literacy, with specific attention to the needs of students with diverse backgrounds. Goal: Equip students with practical skills to manage communication for community members, school partners, and media content, making them effective leaders and advocates in promoting equity and inclusion. Revised Strategy: Create mentorship opportunities with communication professionals who focus on promoting equity in media representation, ensuring students have real-world guidance and insight. Metrics: Measure the effectiveness of the training program through student feedback, skills assessment, and their ability to apply learned techniques in real-world settings (e.g., social media management, public relations).

Goal #2: By 2026	By 2026 we will have a consistent Media CTE teacher team that designs assessments to ensure equitable opportunities for all students to demonstrate expected knowledge and skills.	**New or Revised Strategic Actions for Goal #2**	Revised Strategy: Work with educational experts, CTE specialists, and industry partners to create assessments that are both rigorous and accessible, using multiple formats (e.g., projects, presentations, written exams, digital portfolios). Metrics: Measure the diversity of assessment formats and monitor student performance across different assessment types, tracking outcomes for at-promise students, English Language Learners, and other diverse groups. Revised Strategy: Introduce adaptive learning technologies in the Media CTE curriculum, allowing for real-time assessment adjustments based on student performance and providing personalized feedback on their progress. Metrics: Track the use of technology in assessments, monitor student engagement with personalized assessments, and evaluate the effectiveness of feedback in improving student performance and equity. Work with diverse community members, media professionals, and students to review and revise assessment materials, ensuring that the tasks and projects reflect a broad spectrum of cultures, experiences, and media representations. Metrics: Collect feedback from students on the cultural relevance of assessments, monitor engagement with culturally diverse tasks, and assess how these revisions impact student performance across diverse groups.
Goal #3: By 2026	By 2026 we will integrate project in specific courses and grade levels to promote a more holistic and well rounded experience for students.	**New or Revised Strategic Actions for Goal #3**	To ensure that students have a more comprehensive and well-rounded experience, we will incorporate the initiative into specific courses and grade levels by 2026. Revised Strategy: Facilitate partnerships with media organizations or local nonprofits for student projects, such as creating promotional materials for a local charity or developing media strategies for a community event. Metrics: Track the number and scope of partnerships, evaluate student feedback on the mentorship and real-world experiences provided, and measure the impact of these partnerships on students' project work and career readiness. Revised Strategy: Develop project rubrics that evaluate skills such as critical thinking, creativity, collaboration, and communication. Provide regular feedback throughout the project cycle, including peer evaluations and teacher check-ins. Metrics: Measure the timeliness and quality of feedback provided to students, track improvements in project quality over time, and assess student growth based on feedback received throughout the project process. Action: Provide students with more choice and ownership over the projects they engage in. Allow students to select topics or project formats that align with their interests and career aspirations, creating more personalized learning experiences. Goal: Empower students by giving them a voice in their learning, which enhances motivation, creativity, and ownership of their education while still aligning with the learning objectives of the curriculum. Revised Strategy: Offer students a range of project options, such as creating a media campaign, producing a short film, or designing a website, and allow them to propose their own ideas within the framework of the course's learning goals. Metrics: Track the number of students who engage in choice-based projects, assess the quality and innovation of student projects, and monitor student satisfaction and engagement with project autonomy.

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

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification.** - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	**Fully Approved** (Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*	**Conditionally Approved** (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form **is** required along with any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*
Teachers Salaries: **Hire a new position, Teacher Structured ENG Immersion, at 1.0 FTE.** 75% of the teacher's time is dedicated to providing a teaching line (4 sections of Advanced Film) to mainstream and newcomer students and students with IEPs. The remaining 25% of this teacher's time is spent planning and leading the bi-weekly Small Learning Community collaboration meetings, coordinating internships, and working with outside partners. Additional duties include attending and participating in bi-weekly Small Learning Community collaboration meetings, participating in long-term pathway design and planning with the CTE team, sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals, and planning and supporting interdisciplinary projects with core classes. Coordinate Capstone projects with English 4 teachers and industry partners **New PCN 10862 - Jasmene Miranda** (Salary and Benefit costs included)	$127,153.07	1105	Teachers Salaries	TCHR STR ENG	1.0 FTE	Media Academy	Approved	
Teachers Salaries: **Hire a new position, Teacher Structured ENG Immersion, at .40 FTE.** The teacher will provide a full teaching line (3 sections of Introduction to Multimedia, 1 section of Yearbook) to mainstream and newcomer students and students with IEPs. Additional duties include attending and participating in bi-weekly SLC collaboration meetings, participating in long-term pathway design and planning with the CTE team, sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals, and planning and supporting interdisciplinary projects with core classes. **New PCN 10900 - Kevin Kunishi** (Salary and Benefit costs included)	$63,173.17	1105	Teachers Salaries	TCHR STR ENG	.40 FTE	Media Academy	Approved	
Teachers Salaries: **Hire a new position, Teacher Structured ENG Immersion, at .80 FTE.** The teacher will provide a full teaching line (4 sections of Multimedia I, and 1 section of Dual Enrollment) to mainstream and newcomer students and students with IEPs. Additional duties include attending and participating in bi-weekly SLC collaboration meetings, participating in long-term pathway design and planning with the CTE team, sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals, and planning and supporting interdisciplinary projects with core classes. **New PCN 10891 - Leon Sykes II** (Salary and Benefit costs included)	$116,110.21	1105	Teachers Salaries	TCHR STR ENG	.80 FTE	Media Academy	Approved	

Teachers Salaries: **Hire a new position, Teacher Structured ENG Immersion, at 1.0 FTE.** The teacher will provide a full teaching line (5 sections of Art Digital Film classes) to mainstream and newcomer students and students with IEPs. Additional duties include attending and participating in bi-weekly SLC collaboration meetings; participating in long-term pathway design and planning with the CTE team; sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and planning and support interdisciplinary projects with core classes. **New PCN - 10851 Nicholas Basta** (Salary and Benefit costs included)	$154,614.49	1105	Teachers Salaries	TCHR STR ENG	1.0 FTE	Media Academy	Approved

Pathway Name:	Architecture Academy			Program #:	3861

Mission and Vision	Vision statement: The Architecture Academy of Fremont High School will challenge students to become independent, creative and critical thinkers with the skills to succeed and excel in careers or college after graduation. They will develop an understanding of how design can affect people and their experiences, and how they can use the design process to improve their environment and lives. Mission statement: Students in the Architecture Academy will acquire transferable skills through career experiences in the Architecture, Building & Construction, and Woodworking fields and create original products using the principles of design. Through the use of technology and cross-curricular learning around academy themes, students will develop and demonstrate their ability to produce research, projects and presentations that are relevant and responsive to the needs of their community.

PATHWAY QUALITY ASSESSMENT

Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category	**Evidence of Strengths**	**Areas For Growth**	**Next Steps** *Will any of these categories be a priority for your 3-year goals? If yes, which ones?*
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	All students take variety of architecture and construction classes. Consistent grading and class structure throughout the academy. Teachers meet regularly in Small Learning Community for interventions, student celebrations, academy-wide initiatives, and curricular collaborations. Dual enrollment classes offered.	Student selection of the academy process could use some tweaks to further emphasize the importance of student choice.	We are currently simplifying course offerings to better facilitate student choice and support newcomers and SPeD students.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Many integrated industry guest speakers, career fairs, trades fairs, site visits, and projects associated with skills and careers. Solid summer internship programs in the field, such as Cypress Mandela, BART, EBMUD. Developing a pre apprenticeship program.	All students do not necessarily realize the WBL experiences are part of a sequenced, developmental arc integral to the program. Oftentimes students opt out or it is challenging for staff to convince some students to join trips and events. Also, some students also miss the opportunity to participate in WBL experiences due to attendance concerns. Lastly, students who are required to participate in Summer school are typically unable to participate in Summer internships due to time constraints.	Our goal is to create an academy "Pocket Guide" or even digital app/website in the future, which students receive upon entering the academy as well as each year, outlining activities, events, projects, and trips that are part of the program with the expectation that students participate. Introducing some intentional WBL experiences such as guest speakers in the 9th grade advisory.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	Many examples of career focused curriculum. Frequent student conferences by teachers and case managers. College center supports students with applications/financial aid.	Data keeping for post secondary outcomes is less than ideal. Advisory classes are not with students' preferred industry sectors/interests	Developing better promotional materials to celebrate successful post-secondary achievements.

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

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

Goal #1: By 2026	By 2026 students will have a clear path toward specialization in the pathway strands, and mapping career goals. Each CTE teacher will have an introduction class and an advanced class to support students in advancing their skill sets in their CTE sequences and gain mastery in the specific pathway strands. At the end of the second semester, students will be surveyed to identify their interest of mastery for the following school year, this will ensure all students get to take an introductory class and also an advanced class to gain mastery in the pathway strand they choose.
Goal #2: By 2026	By 2026, we aim to hire an additional CTE teacher for a total of 4 to teach sections 10-12th. At the moment, we do not have enough CTE sections to teach all NEST students, therefore, to ensure all students can take our CTE classes, we are required to expand our program by hiring a 4th CTE teacher.
Goal #3: By 2026	By 2026 we will have integrated projects in specific courses and grade levels. By creating these integrated projects/crossed curricula projects, our academic core classes and career technical learning is more seamless. Teachers in all content areas will have experienced learning from an industry/community partner, collaborating with teammates in other courses to design, plan, and implement projects. SLC directors will support teachers in SLC PD to design and implement cross-curricular projects to ensure students see the connections between core academy classes and their CTE classes.

Pathway Strategic Actions

	Strategic Actions for 2023-24 *What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?*	
Strategic Actions for Goal #1	- Development of a reflection, selection and placement process at the end of the second semester for 9th, 10th, and 11th grade students.	
	- Develop a comprehensive introduction and advance CTE classes for all 3 strands, and ensure 21st century skills development are aligned between CTE classes.	
	- Create a CTE website to showcase projects from each class and the potential career paths students can obtain. This will enable students to make informed decisions on choosing the clas	
Strategic Actions for Goal #2	- Promote and make the Architecture Academy more visible to widen the candidate pool of qualified candidates.	
	- Provide more sections for 10th - 12th graders in the three strands to ensure all NEST students are able to take CTE classes.	
	- Work closely with NEST teachers to implement appropriate accommodations to ensure EL students are able to develop skills in CTE classes while continuing to learn and practice to beco	
Strategic Actions for Goal #3	- Develop a common baseline and agreement on the SLC team for what a CTE-aligned pathway-related project entails.	
	- Provide additional SLC PD focusing on integrating quality integrated projects between academic core classes and career technical classes.	
	- Provide professional development for teachers on how to assess student learning and provide feedback.	

Pathway Budget Expenditures

2023-2024 Pathway Budget

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

2024-2025: YEAR TWO

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**Check in on 3-Year Goals** *For each 3-year goal, answer:* -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?

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

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions	**Reflection on 2023-2024 Strategic Actions** *For the Strategic Action sets for each goal, answer:* -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?*
23-24 Strategic Actions for Goal #1 - Development of a reflection, selection and placement process at the end of the second semester for 9th, 10th, and 11th grade students. - Develop a comprehensive introduction and advance CTE classes for all 3 strands, and ensure 21st century skills development are aligned between CTE classes. - Create a CTE website to showcase projects from each class and the potential career paths students can obtain. This will enable students to make informed decisions on choosing the class they want to enroll in each year.	The first two on this have been accomplished. The CTE website has been created, it just needs to be updated to share more texts and make it more student and family facing. There is also the potential to have more social media presence.
23-24 Strategic Actions for Goal #2 - Promote and make the Architecture Academy more visible to widen the candidate pool of qualified candidates. - Provide more sections for 10th - 12th graders in the three strands to ensure all NEST students are able to take CTE classes. - Work closely with NEST teachers to implement appropriate accommodations to ensure EL students are able to develop skills in CTE classes while continuing to learn and practice to become a proficient English speaker and writer.	Recruitment conversations are still happening for a CTE teacher however, due to lack of funds in the budget another CTE teacher will not be hired so more sections will not open up for NEST students.
23-24 Strategic Actions for Goal #3 - Develop a common baseline and agreement on the SLC team for what a CTE-aligned pathway-related project entails. - Provide additional SLC PD focusing on integrating quality integrated projects between academic core classes and career technical classes. - Provide professional development for teachers on how to assess student learning and provide feedback.	There will be opportunity for teacher teams to be a part of PBL institute this summer. Teachers will be able to focus on a CTE aligned project and receive support throughout the school year.

Pathway Strategic Actions 2024-2025

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

	By 2026 students will have a clear path toward specialization in the pathway strands, and mapping career goals. Each CTE teacher will have an introduction class and an advanced class to support students in advancing their skill sets in their CTE sequences...in the specific pathway strands. At the end of the...	**New or Revised**	Making sequencing more clear Constr 1(10), Arch 2(11), Design Build- MC3 (12).

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

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

2024-2025 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) *(protected cells below to be completed by MN/H staff only)*	Conditionally Approved (Justification Form is required) *(protected cells below to be completed by MN/H staff only)*
Teacher Salaries: Hire a CTE Architecture Academy Teacher, at 1.0 FTE to provide a full teaching line (2 Sections of Design Build, 2 sections of Construction 2/DE) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 9102 - Andrew Prober (Salary and Benefit costs included)	$129,946.60	1105	Teacher Salaries	CT Teacher	1.0 FTE	Architecture	Approved	

2025-2026: YEAR THREE

Pathway Demographics

2024-25 Total Enrollment Grades 9-12	165								
Special	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe

	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
Special Populations	55.8%	44.2%	99.4%		30.3%	32.1%			
Student Population by Race/Ethnicity	21.2%	0.6%	1.8%	67.3%		4.2%	4.2%	0.6%	
Focal Student Population	Which student population will you focus on in order to reduce disparities?				English Learner (EL)				

PATHWAY PERFORMANCE GOALS AND INDICATORS
Please refer to this Data Dictionary for definitions of the Indicators.

Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	86.7%	86.3%	94.9%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	9.3%	12.5%	4.3%	TBD		
A-G Completion Rate (12th Grade Graduates)	58.5%	57.4%	60.2%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	48.4%	46.0%	43.1%	13.0%		
10th Graders meeting A-G requirements	48.4%	29.0%	37.9%	10.6%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	17.1%	13.7%	26.5%	18.4%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	31.6%	43.2%	41.9%	45.2%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	14.9%	17.3%	14.2%	0.0%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	22.7%	22.1%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	19.7%	19.5%	TBD	TBD		

Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	75.8%	83.3%	90.2%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	21.2%	13.3%	8.2%	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	57.1%	33.3%	55.0%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	20.0%	28.9%	29.1%	6.0%		
9th Graders meeting A-G requirements	45.7%	15.8%	33.7%	4.0%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	12.0%	12.1%	26.5%	12.0%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	20.0%	33.3%	22.4%	42.0%		
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	13.6%	0.0%	24.4%	0.0%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	23.8%	7.7%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	9.5%	11.5%	TBD	TBD		

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

Assets	Challenges
The graduation rate has risen to 94.9%, while the four-year cohort dropout rate has decreased to 4.3%. Student participation	Only 14.2% of students completed both the concentrator and capstone courses

What might be some root causes to help you understand those student data?
A potential root cause could be the increased enrollment in our CTE classes, with class sizes exceeding 30 students. This higher student-to-teacher ratio may limit opportunities for one-on-one interactions c Regarding college enrollment, it appears that many students may be opting for a gap year before pursuing a two-year college pathway. This assumption is based on conversations our academy has had with

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals *For each 3-year goal, answer:* -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026 students will have a clear path toward specialization in the pathway strands, and mapping career goals. Each CTE teacher will have an introduction class and an advanced class to support students in advancing their skill sets in their CTE sequences and gain mastery in the specific pathway strands. At the end of the second semester, students will be surveyed to identify their interest of mastery for the following school year, this will ensure all students get to take an introductory class and also an advanced class to gain mastery in the pathway strand they choose.	Our academy has redesigned the Career and Technical Education (CTE) course sequence to enhance student learning and skill development. Under this new structure, each CTE teacher will have a full academic year to teach their specialized subject, allowing students to build a strong foundation in preparation for their capstone class. As the school transitions to making CTE a capstone-focused program, we have carefully structured the course sequence to ensure that seniors enter their final year with the necessary skills. During their 10th and 11th-grade years, students will develop expertise in both construction and design, equipping them with the knowledge needed for their capstone project. The revised CTE course sequence is as follows: - 10th Grade: Students will take Construction 2, where they will gain hands-on experience with building techniques and foundational construction principles. - 11th Grade: They will progress to Architecture 2, focusing on advanced design concepts, technical drawing, and project planning. - 12th Grade (Senior Year): Students will enroll in MC3 (Building Scaled Structures), their capstone course, where they will apply their accumulated knowledge to design and construct a fully realized project. This structured approach ensures that by the time students reach their senior year, they have the necessary skills and experience to successfully complete their capstone design-build project.
By 2026, we aim to hire an additional CTE teacher for a total of 4 to teach sections 10-12th. At the moment, we do not have enough CTE sections to teach all NEST students, therefore, to ensure all students can take our CTE classes, we are required to expand our program by hiring a 4th CTE teacher.	For the 2024-25 school year, our school is allocating funds to hire a fourth Career and Technical Education (CTE) teacher. This addition will allow us to expand our program and accommodate more students, including those in the NEST program. However, several challenges complicate the hiring process. One of the primary obstacles is that our school will be undergoing construction, which will temporarily limit classroom space. Given these constraints, our focus during the construction period will be on developing the most effective plan for integrating a fourth CTE teacher into our program. Our goal is to use this time strategically to refine our course sequence and expand our long-term plan, ensuring that when construction is complete, we have a well-structured approach in place to support both our growing student population and the additional CTE instructor.
By 2026 we will have integrated projects in specific courses and grade levels. By creating these integrated projects/crossed curricula projects, our academic core classes and career technical learning is more seamless. Teachers in all content areas will have experienced learning from an industry/community partner, collaborating with teammates in other courses to design, plan, and implement projects. SLC directors will support teachers in SLC PD to design and implement cross-curricular projects to ensure students see the connections between core academy classes and their CTE classes.	Our academy is on track to implement integrated projects across all grade levels. This school year, we have begun redesigning the Senior Project to foster interdisciplinary collaboration between our CTE capstone, English, and Government courses. Additionally, we have developed an integrated project for 10th-grade students, combining their CTE coursework with Math, Science, and History to create a more cohesive and applied learning experience. Our long-term goal is to use the Senior Project as a foundation for backward planning skills development. By analyzing the competencies needed for success in the Senior Project, we aim to design and implement an integrated 11th-grade project by 2026, ensuring a continuous, structured progression of learning throughout our academy. The support needed for this initiative is the school's investment in dedicated collaboration time, either during the school day or after school. This time will allow the team to effectively plan, develop, and refine their integrated projects, ensuring alignment across subject areas and enhancing the overall learning experience for students.

Pathway Strategic Actions Reflection

2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions *For the Strategic Action sets for each goal, answer:* -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
	Making sequencing more clear Constr 1(10) Arc 1(11) - MC3 (12).	The course sequence is becoming more clear as of last year and this school year we will continue to develop a clearer sequence to ensure all students flow through our academy and understand the flow and the why. All students will flow

24-25 Strategic Actions for Goal #1	. .	through the construction 2 course during their 10th grade year, architecture 2 course during their 11th grade year, and MC3 capstone class during their 12th grade year. We are on track because we continue to streamline our course sequence, making scheduling more accessible and effective. Our approach ensures that all CTE teachers have a full academic year to teach their students rather than just one semester. This extended time frame allows for deeper exploration of subject areas, giving teachers the opportunity to provide more comprehensive instruction and skill development.
24-25 Strategic Actions for Goal #2	If no additional teacher, potentially adding another course for Arch, if funding is available. To support NEST students going through the Arch pathway. Current CTE teacher to support with a new section by extended contract	Our goal for the 2024-25 school year is to request extended contracts for our CTE teachers, allowing them to teach an additional section for both 10th and 11th grades. This expansion is aimed at accommodating and supporting the cohort of NEST students, ensuring they have access to the full range of learning opportunities within our program.
24-25 Strategic Actions for Goal #3	By 2026, 10th grade will have an integrated project that will be highlighted by a cohort teacher team. Cohort teachers will receive time in their schedule to meet and plan project.	We have successfully reached this goal. During the current school year, we have allocated both space and time for academy teachers to plan, develop, and implement integrated projects. Additionally, our senior capstone team has been actively collaborating since the summer of 2023 and throughout the 2023-24 school year to create an integrated project that connects Architecture Academy CTE courses with English and Government. This ongoing collaboration has strengthened interdisciplinary learning and enhanced the overall educational experience for our students.
	Progress toward coming up with a Senior Capstone that has elements of Architecture CTE courses will happen with the support of SLC and Senior Teachers.	

Pathway Strategic Actions 2025-2026

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

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

		If we develop the (Trades) knowledge of non-CTE teachers in the Architecture Academy about CTE standards, core academic teachers will find a way to implement content and skills into their classes.

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

2025-2026 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification.** - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* **If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	**Fully Approved** (Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*	**Conditionally Approved** (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form **is** required along with any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*
Teachers Salaries: **Hire a new position, Teacher Structured ENG Immersion, at .70 FTE.** The teacher will provide a full teaching line (3 Design Build Capstone, 2 dual enrollment wood technology) to mainstream and newcomer students and students with IEPs. Additional duties include Attending and participating in bi-weekly SLC collaboration meetings, participating in long-term pathway design and planning with the CTE team, sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals, and planning and supporting interdisciplinary projects with core classes. **New PCN 10887 - Andrew Prober** (Salary and Benefit costs included)	$90,620.54	1105	Teachers Salaries	TCHR STR ENG	.70 FTE	Architecture Academy	Approved	

	2025-2026 MEASURE H BUDGET			School:		Fremont High
	Effective: July 1, 2025 - June 30, 2026					
Resource 9339		**Allocation***	**Total Expended**	**Total Remaining**	**Site #:**	**302**
Measure H		$980,900.00	$980,900.00	$0.00		

Funding Allocation is based on school's 2025-2026 student enrollment count, Oakland Residents only (1154) multiplied by the per pupil amount of $850.

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
302-1	Teacher Salaries Stipends: Extended Contracts for the Small Learning Curriculum Lead Teachers. Lead Teachers will facilitate weekly pathways and Small Learning Community collaboration meetings. They will plan an advisory curriculum aligned with pathway student goals and collect and organize data to monitor student performance by pathway. These meetings will be planned outside their contracted hours. Pathway/Small Learning Community Lead Teachers are our primary structure for student intervention and retention. This structure requires an increased investment of teacher/leader time. Our Pathway/Small Learning Community Lead Team meetings review student achievement and progress (i.e., grades, on-track to graduation, and online engagement/attendance trends by small learning community, grade level, and department). Small learning community/pathway teams meet bi-weekly with the primary objective of increasing student intervention and support. With the growing number of long-term English Learners and newcomers engaged in the Pathways, there is a need to compensate teachers for planning time to collaborate on literacy strategies with Pathway Leads and CTE teachers at least once during the marking period. Budget Calculation: SLC Lead Teachers: Up to 120 hours at $47.50 hourly rate + 25% benefit costs = $7,125.00 x 7 Teachers = $49,875.00.	$49,875.00	1120	Teacher Salaries Stipends			Whole School
302-2	Teacher Salaries Stipends: Extended Contracts for the Advisory Lead Teachers. Advisory Leads are responsible for planning curriculum aligned with pathway outcomes and Lead Advisory grade-level meetings twice a month for teacher teams. Most curriculum revolves around Work Based Learning, resume + interview prep, college and career applications, and social and emotional learning. This aligns with the whole school goal of work readiness. The curriculum and interventions built in to Advisory by Advisory Leads are essential for student growth. All Fremont students have an advisory period so all student populations benefit from this expenditure. Budget Calculation: Advisory Lead Teachers: Up to 45 hours x $47.50 hourly rate + 25% benefit costs = $2,671.88 x 8 Teachers = $21,375.00.	$21,375.00	1120	Teacher Salaries Stipends			Whole School

302-3	Teacher Salaries Stipends: Extended Contracts for the Instructional Lead Teachers. All lead teachers will work with administrators, case managers, counselors, pathway coaches, and other team members to brainstorm ideas on intervening as a pathway/small learning community team and best utilize our collaboration time to support individual students. This aligns with the school's goal of collaboration and adult teaming. Student learning goals will be met if we improve the quality and efficiency of meetings. The plan is to implement structures for teams to analyze and monitor student achievement, which will, in turn, benefit all students. Budget Calculation: Instructional Lead Teachers: Up to 20 hours at $47.50 hourly rate + 25% benefit costs = $1,187.50 x 8 Teachers = $9,500.00.	$9,500.00	1120	Teacher Salaries Stipends			Whole School
302-4	Teacher Salaries Stipends: Extended Contracts for the Interdisciplinary Grade-Level Team Leads. Each teacher in these grade-level teacher teams must put in the planning team, team collab time, and individual work outside of contract hours to build an interdisciplinary project with aligned skills. The goal is that learning and skill mastery become intentional and aligned so students are more prepared every year. Teacher teams can also meet to discuss intervention strategies for the English Learner population and students with IEP to increase the pass rate in all their classes. This expenditure aligns with the whole school goal of collaboration and adult teaming. Budget Calculation: Interdisciplinary grade-level Team Leads: Up to 20 hours at $47.50 hourly rate + 25% benefit costs = $1,187.50 x 35 Teachers = $41,562.50.	$41,562.50	1120	Teacher Salaries Stipends			Whole School

302-5	Teacher Salaries Stipends: Extended Contracts to pay 3 Teachers (1 Media, 1 Architecture, and 1 additional teacher) to participate in the Exploring College, Career, & Community Opportunity Summer Program (ECCO) through June 30, 2026. The 3 ECCO teachers will support students from both the Architecture Academy and Media Academy in summer internships by providing a work-based learning curriculum, assisting them in finding internships, and guiding them on work site visits. This expenditure is aligned with pathway development goals in Work-Based Learning, supporting students in successfully completing career preparation experiences in the district-sponsored summer internships ECCCO program. Having summer teachers who are their CTE teachers improves students' engagement by providing familiar adult support and case management through onboarding and addressing the challenges that may arise as a young person in a work environment. Each summer teacher will serve 20-25 students, for a total of 60-75 students. This addresses the need for support infrastructure, advocacy for student success in off-site work experiences, and logistical needs for getting students paid and preparing for the district Demonstration of Mastery. Budget Calculation: Phong Hoang - 150 hours at $87.25 per diem rate + 25% benefit costs = $16,359.38 Thomas Martin Edwards - 150 hours at $80.88 per diem rate + 25% benefit costs = $15,165.00 Leon Sykes Ii - 150 hours at $72.08 per diem rate + 25% benefit costs = $13,515.00 Total = $45,039.38 (Salary & Benefit Costs Included)	$45,039.38	1120	Teacher Salaries Stipends			Whole School

302-6	Supervisor & Administrator Salaries: Hire a Pathway Coach at .50 FTE. The pathway coach will support the restructuring of pathways, lead practical pathway small learning communities, and align CTE courses with subject areas. Coach pathway Small Learning Community (SLC) directors in visioning, planning, and collaborating with their SLC team and Small Learning Community-wide goals for pathway development. Coach pathway Small Learning Community directors in resource allocation, strategic budget planning for multiple funding sources, and providing details and information for fiscal orders and extended contracts. Led and coached the CTE department teams with vertical alignment of curricula, mapping goals and strategic actions, and inquiry cycles. Support CTE teachers with researching, drafting, revising, and articulating course outlines for compliance with every CTE course. Liaison with industry partners and community collaborators, facilitating communication for guest and capstone presentations where needed. Support 11th-grade advisory team, focused on career exploration and preparation for Mock Interview Day and summer ECCO internships. Support the 9th grade team to educate students about pathway programs. Co-Coordinate Mock interview day for All juniors. Support with gathering input from academy directors, teachers, and constituents for Measure H EIP plans. Coach and support academy directors with presentations, i.e., Measure H listening campaign and Measure H commission presentation. This is a split-funded position with Central Measure H. PCN 3520 - Andrea Garcia (Salary and Benefit costs included)	$100,528.68	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
302-7	Pupil Support Salaries/Counselor: Hire a Counselor at .40 FTE. The additional counselor is to reduce the dropout rate by providing counseling, tutoring, mentoring, and other intensive support services to students in danger of not graduating high school. Attend and participate in bi-weekly SLC collaboration meetings. Share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals. Conduct student 1:1 meetings about graduation plans. Plan a master schedule to support Pathway outcomes. Anticipated outcomes: Pathway enrollment - all pathways closely represent the population of the school. Marking Period Grades - decrease of Ds/Fs in all Pathway classes. Attendance - decrease in the percentage of students who are moderately chronically absent and severely chronically absent. On-Track - 75% or more of students enrolled in the Pathway are on track to graduate per A-G requirements. Internships - increase exposure to career exploration, awareness, and preparation activities for all students. The additional counselor will be beyond the 2.5 FTE base allocation assigned by the district (per site one-pager). PCN 8301 - Tania Padilla (Salary & Benefit costs included)	$37,975.64	1205	Pupil Support Salaries/Counselor	Counselor	.40 FTE	Whole School

302-8	Classified Support Salaries: Hire a College & Career Readiness Specialist at .20 FTE. The College and Career Readiness Specialist will ensure that 100% of seniors fill out a FAFSA application, explore career options, and explore post-secondary colleges/universities/trade schools. PCN 3839 - Jaliza Collins (Salary and Benefit costs included)	$27,656.93	2205	Classified Support Salaries	College & Career Readiness Specialist	.20 FTE	Whole School
302-9	Career Transitions Specialist: Hire a Career Transitions Specialist at .50 FTE. The Career Transition Specialist will provide dedicated, career pathway-aligned support to all students. Low-income students frequently ask for jobs during high school and need coaching through the application and employment process. The Transition Specialist works with students to offer Work-Based Learning opportunities and career preparation. They will also co-lead the ECCO Summer internship program and lead the Peralta summer classes by giving presentations in advisory classes, holding application workshops for students, and helping with Peralta enrollment. This position aligns with the goal of Work readiness and improving documentation and internal tracking to have more relevant data to them improve work-based learning systems. This is a split-funded position. Site Funds will provide the other .50 FTE from the Community Schools Grant, which the School Site Council has already authorized. PCN 8597 Edith Quintero Maravilla (Salary and Benefit costs included)	$45,082.87	2205	Classified Support Salaries	Career Transitions Specialist	.50 FTE	Whole School
302-10	Classified Support Salaries: Classified Support Salaries to pay the Administrative Assistant for extra hours outside of her work schedule via ET/OT for clerical administrative support. The admin will process Measure N and H invoices, follow up with Pathway directors, track orders, and process timesheets for all certificated extended contracts. Admin - Maria Valencia. Budget Calculation: Up to 155 hours at her OT hourly rate, but not to exceed $9,203.13.	$9,203.13	2205	Classified Support Salaries			Whole School

302-11	Conference Expenses: Conference expenses for 4 Pathway Teachers to attend the California Partnership Academy Linked Learning Alliance Conference 2025. A team of 2 Teachers from each pathway will attend and present about the pathway work at Fremont. The pathway team will then return to campus and share their learnings with the Pathways small learning community to make progress toward Gold Certification. This aligns with the goal of highlighting and sharing achievements in the media pathway. The whole school's goal is to work with OUSD and district initiatives. If teams and the whole school are aligned on the 4 pillars of Linked Learning and Gold certification standards, then that would bring quality learning experiences to all students at Fremont. This initiative also aligns with the goal of inclusion, which is to support more quality learning experiences for SpED and newcomers. Besides presenting, teachers will also attend sessions to learn from other CTE programs and bring their learning back to their teams through their Small Learning Community collaborations. Budget Calculation: Registrations at $650 x 4 = $2,600.00	$3,240.00	5220	Conference Expenses			Whole School
302-12	Consultant Contracts: Contract with the Oakland Public Education Fund (OPEF) to process and pay out the Student Internship Stipends for students participating in the Work-Based Learning (WBL) career preparation and training experiences through June 30, 2026. The students will be able to complete Media or Architecture internships related to the pathway field by completing client work for school-based and external clients. Many times the newcomer students or EL students are not able to secure a job so internships are a great option. The opportunities will be given to all students with emphasis in ELs and African American students. Students will acquire: 1) Professional Communication Skills. 2) Career Exploration 3) Community College Orientation and Education Plans. 4) Demonstration of Mastery Prep. Students would engage in Virtual Internships and Online Career Oriented Peralta college classes. Students' interest is high, and we are confident we can spend these funds to support 30 students. Internship stipends have increased students' participation in our pathways. Budget Calculation: 30 stipends at $1,000 per student + 15% Agency Admin Fees = $34,500.00. OPEF can only invoice schools for student stipends with 100% participation and completion and the admin fees for those funds. OPEF can not invoice for the full contract amount prior to the program ending. Under no circumstances can OPEF hold unspent Measures N or H funds for the schools.	$34,500.00	5825	Consultant Contracts			Whole School

302-13	Meeting Refreshments: Meeting refreshments for 60-80 industry partners and community members who donate their time for the Mock Interview Day. All 11th graders, general ed, Newcomers, and students with IEPs are interviewed by an industry professional. Industry partners donate thousands of dollars of in-kind support by spending at least three hours commuting and interviewing. We will provide light breakfast refreshments during this event. Vendor: Cafe Gabriella.	$1,551.89	4311	Meeting Refreshments			Whole School
302-14	Teacher Salaries Stipends: Extended Contracts for 2 Counselors to work on the Master Schedule. Counselors are responsible for ensuring students are in the appropriate A-G courses to meet the Programs of Study, aligned to Pathway and California Partnership Academy requirements and Individual Education Plan (IEP) requirements. Together, they recommend to site administration to adjust the master schedule equitably and support operational adjustments as directed by the site Principal, often outside of their contractual hours. These hours are concentrated during August, September, and February. Counselor input and support are essential to meeting master schedule deadlines, and they support our goal to increase A-G eligibility. All Fremont students in grades 10-12 are enrolled in a career pathway, so this expenditure benefits all student populations. Counselors: Caitlin Martindale (Architecture Pathway) and Jasmin Cartagena (Media Pathway). Budget Calculation: Up to 18 hours at a $47.50 hourly rate + 25% benefit costs = $1,068.75 x 2 Counselors = $2,137.50.	$2,137.50	1120	Teacher Salaries Stipends			Whole School
302-15	Teachers Salaries: Hire a new position, Teacher Structured ENG Immersion, at 1.0 FTE. 75% of the teacher's time is dedicated to providing a teaching line (4 sections of Advanced Film) to mainstream and newcomer students and students with IEPs. The remaining 25% of this teacher's time is spent planning and leading the bi-weekly Small Learning Community collaboration meetings, coordinating internships, and working with outside partners. Additional duties include attending and participating in bi-weekly Small Learning Community collaboration meetings, participating in long-term pathway design and planning with the CTE team, sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals, and planning and supporting interdisciplinary projects with core classes. Coordinate Capstone projects with English 4 teachers and industry partners New PCN 10862 - Jasmene Miranda (Salary and Benefit costs included)	$127,153.07	1105	Teachers Salaries	TCHR STR ENG	1.0 FTE	Media Academy

302-16	Teachers Salaries: Hire a new position, Teacher Structured ENG Immersion, at .40 FTE. The teacher will provide a full teaching line (3 sections of Introduction to Multimedia, 1 section of Yearbook) to mainstream and newcomer students and students with IEPs. Additional duties include attending and participating in bi-weekly SLC collaboration meetings, participating in long-term pathway design and planning with the CTE team, sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals, and planning and supporting interdisciplinary projects with core classes. New PCN 10900 - Kevin Kunishi (Salary and Benefit costs included)	$63,173.17	1105	Teachers Salaries	TCHR STR ENG	.40 FTE	Media Academy
302-17	Teachers Salaries: Hire a new position, Teacher Structured ENG Immersion, at .80 FTE. The teacher will provide a full teaching line (4 sections of Multimedia I, and 1 section of Dual Enrollment) to mainstream and newcomer students and students with IEPs. Additional duties include attending and participating in bi-weekly SLC collaboration meetings, participating in long-term pathway design and planning with the CTE team, sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals, and planning and supporting interdisciplinary projects with core classes. New PCN 10891 - Leon Sykes II (Salary and Benefit costs included)	$116,110.21	1105	Teachers Salaries	TCHR STR ENG	.80 FTE	Media Academy
302-18	Teachers Salaries: Hire a new position, Teacher Structured ENG Immersion, at 1.0 FTE. The teacher will provide a full teaching line (5 sections of Art Digital Film classes) to mainstream and newcomer students and students with IEPs. Additional duties include attending and participating in bi-weekly SLC collaboration meetings; participating in long-term pathway design and planning with the CTE team; sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and planning and support interdisciplinary projects with core classes. New PCN - 10851 Nicholas Basta (Salary and Benefit costs included)	$154,614.49	1105	Teachers Salaries	TCHR STR ENG	1.0 FTE	Media Academy

302-19	Teachers Salaries: Hire a new position, Teacher Structured ENG Immersion, at .70 FTE. The teacher will provide a full teaching line (3 Design Build Capstone, 2 dual enrollment wood technology) to mainstream and newcomer students and students with IEPs. Additional duties include Attending and participating in bi-weekly SLC collaboration meetings, participating in long-term pathway design and planning with the CTE team, sharing ideas and collaborating on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals, and planning and supporting interdisciplinary projects with core classes. New PCN 10887 - Andrew Prober (Salary and Benefit costs included)	$90,620.54	1105	Teachers Salaries	TCHR STR ENG	.70 FTE	Architecture Academy