PROPOSED 2019-20 SCHOOL SITE BUDGET   **Site Number:** 302   **School:** Fremont High School

Resource	Allocation	Total Expended	Total Remaining	Resource	Allocation	Total Expended	Total Remaining
21st Century Community Learning Centers	$144,302.10	$0.00	$144,302.10	Low-Performing Students Block Grant (LPSBG)	$0.00	$0.00	$0.00
After School Education & Safety (ASES)	$0.00	$0.00	$0.00	Comprehensive Support & Improvement (CSI) Grant	$375,774.00	$0.00	$375,774.00
General Purpose Discretionary	$156,200.00	$156,200.00	$0.00	Measure G	$30,373.00	$30,373.00	$0.00
LCFF Supplemental	$573,843.00	$573,843.00	$0.00	Measure N	$658,750.00	$658,750.00	$0.00
LCFF Concentration	$50,000.00	$50,000.00	$0.00	Measure G1	$0.00	$0.00	$0.00
Title I: Basic	$196,906.29	$196,906.29	$0.00	Perkins	$0.00	$0.00	$0.00
Title I: Parent Participation	$3,772.24	$3,772.24	$0.00	California Partnership Academy	$0.00	$0.00	$0.00

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
		Low Performing Students: SLC (pathways, 9th grade, Newcomer) and department teams will support during the summer and after school throughout the school year with grade-boosts over the 4-6 weeks to help raise student grades for a-g eligibility, and to remain on-track to graduation.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		302-1

		Low Performing Students: Student support mentors, case managers, admin, counselors, teacher/advisors, SLC directors, College and Career Readiness Coordinator, and pathway coach work together to identify and communicate about employment opportunities for our youth. COST, advisors, and SLC meetings will help identify economically disadvantaged students that are in dire need of employment and ensure that students have all materials and supports to secure the employment (resumes, application support, professional clothing, transportation, etc.)	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		302-2
		Homeless/Foster youth Intensive case manager - employee to support most at-risk students as they navigate social services, foster system, juvenile justice system, community violence, homelessness,etc.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		302-3
		Intensive Tier 3 mentor: Mentor to provide Tier 3 wrap-around services for Media and Architecture Academies; mentor to work with Academy directors to identify and provide appropriate resource for students within Academies lacking stable housing and/or employment; focus on these areas to support students to fully engage in Tier 1 academic and pathway programs. Targeted Subgroup: African American/Latino Students	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		302-4

		Support incoming 9th graders: as they transition from middle school to high school via the 9th grade house structure. All 9th graders will participate in a cohorted block schedule where they will receive academic and social-emotional guidance from teachers, advisors, and administrators specifically assigned to 9th grade, with a goal of increasing the number of students on-track to graduate at the end of 9th grade. Targeted Student Group: Low-Performing.	Language & Literacy			Enter object code at left.		Enter position number at left.		302-5
		Senior Capstone Course - Offer six sections of Capstone course to retain Capstone as separate senior course to increase college-ready research and writing, align to CTE program of study, and improve graduation rate (especially for at-risk populations) by increasing remedial English opportunities and senior mentoring. Targeted Student Group:AA/Latino	Language & Literacy	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		302-6
		Extended contract for summer internship teacher/coordinator for work based learning career preparation and training experiences	Work-Based Learning			Enter object code at left.		Enter position number at left.		302-7
		Student stipends for Architecture Academy summer internship work based learning career preparation and training experiences	Work-Based Learning			Enter object code at left.		Enter position number at left.		302-8
		Student stipends for Media Academy summer internship work based learning career preparation and training experiences								302-9

		Student stipends for additional newcomer summer internship work based learning career preparation and training experiences							302-10
		Panels and presentations from students who have participated in school-year and summer internships	Work-Based Learning			Enter object code at left.		Enter position number at left.	302-11
		CTE teachers deliver Career Preparation curriculum, supported by Advisory teachers	Work-Based Learning			Enter object code at left.		Enter position number at left.	302-12
		Materials and supplies costs for site Mock Interview Day and Career Fair	Work-Based Learning			Enter object code at left.		Enter position number at left.	302-13
		Student support mentors, case managers, admin, counselors, teacher/advisors, SLC directors, College and Career Readiness Coordinator, and pathway coach work together to identify and communicate about employment opportunities for our youth. COST, advisors, and SLC meetings will help identify economically disadvantaged students that are in dire need of employment and ensure that students have all materials and supports to secure the employment (resumes, application support, professional clothing, transportation, etc.)	Work-Based Learning			Enter object code at left.		Enter position number at left.	302-14
$5,000.00		Machine Maintance: To support everyday creation of standard aligned task for student engagement during lessons.	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		Enter position number at left.	302-15

	Central	Attendance Truancy Officer - To support most at-risk students as they navigate social services, foster system, juvenile justice system, community violence, homelessness,etc. (Luis Serrano)	Comprehensive Student Supports		2205	Classified Support Salaries		Enter position number at left.	1.00	302-16
	Central	Attendance Specialist - To support teachers in assuring that attendance is submitted in a timely manner. Data will be provided weekly to case managers to identify Tier 2/3 students. (Nixon Diaz)	Comprehensive Student Supports		2205	Classified Support Salaries		Enter position number at left.	1.00	302-17
	Central	Case Manager - To support students falling below a 2.0, monitor student attendance, collaborate with teachers, host SART/SARB meetings. (Eric Dubois)	Comprehensive Student Supports		2205	Classified Support Salaries		Enter position number at left.	1.00	302-18
$10,146.00	General Purpose Discretionary	Classified Overtime: To support home visits, testing coordination, and translation supports.	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	2225	Classified Support Salaries: Overtime		Enter position number at left.		302-19
$95,000.00	General Purpose Discretionary	Supplies: Teachers will receive a budget twice a year to order supplies of their choosing to support students everyday learning environment.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		Enter position number at left.		302-20
$22,178.00	General Purpose Discretionary	Case Manager: to provide SEL and academic guidance to Media pathway students. This includes but not limited to GPA tracking, students below 97% attendance rate, and students with high percentage of out of class referrals.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	4399	Surplus				302-21

$17,000.00	General Purpose Discretionary	Copy Machine & Maintance: Our campus is in need of a high capacity copy machine to support with creating standard aligned student task, parent communication, and pathway student work.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	5610	Equip Maintenance Agreemt		Enter position number at left.		302-22
$6,000.00	General Purpose Discretionary	Postage: To support parent communications through progress reports, report cards, and monthly newsletters.	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	5724	Mail Services/Postage		Enter position number at left.		302-23
$5,876.00	General Purpose Discretionary	Testing: To support students who may not be able to pay for college readiness exams.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	5875	Testing		Enter position number at left.		302-24
$50,000.00	LCFF Concentration	RJ Coordinator: Partially fund a full time restorative justice coordinator to facilitate cirlces with students who are in need of mediations. This person will also hold welcome circles after students return from suspension or JJC. This position is critical to our Tier 1-3 diciplanary plan.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4399	Surplus		Enter position number at left.	1.00	302-25
$66,696.00	LCFF Supplemental	PE Teacher: Will provide elective and physical education A-G requirement (Fotu)	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1100	Certificated Teachers' Salaries	2456	Teacher 11Months 12-Pay	1.00	302-26
$72,879.00	LCFF Supplemental	ELD/ELA Teacher: Plan lessons, lectures, reading and writing assignments appropriate for both Mainstream and English Learners.	Language & Literacy	Goal 2: Students are proficient in state academic standards.	1100	Certificated Teachers' Salaries		Enter position number at left.	1.00	302-27
$73,465.00	LCFF Supplemental	ELD Teacher: Plan lessons, lectures, reading and writing assignments appropriate for English Learners. (V. Gutierrez)	Language & Literacy	Goal 2: Students are proficient in state academic standards.	1100	Certificated Teachers' Salaries	3696	Enter position number at left.	1.00	302-28
$79,558.00	LCFF Supplemental	Art Teacher: Will provide electective course that will ensure students meet their A-G requirements. (J.Christie)	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1100	Certificated Teachers' Salaries	4464	Teacher 11Months 12-Pay	1.00	302-29

$79,558.00	LCFF Supplemental	ELD Science: Will provide English Languages Learners with instruction of the English Language within Science curriculum (C.Priesttley)	Schoolwide Enabling Conditions	Goal 4: English Learners are reaching fluency.	1100	Certificated Teachers' Salaries	3686	Teacher 11Months 12-Pay	1.00	302-30
$45,395.00	LCFF Supplemental	Inquiry Cycles Teacher Observations- STIP Sub to support small learning communities through cycles of inquiry, peer observations, and new teacher supports. (J. Plummer)	Language & Literacy	Goal 2: Students are proficient in state academic standards.	1905	Other Certificated Salaries	68	STIP Teacher	1.00	302-31
$16,000.00	LCFF Supplemental	College and Career Readiness Specialist - To ensure that 100% of seniors fill out a FAFSA application, explore career options, and explore post secondary colleges/universities/trade-schools. (Jaliza Collins)	Comprehensive Student Supports		2205	Classified Support Salaries		Enter position number at left.	1.00	302-32
$43,078.00	LCFF Supplemental	Case Manager: to provide SEL and academic guidance to Media pathway students. This includes but not limited to GPA tracking, students below 97% attendance rate, and students with high percentage of out of class referrals.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	4399	Surplus		Enter position number at left.		302-33
$97,214.00	LCFF Supplemental	Restorative Justice Coordinator - Restorative justice coordinator to provide integrated student support for pathways' preventative culture-building work, student intervention and conflict management, and training/coaching for pathway teachers in restorative practices for use in all pathway classes. (Tatiana Chaterjee)	Comprehensive Student Supports		4399	Surplus		Enter position number at left.	1.00	302-34
$30,373.00	Measure G	Library Technician: .5 FTE libray technician to open library during school for students needing to complete research or study lab.	Language & Literacy	Goal 1: Graduates are college and career ready.	4399	Surplus		Enter position number at left.		302-35

$28,000.00	Measure N	CTE Media Teacher: CTE teachers deliver Career Preparation curriculum, supported by Advisory teachers (Ezekiel Jeffrey)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries	4744	Enter position number at left.	0.69	302-36
$65,636.00	Measure N	CTE Media Teacher: Hire teacher for Media Academy to ensure newcomer students have access to Pathway/Academy experiences (R.Martin)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries	4151	Enter position number at left.	1.00	302-37
$77,145.00	Measure N	Science Teacher:Science Teacher: This FTE allows for pathway purity and student cohorting in the Arch Academy. Teacher will be required to create an interdisciplinary scope and sequence that aligns instructional units, projects, and community building activities to the standards and content covered in Architecture CTE courses and Arch Academy outcomes. Teacher will also be required to engage with industry partners to create and execute on interdisciplinary projects for students throughout the year. This FTE will also allow for all Science teachers to have common collaboration time to align curriculum to pathway and industry standards (E.Ng)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries	4752	Enter position number at left.	1.00	302-38

$80,774.00	Measure N	Teacher: Hire a Senior Seminar Teacher to support completion of Senior Capstone Projects; to collaborate with teachers from Architecture and Media academies as well as NEST program around development and assessment of integrated projects as well as incorporation of ELD standards and strategies into Tier 1 instruction to support mainstreaming newcomer students in pathway courses. (.8 FTE) Chemistry class will work on interdiciplanary projects, units aligned to Media/Arch CTE courses. (.2 FTE) (A.Toledo)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries	3536	Enter position number at left.	1.00	302-39
$80,774.00	Measure N	Math Teacher:This FTE allows for pathway purity and student cohorting in the Arch Academy. Teacher will be required to create an interdisciplinary scope and sequence that aligns instructional units, projects, and community building activities to the standards and content covered in Architecture CTE courses and Arch Academy outcomes. Teacher will also be required to engage with industry partners to create and execute on interdisciplinary projects for students throughout the year. This FTE will also allow for all Math teachers to have common collaboration time to align curriculum to pathway and industry standards. . (Rosendo)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries	4002	Enter position number at left.	1.00	302-40
$89,733.00	Measure N	CTE Architecture Teacher: Hire teacher for Media Academy to ensure newcomer students have access to Pathway/Academy experiences(A.Prober)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1100	Certificated Teachers' Salaries		Enter position number at left.	1.00	302-41

$72,951.00	Measure N	Science Teacher: Science Teacher: This FTE allows for pathway purity and student cohorting in the Arch Academy. Teacher will be required to create an interdisciplinary scope and sequence that aligns instructional units, projects, and community building activities to the standards and content covered in Architecture CTE courses and Arch Academy outcomes. Teacher will also be required to engage with industry partners to create and execute on interdisciplinary projects for students throughout the year. This FTE will also allow for all Science teachers to have common collaboration time to align curriculum to pathway and industry standards (K. Gutierrez)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	4837	Enter position number at left.	1.00	302-42
$78,260.00	Measure N	Science Teacher:Science Teacher: This FTE allows for pathway purity and student cohorting in the Arch Academy. Teacher will be required to create an interdisciplinary scope and sequence that aligns instructional units, projects, and community building activities to the standards and content covered in Architecture CTE courses and Arch Academy outcomes. Teacher will also be required to engage with industry partners to create and execute on interdisciplinary projects for students throughout the year. This FTE will also allow for all Science teachers to have common collaboration time to align curriculum to pathway and industry standards (A. Lu)	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	5209	Enter position number at left.	1.00	302-43

$85,477.00	Measure N	Pathway Coach - to support restructuring of pathways, lead effective pathway SLCs, and align CTE courses with subject areas. (Multiple funding sources)	Rigorous Academics	Goal 1: Graduates are college and career ready.	2305	Classified Supervisors' and Administrators' Salaries	3520	Enter position number at left.	0.63	302-44
$72,979.00	Title I: Basic	ELA Teacher:Plan lessons, lectures, reading and writing assignments appropriate for 9-12th grade high school students. (D.Zimmerman)	Language & Literacy	Goal 2: Students are proficient in state academic standards.	1100	Certificated Teachers' Salaries	3315	Enter position number at left.		302-45
$74,465.29	Title I: Basic	Math Teacher: Will provide numeracy intervention for off track students (M.Ramirez)	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1100	Enter object code at left.	6226	Teacher 11Months 12-Pay	1.00	302-46
$40,462.00	Title I: Basic	Literacy Acceleration- Stip Sub to provide small group instruction for low performing students in literacy. (J.Lucas)	Language & Literacy	Goal 3: Students are reading at or above grade level.	1905	Other Certificated Salaries	6269	STIP Teacher	1.00	302-47
$9,000.00	Title I: Basic	Field Trips: To support transportation for career visits and tours, job shadows, and pathway-aligned college visits to support career awareness and exploration experiences.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	5826	External Work Order Services		Enter position number at left.		302-48
$3,772.24	Title I: Parent Participation	Parent Outreach: Hold workshops for parents of students not on track to graduate.	Language & Literacy			Enter object code at left.		Enter position number at left.		302-49

Action Research	**Fremont High School**
Pathway/s:	Architecture Academy; Media Academy (Newcomer student intergration into both pathways)
Top 5 Measure N Funding Commitments	1) Ensuring cohorting by pathway for all core content areas (with some exceptions for math) and CTE courses to better coordinate student support and teacher collaboration by pathway
What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?	How are all of our interventions to support off-track students consistent across all pathways? Are inteventions improving the number of students who are on-track? How do we define, assess, and help students get better at shared learning outcomes (across whole school, pathways, and grade-levels)? How do we balance all the competing priorities of master schedule design in service to pathway development and core academics - i.e. dual enrollment, wall-to-wall pathways, pathway cohorting and collaboration, Newcomer and SpEd integration, AP, intervention, etc.
What did you discover in the past year? *(Please use data to support.)*	**1)** We have increased CTE staffing to ensure that all students (specifically Newcomer and SDC) will be included in the pathway programs of study. In previous years up between ~33% of these students were exlcuded the CTE sequence due to master schedule and staffing constraints. 2) We have aligned our SLC (9th, Newcomer, Arch, Media) meetings to include admin and case managers to strengthen student intervention done by SLC teacher teams
What are you going to *do differently* or *change* moving forward?	
How do you anticipate this will improve Measure N outcomes for your students moving forward?	

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1A: ABOUT THE SCHOOL

Instructions: Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

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

School: Fremont High School	**School ID:** 302

School Description

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

School Mission and Vision

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

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

1B: 19-20 STRENGTHS & CHALLENGES

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

• What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
• Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
• Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

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

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

State Dashboard Indicators	Strengths	Challenges/Barriers

Graduation Rate	~ Retention rate and grad rate of seniors on-track to be highest in the last three years: includes largest class or Newcomers (English learners), and SDC/Special education students	~ Grad rate dropped by 3% points in 17-18 due to incorrect data entry for transfer students ~The 4-yr dropout rate is 42.6% for all students while the district rate is 23.3%. ~ Retention rate of Newcomers (English learners) and African American students disproportionally lower than other sub-groups
On Track to Graduate (11th Grade)	~ 44% of 11th graders on track to graduate (up 10% from last year)	~ Large transfer and transient nature of our student body makes it difficult to help students stay on track and eligible for a-g (disproportionally impacts SpEd, African-American, juvenile justice involved, and foster youth)
A-G Completion	~ 40% of seniors a-g eligible (up 3% from last year) ~ Grade boosts offered after school first semester to all seniors who needed a-g eligibility in a particular course (i.e. raise a "D" in biology to a "C"); Offered during second semester to 11th graders who need a-g eligibility and 9th graders who fell off in English 1 and Algebra I during fall semester, 2018	~ Newcomers (English learners) who arrive to this country at an older age feel pull to work. Many begin with college aspirations, but have a hard time balancing financial needs with realities with their hopes ~ low-income youth generally feel pull towards work and community college even when they graduate a-g eligible and accepted to 4-year university.
SBAC ELA	SBAC IAB tests have helped raise awareness across English and ELD departments about students levels and needs for success on SBAC	~ 8% met/exceeded standard ~ 19% nearly met standard ~ 73% did not meet standard
SBAC Math	SBAC IAB tests have helped raise awareness across English and ELD departments about students levels and needs for success on SBAC	> 1% met standard ~ 9% nearly met standard ~ 90% did not meet standard
AP Pass Rate/Dual Enrollment Pass Rate	Nearly all students who take dual enrollment classes pass and earn college credit	Very few students pass AP tests with score of 3 or better
Pathway Participation/CTE Enrollment*	~ nearly 100% of students participated in a pathway (some Newcomers and SDC students did not participate in CTE program of study)	not an explicit correlation between pathway participation and increased student outcomes
English Learner Progress	~ 12% met requirement for reclassification	~ 88% did not met requirement for reclassification
Suspension Rate	~ number of suspension incidents has dropped to 86 from 96 (one year ago) and 190 (two years ago)	~ disproportionately impacts SpEd and African American subgroups

1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	4-year cohort grad rate: 67% (district avg in 2015-16); Senior graduation rate: 90%	All Students	+2pp	56.72%	65.00%	67.00%	Increase High School Graduation Rates by a minimum of 10% annually.
Dropout Rate	25% dropout rate	All Students	-3pp	33.33%	30.33%	28.00%	Increase High School Graduation Rates by a minimum of 10% annually.
A-G Completion Rate	50% of seniors a-g eligible	All Students	+3pp	39.50%	Coming soon	50%%	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
FAFSA Completion Rate	90% of students complete FAFSA	All Students	+3pp	Coming soon	Coming soon	85%%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
College Enrollment	100% of students enrolled in 2, 4-year and vocational programs	Special Education	#ERROR!	N/A	N/A	80.00%	Increase High School Graduation Rates by a minimum of 10% annually.
Grade 10 Pathway Participation	100% of students participate in pathways	All Students	+5pp	99.02%	100.00%	95.00%	Increase High School Graduation Rates by a minimum of 10% annually.

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	75% of students feel connected	All Students	+5pp	52.51%	57.51%	62.51%%	Increase High School Graduation Rates by a minimum of 10% annually.
Suspensions	15% or fewer of African-American students are suspended	African-American Students	-2pp	24.34%	22.34%	20.00%	Increase High School Graduation Rates by a minimum of 10% annually.
Suspensions	10% or fewer of Special Educaton students are suspended	Students with Disabilities	-2pp	16.95%	14.95%	12.95%	Increase High School Graduation Rates by a minimum of 10% annually.

| Chronic Absence | 15% or fewer African American students are chronically absent | African-American Students | -2pp | 40.00% | 38.00% | 36$% | Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources. |

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)							
Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	35% of students met or exceeded ELA standard	All Students	+15 points DF3	-145.6	-125.6	-105.6	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
ELA SBAC	10% of students met or exceeded standard	Students with Disabilities	+20 points DF3	-176.5	-156.5	-136.5	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
ELA SBAC	25% of African American students met or exceeded standard	African-American Students	+20 points DF3	-95.1	-75.1	-55.1	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)							
Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal

Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	20% of students met or exceeded standard	All Students	+15 points DF3	-209.7	Coming soon	-189.7	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
Math SBAC	10% of Speical Education students met or exceeded standard	Students with Disabilities	+20 points DF3	-266.3	-246.3	-226.3	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
Math SBAC	15% of African American students met or exceeded standard	African-American Students	+20 points DF3	-233.1	-213.1	-193.1	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	70% of LTEL students are reclassified by the 12th grade	English Learners	16%	2.65%	16.00%	18.00%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
LTEL Reclassification	80% of LTEL students are reclassified by the 12th grade	Long-Term English Learners	25%	9.68%	25.00%	27.00%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal

SRI Growth of One Year or More	30% of students grow by oneyear or more	All Students	+5pp	19.84%	24.84%	30%%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
SRI Multiple Years Below Grade Level	> 40% of students are multiple years below grade level	All Students	-5pp	56.36%	51.36%	46.36%%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.

School:	Fremont High School	School ID: 302

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:		**KEY:**	
Please complete this self-assessment for your school.		*1: Not at all*	*3: Mostly*
Click here for the full Measure N rubric.		*2: Somewhat*	*4: Completely*

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	2: Somewhat	Consistent area of feedback that we need to better (and repetitively communicate) our school mission and vision and how they are in service to the four pillars of Linked Learning	Re-establish site-based Measure N team to ensure resources are maximized in alignment with long-term Linked Learning goals
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	3: Mostly	Pathway collaboration is much improved as is the connection between pathway lead teachers and school leadership	Better alignment between pathway teams and other small learning communities (NEST, 9th grade)
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	2: Somewhat	Slight improvement from last year in budget transparency and other constraints that impact our ability to support develop robust pathways	Needs to be greater accountability for pathway teams and leaders around the vision of our Linked learning work as a site.
School Leadership & Vision Goal for 2019-20:		Increase communication and distributed leadership across small learning communities (SLC's) and departments amog staff, while developing comprehensive understanding for all stakeholders of the school's pathways, post-secondary supports, and opportunities students will have as result of their education at Fremont High School.	

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	3: Mostly	Improved admin presence in pathway, and other SLC, team meetings, and increased pathway facilitation and teacher leadership by adding a second teacher leader to support facilitation of collaboration, in addition to CPA director	Keep staffing consistent on collaborative teams. Improve alignment of work between pathway leaders and other leaders (teachers and other staff) on campus.
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	3: Mostly	Our academy collaboration meetings are regularly attended by our case manager, counselor and Pathway Coach. In some ways we are, such as connecting with our counselors. Our counselors are much more involved now to the academy students' support, and our team is much more aware of the work they are accomplishing with our students.	Our SLCs will look at off track data wether it be academic or emotional well being. Teams will work on creating invidual student plans to ensure they remain on-track from 9-12th grade. Incorporate learning walks by community stakeholders.
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	3: Mostly	There has been much improvement this year versus last year in terms of including the teacher stakeholders (through SLC and department meetings), but I have not seen as much evidence of that for the other stakeholders. That being said, I might just be unaware! I believe there are a lot of decision-making structures and processes are unclear to all stakeholders.	.Many youth still don't think that they have full choice/buy-in to the academy they are in. Many dip into activities that other academies facilitate based on their interest, which makes it inequitable to their peers, as that's not possible to accommodate for all students."

Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	3: Mostly	All of our students are cohorted, our teachers are able to collaborate effectively because master schedule allows for it, resources are equitably distributed (but there's not that much in general to distribute) and facility assignments do support purpose.	With budget cuts there is very little discretionary spending. Because most of our funds are tied up with essential staff members (CTE teachers to cover wall to wall pathways, etc.) there is not enough to address all of our Linked Learning goals (i.e. student stipends for WBL)	
Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	3: Mostly	The 9th grade wheel class supports student equity of access to programs of their choice. The established collaboration period for our academy allows for the planning time we need to create/work on our interventions for our academy students. Our Pathway Coach is a HUGE piece of that support. He is absolutely indispensable.	While there has been concerted effort to include all Newcomers and SpEd students in the pathway experience, we can do more to integrate the experience. Because of a separate course sequence outside of CTE classes, SDC students and ELD 1/2 students are essentially excluded from integrated pathway cohorts	
Systems & Structures Goal for 2019-20:	All students (9th grade, Newcomers, Special education, in addition to students in the Media and Architecture pathways) will develop relevant career-technical skills and academic skills (literacy, numeracy) to graduate ready for rigorous college academics and career apprenticeships.			

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal	Which school team(s) does this action support?
Supplies: Teachers will receive a budget twice a year to order supplies of their choosing to support students everyday learning environment.	General Purpose Discretionary	$95,000.00	4310	School Office Supplies	N/A	Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Machine Maintance: To support everyday creation of standard aligned task for student engagement during lessons.		$5,000.00	5610	Equip Maintenance Agreemt	N/A	Enter position number at left.			Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	All Pathways
Postage: To support parent communications through progress reports, report cards, and monthly newsletters.	General Purpose Discretionary	$6,000.00	5724	Mail Services/Postage	N/A	Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	Whole School
Testing: To support students who may not be able to pay for college readiness exams.	General Purpose Discretionary	$5,876.00	5875	Testing	N/A	Enter position number at left.		Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
Classified Overtime: To support home visits, testing coordination, and translation supports.	General Purpose Discretionary	$10,146.00	2225	Classified Support Salaries: Overtime	N/A	Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	Whole School
Field Trips: To support transportation for career visits and tours, job shadows, and pathway-aligned college visits to support career awareness and exploration experiences.	Title I: Basic	$9,000.00	5826	External Work Order Services	N/A	Enter position number at left.		Career Technical Education	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School

Description	Funding Source	Amount	Object Code	Object Code Name	Position Number	FTE/Position Type	Strategy	Condition	Goal	Team
Art Teacher: Will provide electective course that will ensure students meet their A-G requirements. (J.Christie)	LCFF Supplemental	$79,558.00	1100	Certificated Teachers' Salaries	4464	Teacher 11Months 12-Pay — 1.00	Rigorous Academics	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
PE Teacher: Will provide elective and physical education A-G requirement (Fotu)	LCFF Supplemental	$66,696.00	1100	Certificated Teachers' Salaries	2456	Teacher 11Months 12-Pay — 1.00	Rigorous Academics	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
ELD Science: Will provide English Languages Learners with instruction of the English Language within Science curriculum (C.Priesttley)	LCFF Supplemental	$79,558.00	1100	Certificated Teachers' Salaries	3686	Teacher 11Months 12-Pay — 1.00	Rigorous Academics	Schoolwide Enabling Conditions	Goal 4: English Learners are reaching fluency.	Departmental Team
Math Teacher: Will provide numeracy intervention for off track students (M. Ramirez)	Title I: Basic	$74,465.29	1100	Enter object code at left.	6226	Teacher 11Months 12-Pay — 1.00	Building the Conditions	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	Departmental Team
Case Manager: to provide SEL and academic guidance to Media pathway students. This includes but not limited to GPA tracking, students below 97% attendance rate, and students with high percentage of out of class referrals.	LCFF Supplemental	$43,078.00	4399	Surplus		Enter position number at left.	Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Departmental Team
Case Manager: to provide SEL and academic guidance to Media pathway students. This includes but not limited to GPA tracking, students below 97% attendance rate, and students with high percentage of out of class referrals.	General Purpose Discretionary	$22,178.00	4399	Surplus		Enter position number at left.	Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Departmental Team
Copy Machine & Maintance: Our campus is in need of a high capacity copy machine to support with creating standard aligned student task, parent communication, and pathway student work.	General Purpose Discretionary	$17,000.00	5610	Equip Maintenance Agreemt	N/A	Enter position number at left.	Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
RJ Coordinator: Partially fund a full time restorative justice coordinator to facilitate cirlces with students who are in need of mediations. This person will also hold welcome circles after students return from suspension or JJC. This position is critical to our Tier 1-3 diciplanary plan.	LCFF Concentration	$50,000.00	4399	Surplus		Enter position number at left. — 1.00	Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Low Performing Students: SLC (pathways, 9th grade, Newcomer) and department teams will support during the summer and after school throughout the school year with grade-boosts over the 4-6 weeks to help raise student grades for a-g eligibility, and to remain on-track to graduation.				Enter object code at left.		Enter position number at left.	Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School

Low Performing Students:Student support mentors, case managers, admin, counselors, teacher/advisors, SLC directors, College and Career Readiness Coordinator, and pathway coach work together to identify and communicate about employment opportunities for our youth. COST, advisors, and SLC meetings will help identify economically disadvantaged students that are in dire need of employment and ensure that students have all materials and supports to secure the employment (resumes, application support, professional clothing, transportation, etc.)			Enter object code at left.		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
Homeless/Foster youth Intensive case manager - employee to support most at-risk students as they navigate social services, foster system, juvenile justice system, community violence, homelessness,etc.			Enter object code at left.		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
Intensive Tier 3 mentor: Mentor to provide Tier 3 wrap-around services for Media and Architecture Academies; mentor to work with Academy directors to identify and provide appropriate resource for students within Academies lacking stable housing and/or employment; focus on these areas to support students to fully engage in Tier 1 academic and pathway programs. Targeted Subgroup: African American/Latino Students			Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		

LANGUAGE & LITERACY

	School:	Fremont High School	

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

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

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
2 stip subs employed this year; one to provide targeted literacy intervention for off-track 9th graders; one for teacher coverage for professional learning and cycles of inquiry; ITL dedicated to teaching literacy intervention class for 9th graders	Partially Implemented	Somewhat Effective	Teacher inquiry cycles were strong this year and supported by our stip sub for teacher observation and collaboration. Teachers have self-reported improvement in planning and teaching to learning targets with aligned tasks and assessment; However, the 9th grade literacy intervention did not go to plan, mainly because the ITL assigned to teach the class was out on FMLA for the majority of the year and the STIP sub hired for pull-out was forced to hold the entire class for the majority of the year.

IMPLEMENTATION GOALS

Below are your Language & Literacy goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	35% of students met or exceeded ELA standard	All Students	-145.6	-125.6	-105.6	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
ELA SBAC	10% of students met or exceeded standard	Students with Disabilities	-176.5	-156.5	-136.5	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
ELA SBAC	25% of African American students met or exceeded standard	African-American Students	-95.1	-75.1	-55.1	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
SRI Growth of One Year or More	30% of students grow by oneyear or more	All Students	19.84%	24.84%	30%%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
SRI Multiple Years Below Grade Level	> 40% of students are multiple years below grade level	All Students	56.36%	51.36%	46.36%%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
ELL Reclassification	70% of LTEL students are reclassified by the 12th grade	English Learners	2.65%	16.00%	18.00%	
LTEL Reclassification	80% of LTEL students are reclassified by the 12th grade					

THEORY OF ACTION

Theory of Action	If we invest in reading intervention for all below grade-levels, and if we focus on reading across all content areas as a school, then of students currently not reading at grade level, 75% will grow by two or more grade levels.									
How are you supporting English Language Learners?	100% of students will participate in text-based Academic Discussion protocols in every subject area once a week. Literacy intervention already exists for LTEL 9th graders, but Newcomers will also be included in literacy intervention efforts next year.									
How are you building conditions for student and adult learning?	~100% teachers participate in inquiry cycles and classroom observations. ~Teacher coaches dedicated to departments for content support. ~Schoolwide focus on literacy and student supports. ~Schoolwide focus on advisory and student led conferences to ensure student success.									

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Literacy Acceleration- Stip Sub to provide small group instruction for low performing students in literacy. (J.Lucas)	Title I: Basic	$40,462.00	1905	Other Certificated Salaries	6269	STIP Teacher	1.00	Building the Conditions	Language & Literacy	Goal 3: Students are reading at or above grade level.
Inquiry Cycles Teacher Observations- STIP Sub to support small learning communities through cycles of inquiry, peer observations, and new teacher supports. (J. Plummer)	LCFF Supplemental	$45,395.00	1905	Other Certificated Salaries	68	STIP Teacher	1.00	Building the Conditions	Language & Literacy	Goal 2: Students are proficient in state academic standards.
ELD Teacher: Plan lessons, lectures, reading and writing assignments appropriate for English Learners. (V. Gutierrez)	LCFF Supplemental	$73,465.00	1100	Certificated Teachers' Salaries	3696	Enter position number at left.	1.00	Rigorous Academics	Language & Literacy	Goal 2: Students are proficient in state academic standards.
ELD/ELA Teacher: Plan lessons, lectures, reading and writing assignments appropriate for both Mainstream and English Learners.	LCFF Supplemental	$72,879.00	1100	Certificated Teachers' Salaries	Vacancy	Enter position number at left.	1.00	Rigorous Academics	Language & Literacy	Goal 2: Students are proficient in state academic standards.
ELA Teacher:Plan lessons, lectures, reading and writing assignments appropriate for 9-12th grade high school students. (D.Zimmerman)	Title I: Basic	$72,979.00	1100	Certificated Teachers' Salaries	3315	Enter position number at left.		Rigorous Academics	Language & Literacy	Goal 2: Students are proficient in state academic standards.
Library Technician: .5 FTE libray technician to open library during school for students needing to complete research or study lab.	Measure G	$30,373.00	4399	Surplus		Enter position number at left.		Rigorous Academics	Language & Literacy	Goal 1: Graduates are college and career ready.

Support incoming 9th graders: as they transition from middle school to high school via the 9th grade house structure. All 9th graders will participate in a cohorted block schedule where they will receive academic and social-emotional guidance from teachers, advisors, and administrators specifically assigned to 9th grade, with a goal of increasing the number of students on-track to graduate at the end of 9th grade. Targeted Student Group: Low-Performing.				Enter object code at left.		Enter position number at left.			Language & Literacy	
Senior Capstone Course - Offer six sections of Capstone course to retain Capstone as separate senior course to increase college-ready research and writing, align to CTE program of study, and improve graduation rate (especially for at-risk populations) by increasing remedial English opportunities and senior mentoring. Targeted Student Group:AA/Latino				Enter object code at left.		Enter position number at left.		Rigorous Academics	Language & Literacy	Goal 1: Graduates are college and career ready.
Parent Outreach: Hold workshops for parents of students not on track to graduate.	Title I: Parent Participation	$3,772.24		Enter object code at left.		Enter position number at left.			Language & Literacy	

RIGOROUS ACADEMICS & CTE		School:	Fremont High School	

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme		3		
Integrated Core		3	3+	
Cohort Scheduling		3		

BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning		2+		
Collaborative Learning				

BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice		3		
Collaboration Time		3		
Professional Learning		2.5		

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

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

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
1) Credit recovery improved greatly in English by adding "b" Graduate Writing Seminar to seniors working on Capstone project; 2) Because Dual-Enrollment courses are integrated to the pathway theme we have had great success and will continue to build Dual Enrollment into the pathway sequence in Arch/Construction for 2019-20; 3) Vertical alignment of learning outcomes across grades and departments has begun but needs to continue more deeply in 2019-20; 4) Dedicated department collaboration by creating shared prep period for each department; 5) Summer 2018 PD on integrated project development and showcases throughout the year of integrated project work across pathways and programs	Partially Implemented	Effective	We created the structures needed for collaboration (SLC time for student support and integrated project planning, and department collaboration period) but need to do more work in our teams to ensure that time is highly effective at improving teaching practice and outcomes for students. Increase in seniors that recovered credit through graduate writing seminar and large number of students earned college credit through dual-enrollment. There was a least one integrated project (at least two subjects included) in each of our small learning communities and multiple in our pathways.

IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal

Math SBAC	20% of students met or exceeded standard	All Students	-209.7	Coming soon	-189.7	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
Math SBAC	10% of Speical Education students met or exceeded standard	Students with Disabilities	-266.3	-246.3	-226.3	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
Math SBAC	15% of African American students met or exceeded	African-American Students	-233.1	-213.1	-193.1	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.
Standards Based Instruction/ Project-Based Learning	Integrated grade-level project in each grade level, in each small learning community (Media and Architecture pathways, 9th grade, Newcomer)	All Students	N/A	2 integrated projects per pathway	3 projects per pathway	Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources.
Career Technical Education Sequence	All CTE courses build towards industry certification/s, and/or pre-apprenticeship certification. High-risk students (SpEd, LTEL, African-American, Newcomer) students especially targeted for work and career exploration and opportunities during and after high schoo	All Students	N/A	N/A	N/A	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.
Graduate Capstone/ Culminating Experience	100% of students earn all English credit needed through Graduate Writing Seminar	Low-Performing Students	N/A	TBD		Increase High School Graduation Rates by a minimum of 10% annually.
Course Passage Rates	Passage rates improve by 20 % in English 1, algebra I, and biology	Low-Performing Students	~ 45% d and f rate	~ 35% d and f rate	> 30% d and f rate	Develop concrete goals for key student achievement indicators (SRI, SBAC, D/F rates) and establish consistent cycles of inquiry where teachers and administrators regularly analyze this data and create specific action plans.

THEORY OF ACTION

Theory of Action	If we focus on the conditions for success for all of our English learners (across all programs and grade-levels) we will see improved performance and integration of all ELL's regardless if Newcomer or LTEL
How are you supporting English Language Learners?	We double block English classes for all Newcomer students; We have additional academic supports (math intervention and literacy intervention) as well as social-emotional supports (case managers, clinicians, legal support) for all Newcomer students;
How are you building conditions for students and adult learning?	We have a dedicated TSA tasked with supporting Newcomer teachers as well as mainstream teachers that need support with strategies for ELL's; We have non-Newcomer teachers participating in ELL professional development and inquiry cycles to help support our LTEL students.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Pathway Coach - to support restructuring of pathways, lead effective pathway SLCs, and align CTE courses with subject areas. (Multiple funding sources)	Measure N	$85,477.00	2305	Classified Supervisors' and Administrators' Salaries	3520	Enter position number at left.	0.63	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Science Teacher: Science Teacher: This FTE allows for pathway purity and student cohorting in the Arch Academy. Teacher will be required to create an interdisciplinary scope and sequence that aligns instructional units, projects, and community building activities to the standards and content covered in Architecture CTE courses and Arch Academy outcomes. Teacher will also be required to engage with industry partners to create and execute on interdisciplinary projects for students throughout the year. This FTE will also allow for all Science teachers to have common collaboration time to align curriculum to pathway and industry standards (K. Gutierrez)	Measure N	$72,951.00	1105	Certificated Teachers' Salaries	4837	Enter position number at left.	1.00	Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
Science Teacher: Science Teacher: This FTE allows for pathway purity and student cohorting in the Arch Academy. Teacher will be required to create an interdisciplinary scope and sequence that aligns instructional units, projects, and community building activities to the standards and content covered in Architecture CTE courses and Arch Academy outcomes. Teacher will also be required to engage with industry partners to create and execute on interdisciplinary projects for students throughout the year. This FTE will also allow for all Science teachers to have common collaboration time to align curriculum to pathway and industry standards (A. Lu)	Measure N	$78,260.00	1105	Certificated Teachers' Salaries	5209	Enter position number at left.	1.00	Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.

Science Teacher:Science Teacher: This FTE allows for pathway purity and student cohorting in the Arch Academy. Teacher will be required to create an interdisciplinary scope and sequence that aligns instructional units, projects, and community building activities to the standards and content covered in Architecture CTE courses and Arch Academy outcomes. Teacher will also be required to engage with industry partners to create and execute on interdisciplinary projects for students throughout the year. This FTE will also allow for all Science teachers to have common collaboration time to align curriculum to pathway and industry standards (E.Ng)	Measure N	$77,145.00	1100	Certificated Teachers' Salaries	4752	Enter position number at left.	1.00	Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
Teacher: Hire a Senior Seminar Teacher to support completion of Senior Capstone Projects; to collaborate with teachers from Architecture and Media academies as well as NEST program around development and assessment of integrated projects as well as incorporation of ELD standards and strategies into Tier 1 instruction to support mainstreaming newcomer students in pathway courses. (.8 FTE) Chemistry class will work on interdiciplanary projects, units aligned to Media/Arch CTE courses. (.2 FTE) (A.Toledo)	Measure N	$80,774.00	1100	Certificated Teachers' Salaries	3536	Enter position number at left.	1.00	Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
Math Teacher:This FTE allows for pathway purity and student cohorting in the Arch Academy. Teacher will be required to create an interdisciplinary scope and sequence that aligns instructional units, projects, and community building activities to the standards and content covered in Architecture CTE courses and Arch Academy outcomes. Teacher will also be required to engage with industry partners to create and execute on interdisciplinary projects for students throughout the year. This FTE will also allow for all Math teachers to have common collaboration time to align curriculum to pathway and industry standards. . (Rosendo)	Measure N	$80,774.00	1100	Certificated Teachers' Salaries	4002	Enter position number at left.	1.00	Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
CTE Media Teacher: CTE teachers deliver Career Preparation curriculum, supported by Advisory teachers (Ezekiel Jeffrey)	Measure N	$28,000.00	1100	Certificated Teachers' Salaries	4744	Enter position number at left.	0.69	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
CTE Media Teacher: Hire teacher for Media Academy to ensure newcomer students have access to Pathway/Academy experiences (R.Martin)	Measure N	$65,636.00	1100	Certificated Teachers' Salaries	4151	Enter position number at left.	1.00	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.

CTE Architecture Teacher: Hire teacher for Media Academy to ensure newcomer students have access to Pathway/Academy experiences(A.Prober)	Measure N	$89,733.00	1100	Certificated Teachers' Salaries		Enter position number at left.	1.00	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Types of Student Experiences		2.5	3-	Students have a variety of experiences in each grade level, and we are in the process of vetting and sequencing them in a more articulated way.
Pathway Outcomes		2.5	3-	Articulation is becoming clearer and more intentional for each grade level. Internship numbers are increasing, and a pilot WEE program is happening.
Pathway Evaluation		1	1+	Feedback and evaluation has been mainly anecdotal and informal-- an area of growth for the future. CTE teachers and academy directors have done some reflective work to assess experiences.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

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

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Continuing to build and develop many industry and community partnerships for all areas of the WBL continuum. Variety of guest speakers, industry tours, career fairs, and job shadows, primarily through the CTE teachers. A handful of students in school-year internships. Continued push for summer 2019 internships to maintain the 20 students per pathway target via a site WBL team consisting of school, pathway and teacher leaders and staff. Survey of 11th grade career interests, resume writing and interview skills curricula in CTE and advisory, site-based mock interview day in January, and ongoing presentations from summer internship programs. Ongoing counseling, application and interview support, and placement of students with teachers from all pathways participating.	Partially Implemented	Somewhat Effective	While there are a variety of experiences in each grade level, they are not necessarily sequenced. The site WBL workload as a whole is an addition to the plates of many of the school and teacher/staff leaders, so time and staff capacity has been a challenge.

IMPLEMENTATION GOALS

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

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Career Awareness	Students in special education and newcomers will be supported to investigate possible careers into their college and career plans	English Learners		100%	100%	Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time.

Career Exploration	Students who do not want to go to college will participate in a process of career exploration and develop a rigorous alternative path to meet their goals	Low-Income Students		100%	100%	Increase High School Graduation Rates by a minimum of 10% annually.
Career Preparation	Senior project will offer students an opportunity to work in a collaborative team, implement rigourous research and developing community awareness. 100% will be given the opportunity to explore internships.	All Students		100%	100%	Increase High School Graduation Rates by a minimum of 10% annually.

THEORY OF ACTION

Theory of Action	If we focus on building on the foundation of the WBL partnerships and experiences and further vetting and sequencing them, then we will see the relationship between teachers and partners mature and we will see students highly engaged in exploring the Media and Architecture & Design fields through a variety of sequenced activities and opportunities.
How are you supporting English Language Learners?	Target numbers of newcomer students have been included within the 50+ summer interns. Each pathway has offered sheltered sections of CTE courses to support newcomers, with the CTE teachers receiving training and collaboration from the newcomer team and the central ELLMA office.
How are you building conditions for students and adult learning?	Student learning: Alumni and industry/community partners as mentors and classroom support. Current students who have held internships presenting to their peers. Incentives and awards recognitions to highlight student participation in WBL activities. Dual-enrollment courses will build towards apprenticeships and industry certifications. Adult learning: SLC provides space to share WBL opportunities, bring in industry partners, and chaperone industry visits. Site WBL team provides a common ground for pathways to come to the table around best practices and coordinating opportunities and placemetns.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Extended contract for summer internship teacher/coordinator for work based learning career preparation and training experiences				Enter object code at left.		Enter position number at left.			Work-Based Learning	
Student stipends for Architecture Academy summer internship work based learning career preparation and training experiences				Enter object code at left.		Enter position number at left.			Work-Based Learning	
Student stipends for Media Academy summer internship work based learning career preparation and training experiences										
Student stipends for additional newcomer summer internship work based learning career preparation and training experiences										
Panels and presentations from students who have participated in school-year and summer internships				Enter object code at left.		Enter position number at left.			Work-Based Learning	

CTE teachers deliver Career Preparation curriculum, supported by Advisory teachers				Enter object code at left.		Enter position number at left.			Work-Based Learning
Materials and supplies costs for site Mock Interview Day and Career Fair				Enter object code at left.		Enter position number at left.			Work-Based Learning
Student support mentors, case managers, admin, counselors, teacher/advisors, SLC directors, College and Career Readiness Coordinator, and pathway coach work together to identify and communicate about employment opportunities for our youth. COST, advisors, and SLC meetings will help identify economically disadvantaged students that are in dire need of employment and ensure that students have all materials and supports to secure the employment (resumes, application support, professional clothing, transportation, etc.)				Enter object code at left.		Enter position number at left.			Work-Based Learning

COMPREHENSIVE STUDENT SUPPORTS	School:	Fremont High School	Link to 18-19 SPSA

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs		2.5		
College & Career Plan		2.5		

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

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

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Student support team established to collectively support Tier 2 and 3 students - includes case managers, admin, counselors, and RJ coordinators who hold support for most at-risk students (foster youth, juvenile justice, homeless, low-income, and traditionally undersserved students; African American, Latino males, Special Education); Advisory structure where every student has adult advocate on campus to improve home-school communication, primarily through bi-annual student-led conferences, meet twice weekly to build community, review grades and academic progress, and set and plan towards school year and post-secondary goals; Attendance team meets weekly to address chronically absent students - case managers, office staff, and admin meet to contact home, conduct home visits, and follow through with the SARB/SART process for chronically absent students; Small learning commmunity (SLC) teams meet twice weekly, once focused on academics, and once focused on student support, to identify students that are in danger of not-passing and supports opportunities for off-track students as well as to provide additional enrichment for GATE and on-track students (internships, jobs, summer programs, etc.)	Fully Implemented	Effective	Suspension Rate:

IMPLEMENTATION GOALS

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

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Students will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe SCHOOL CLIMATE as assessed by a variety of measurement tools such as referrals, discipline records, and surveys.	All Students	Chronic absence below 16.3%	Chronic absence below 13%		
College Access	"Retention rate for senior class improves 10% from 2017 to 2019. 82 of 130 seniors graduated in June of 2017. College & Career Center: 75% of seniors apply for FAFSA; > 60% of seniors apply 4-year college All students 10-12th have exposure to college (visit campus, college fair, guest speakers, etc.) "	All Students	70% of seniors graduated	80% of seniors graduated		

	Behavior interventions are led by case managers and supported by SLCs. - Weekly SLC meeting collaboration dedicated to student attendance and behavior - Roundtables coordinated and facilitated by advisors, attended by SLC teachers, case managers, and family - Attendance support via parent/guardian follow-up and SARB/SART process - 2 Student led conferences coordinated by advisors in collaboration with SLC and SpEd teachers, case managers, counselors and admin.	All Students	63% of students had a student-led confernce	75% of students had a student-led conference or a home visit		
Differentiated Interventions						

THEORY OF ACTION

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

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Attendance Truancy Officer - To support most at-risk students as they navigate social services, foster system, juvenile justice system, community violence, homelessness,etc. (Luis Serrano)	Central		2205	Classified Support Salaries		Enter position number at left.	1.00	Comprehensive Student Supports	Comprehensive Student Supports	
Attendance Specialist - To support teachers in assuring that attendance is submitted in a timely manner. Data will be provided weekly to case managers to identify Tier 2/3 students. (Nixon Diaz)	Central		2205	Classified Support Salaries		Enter position number at left.	1.00	Comprehensive Student Supports	Comprehensive Student Supports	
Case Manager - To support students falling below a 2.0, monitor student attendance, collaborate with teachers, host SART/SARB meetings. (Eric Dubois)	Central		2205	Classified Support Salaries		Enter position number at left.	1.00	Comprehensive Student Supports	Comprehensive Student Supports	
Restorative Justice Coordinator - Restorative justice coordinator to provide integrated student support for pathways' preventative culture-building work, student intervention and conflict management, and training/coaching for pathway teachers in restorative practices for use in all pathway classes. (Tatiana Chaterjee)	LCFF Supplemental	$97,214.00	4399	Surplus		Enter position number at left.	1.00	Comprehensive Student Supports	Comprehensive Student Supports	

College and Career Readiness Specialist - To ensure that 100% of seniors fill out a FAFSA application, explore career options, and explore post secondary colleges/universities/trade-schools. (Jaliza Collins)	LCFF Supplemental	$16,000.00	2205	Classified Support Salaries		Enter position number at left.	1.00	Building the Conditions	Comprehensive Student Supports	

SPSA ENGAGEMENT TIMELINE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?
List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	*SSC & SELLS combined*	*Shared rationale and overview of site plan.*
12/12/2017	*Students grades 6-7-8*	*Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.*
12/19/2017	*Instructional Leadership Team*	*Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.*
1/15/2018	*Faculty & SSC combined*	*Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.*
2/6/2018	*SPED Parent Engagement*	*Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.*
Date	**Stakeholder Group**	**Engagement Description**
1/4/2019	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2019-2020. Documented feedback for ILT review.
1/17/2019	SSC	Shared rationale and overview of site plan.
1/28/2019	SSC	Finalized Title I expenditures and 2019-20 goals.
2/11/2019	ILT	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
2/20/2019	Faculty	Finalized budget expenditures and rational.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT: PROPOSED BUDGET FOR PATHWAYS

School: Fremont High School   **School ID:** 302

Architecture Academy	*Allocation*	*Total Expended*	*Total Remaining*		Media Academy	*Allocation*	*Total Expended*	*Total Remaining*
Measure N		#VALUE!	#VALUE!		*Measure N*		#VALUE!	#VALUE!
Perkins		#VALUE!	#VALUE!		*Perkins*		#VALUE!	#VALUE!
California Partnership Academy	$74,970.00	#VALUE!	#VALUE!		*California Partnership Academy*	$74,970.00	#VALUE!	#VALUE!
Intel		#VALUE!	#VALUE!		*Intel*		#VALUE!	#VALUE!
CTEIG		#VALUE!	#VALUE!		*CTEIG*		#VALUE!	#VALUE!

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOCIATED PATHWAY	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
		Equitable placement process for rising 10th graders	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-1
		Ongoing support through advisors and case manager	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-2
		Substitute teacher costs for peer observation of literacy strategies between pathway teachers	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-3
		Extended contracts for SLC meetings with literacy focus for shared learning, application in pathway courses, and report-back of successes and challenges	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-4
		Extended contracts for summer 2019 and ongoing school-year project-based learning and cross-curricular project design	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-5
		Extended contracts for summer 2019 and ongoing school-year SLC training around the pathway student learning outcomes	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-6
		Conference costs for UCCI institutes, school visits, and/or trainings for teachers holding those courses and curricula, especially English, Construction and Geometry	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-7
		Central graduate capstone PD for Architecture capstone teacher	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-8

		Extended contracts for teachers to maintain and grow current partnership with Civic Design Studio to connect community projects with English and Social Studies classes AND Capstone (Chinatown/Old Oakland, Oakland Housing Authority, homeless encampments)	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-9
		Consultant costs for Civic Design Studio partners to connect community projects with English and Social Studies classes AND Capstone (Chinatown/Old Oakland, Oakland Housing Authority, homeless encampments)	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-10
		Materials and supplies costs for teachers and Civic Design Studio partners to connect community projects with English and Social Studies classes AND Capstone (Chinatown/Old Oakland, Oakland Housing Authority, homeless encampments)	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-11
		Dual enrollment materials for rigorous academic content and experience in the fields of wood technology and construction	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-12
		Computers and technology costs to expand and enhance the CTE sequence courses and program and increase capacity for student learning and Architecture-related design work	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-13
		Honoraria costs for guest speakers to support career awareness and exploration experiences	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-14
		Panels and presentations from students who have participated in school-year and summer internships	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-15
		Transportation costs for career visits and tours, job shadows, and pathway-aligned college visits to support career awareness and exploration experiences	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-16

		Admissions costs for career visits and tours, job shadows, and pathway-aligned college visits to support career awareness and exploration experiences	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-17
		Student stipends for school-year and summer internships for Architecture Academy to support work based learning career preparation and training experiences	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-18
		Extended contracts for summer internship teacher/coordinator for work based learning career preparation and training experiences	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-19
		Weekly SLC meetings to address student intervention and support needs, make proactive phone calls and develop independent study contracts.	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-20
		Transportation costs for articulated sequence of early college exploration trips to community colleges, CSUs, UCs, private colleges (especially Architecture & Design) for all grades.	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-21
		Extended contracts for academy office hours/after school "Power Hour" tutoring	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-22
		Materials and supplies costs for college mentors from UC Berkeley and Architecture Academy alumni from UC Davis Architecture program as in-class support for academy courses.	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-23
		Food costs for meetings with college mentors from UC Berkeley and Architecture Academy alumni from UC Davis Architecture program as in-class support for academy courses.	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-24
		Biannual student-led conferences via advisory	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-25
		Materials and supplies costs for Incentives and award ceremonies materials and supplies	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-26

		Food costs for Incentives and award ceremonies materials and supplies	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-27
	California Partnership Academy	Extended contracts for weekly co-director meetings for coaching and alignment of pathway outcomes to SLC collaboration and coordination efforts.	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-28
	California Partnership Academy	Materials and supplies costs for early welcoming/community-building experiences for new pathway cohort and students	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-29
	California Partnership Academy	Materials and supplies costs for 9th grade wheel CTE course, exposing all freshmen to the pathways	Architecture Academy		Enter object code at left.		Enter position number at left.		302-Architecture Academy-30
	California Partnership Academy	Extended contracts for SLC collaboration time beyond PD time, for ongoing connection and alignment with the pathway theme and pathway student learning outcomes.	Architecture Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		302-Architecture Academy-31
	California Partnership Academy	Extended contract for training, planning, coaching, and coordinating work for a core academic teacher to be the new Architecture pathway co-director	Architecture Academy	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		302-Architecture Academy-32
	California Partnership Academy	Conference expenses for pathway-related Architecture/Construction professional development	Architecture Academy	5200	Travel And Conferences		Enter position number at left.		302-Architecture Academy-33
	California Partnership Academy	Transportation/Accommodations costs for pathway-related Architecture/Construction professional development	Architecture Academy	5200/5210	Enter object code at left.		Enter position number at left.		302-Architecture Academy-34
	California Partnership Academy	Food reimbursements for pathway-related Architecture/Construction professional development	Architecture Academy	5220	Conference Expense		Enter position number at left.		302-Architecture Academy-35
$2,000.00	California Partnership Academy	Venue rental costs for summer and mid-year PD/retreats for all Architecture Academy teachers to understand and align with the pathway student learning outcomes and plan units, curricula and projects that align.	Architecture Academy	5624	Rentals: Facility		Enter position number at left.		302-Architecture Academy-36
	Measure N	Food costs for SLC meetings with literacy focus for shared learning, application in pathway courses, and report-back of successes and challenges	Architecture Academy	4311	Meeting Refreshments		Enter position number at left.		302-Architecture Academy-37

		Venue rental costs for summer and mid-year PD/retreats for all Media Academy teachers to understand and align with the pathway student learning outcomes and plan units, curricula and projects that align.	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-38
		Extended contracts for summer and mid-year PD/retreats for all Media Academy teachers to understand and align with the pathway student learning outcomes and plan units, curricula and projects that align.	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-39
		Food costs for summer and mid-year PD/retreats for all Media Academy teachers to understand and align with the pathway student learning outcomes and plan units, curricula and projects that align.	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-40
		Extended contracts for SLC collaboration time beyond PD time, for ongoing connection and alignment with the pathway theme and pathway student learning outcomes.	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-41
		Extended contract for training, planning, coaching, and coordinating work for a core academic teacher to be the Media pathway co-director	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-42
		Extended contracts for weekly co-director meetings for coaching and alignment of pathway outcomes to SLC collaboration and coordination efforts.	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-43
		Conference expenses for pathway-related Digital Media professional development	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-44
		Transportation/Accommodations costs for pathway-related Digital Media professional development	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-45
		Food reimbursements for pathway-related Digital Media professional development	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-46
		Equitable placement process for rising 10th graders	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-47

		Materials and supplies costs for early welcoming/community-building experiences for new pathway cohort and students	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-48
		Ongoing support through advisors and case manager	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-49
		Materials and supplies costs for 9th grade wheel CTE course, exposing all freshmen to the pathways	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-50
		Substitute teacher costs for peer observation of literacy strategies between pathway teachers	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-51
		Extended contracts for SLC meetings with literacy focus for shared learning, application in pathway courses, and report-back of successes and challenges	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-52
		Food costs for SLC meetings with literacy focus for shared learning, application in pathway courses, and report-back of successes and challenges	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-53
		Extended contracts for summer 2019 and ongoing school-year project-based learning and cross-curricular project design	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-54
		Central graduate capstone PD for Media capstone teacher	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-55
		Conference costs for NFTE PD for Media graduate capstone teacher and 12th grade CTE teacher	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-56
		Artists-in-residence media mentors to teach units on creative writing, identity, and expression in 10th grade CTE	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-57
		Dual enrollment technology for rigorous academic content and experience in the fields of animation and virtual reality/augmented reality	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-58
		Dual enrollment technology for rigorous academic content and experience in the fields of animation and virtual reality/augmented reality	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-59

		Computers to expand and enhance the CTE sequence courses and program and increase capacity for student learning and Media-related production work	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-60
		Honoraria costs for guest speakers to support career awareness and exploration experiences	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-61
		Panels and presentations from students who have participated in school-year and summer internships	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-62
		Transportation costs for career visits and tours, job shadows, and pathway-aligned college visits to support career awareness and exploration experiences	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-63
		Admissions costs for career visits and tours, job shadows, and pathway-aligned college visits to support career awareness and exploration experiences	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-64
		Student stipends for school-year and summer internships for Architecture Academy to support work based learning career preparation and training experiences	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-65
		Extended contracts for summer internship teacher/coordinator for work based learning career preparation and training experiences	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-66
		Weekly SLC meetings to address student intervention and support needs, make proactive phone calls and develop independent study contracts.	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-67
		Transportation costs for articulated sequence of early college exploration trips to community colleges, CSUs, UCs, private colleges (especially Architecture & Design) for all grades.	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-68
		Extended contracts for academy office hours/after school "Power Hour" tutoring	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-69

		Materials and supplies costs for college mentors from UC Berkeley and Architecture Academy alumni from UC Davis Architecture program as in-class support for academy courses.	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-70
		Food costs for meetings with college mentors from UC Berkeley and Architecture Academy alumni from UC Davis Architecture program as in-class support for academy courses.	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-71
		Biannual student-led conferences via advisory	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-72
		Materials and supplies costs for Incentives and award ceremonies materials and supplies	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-73
		Food costs for Incentives and award ceremonies materials and supplies	Media Academy		Enter object code at left.		Enter position number at left.		302-Media Academy-74
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1. ABOUT THE PATHWAY

PATHWAY:	Architecture Academy	School:	Fremont High School
Pathway Industry Sector:	Building and Construction Trades	School ID:	302

Pathway Description:	A California Partnership Academy that provides hands-on learning experiences in the areas of architectural design, graphic design and construction. All students receive a foundation in the architectural design process and construction techniques. Students learn how design can affect people and their experiences, and learn to use the design thinking process across classes. Student learning is enriched with cross-curricular collaboration and project based learning.
Pathway Mission & Vision:	Vision statement: The Engineering and Architecture Pathway of Fremont High School will challenge students to become independent, creative and critical thinkers with the skills to succeed and excel in careers or college after graduation. They will develop an understanding of how design can affect people and their experiences, and how they can use the design process to improve their environment and lives. Mission statement: Students in the Engineering and Architecture Pathway will acquire transferable skills through career experiences in the Architecture field and create original products using the principles of design. Through the use of technology and cross-curricular learning around academy themes, students will develop and demonstrate their ability to produce research, projects and presentations that are relevant and responsive to the needs of their community.

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	52.5%	47.5%	99.4%	95.0%	48.1%	19.4%	12.5%	Coming soon	Coming soon
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	19.4%	0.0%	5.0%	66.3%	1.3%	4.4%	2.5%	0.6%	21.9%

2. PATHWAY NEEDS ASSESSMENT

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

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.
• Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

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

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers

Pathway Graduation & Dropout Rates	Architecture Academy's graduate rate has been on an upward trend for the past 3 years. Architecture had a much larger 12th grade class in 2017-18 than the previous years (75, up from 50). Architecture's African American grad rate for 2017-18, 70% is on par with the schoolwide rate and OUSD district rate. Architecture's Latino grad rate 58.6%, is significantly higher than the schoolwide rate of 46.8% for 2017-18, although still below the OUSD district Latino grad rate of 64.2%.	Architecture's 2017-18 overall grad rate of 64%, while showing growth over time, is still 10 percentage points below the overall OUSD rate.	- Provide additional supports for students most at-risk of not graduating: African American, SpEd, SIFE - Build upon the career and community-ready elements of the Capstone project: more integration with CTE - Enhance whole community involvement: family and younger grade participation in capstone defenses
On Track to Graduate (11th Grade)	Overall, on-track rates rose in all subject areas for Architecture 11th graders in 2017-18. Science on-track rate is the highest, above 97%. Math and English on-track rates were the lowest the previous year both at 52%, but rose significantly in 2017-18 to 85% and 87.7% respectively.	Still need to investigate other subgroups such as EL & SpEd	- Literacy Strategies -- mini cycles of inquiry in SLC team - Case management support, especially for AA and Latino students - Strategic interventions and supports within SLC - Teacher support; peer observation and feedback - Tutoring/mandatory office hours for English and Math
On Track to Graduate (10th Grade)	History and Science on-track rates are the highest, although they both dipped from the previous year. Across the board, Architecture's on-track rates are lower than the previous year.	English (60%) and Math (58.5%) are the lowest and dipped significantly from the previous year which was both 78%.	- Literacy Strategies -- mini cycles of inquiry in SLC team - Case management support, especially for AA and Latino students - Strategic interventions and supports within SLC - Teacher support; peer observation and feedback - Tutoring/mandatory office hours for English, Math and Language.
12th Grade A-G Completion	Fremont A-G completion rate for 2017-18 rose to 39.5% from 23.5% the previous year. 12th grade Architecture A-G completion 40% is on par with the overall school rate, and up from the previous year.	100% of Architecture's 7 African American seniors did not meet A-G requirements.	- Literacy Strategies -- mini cycles of inquiry in SLC team - Case management support, especially for AA and Latino students - Strategic interventions and supports within SLC - Teacher support; peer observation and feedback - Tutoring/mandatory office hours for English and Math- Provide additional supports for students most at-risk of not graduating: African American, SpEd, SIFE - Build upon the career and community-ready elements of the Capstone project: more integration with CTE - Enhance whole community involvement: family and younger grade participation in capstone defenses
CTE Capstone Completion with a C- or better			

Completion of two semesters of college coursework with a C- or better			

2B. Pathway Goals

Task: Please review your Needs Assessment above and update your targets and (if needed) your June 2021 pathway goals.

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	By January 1 of each year, 70% of Architecture pathway seniors will be on track to graduate. By February 1 of each year, 100% of students not on track to graduate will have an individualized plan for credit recovery, summer school, and/or continuation school to satisfy graduation requirement.	African American Students	55.6% on-track 2017-18	70% on-track
On Track to Graduate (11th Grade)	By June 2021, at least 50% of 11th graders will be on-track to graduation.	All Students	33.3% on-track 2017-18	40% on-track
On Track to Graduate (10th Grade)	By June 2021, at least 50% of 10th graders will be on-track to graduation.	All Students	36.8% on-track 2017-18	40% on-track
12th Grade A-G Completion	By June 2021, 60% of Architecture pathway seniors will have completed A-G requirements.	All Students	40% A-G completion 2017-18	50% A-G completion
CTE Capstone Completion with a C- or better			Coming soon	
Completion of two semesters of college coursework with C- or better			Coming soon	

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

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

Pathway Leadership & Vision Goal for 2019-20:	Build capacity for a core academic teacher to be the Architecture pathway co-director, and build capacity for the SLC team to hold aspects of shared leadership and coordination for the academy.						
Pathway Leadership & Vision Strategic Actions	**Related Linked Learning Pillar**	**Funding Source** *(if relevant)*	**Cost**	**Object Code**	**Position Number**	**FTE**	**PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?**
Venue rental costs for summer and mid-year PD/retreats for all Architecture Academy teachers to understand and align with the pathway student learning outcomes and plan units, curricula and projects that align.	Rigorous Academics	California Partnership Academy	$2,000.00	5624			
Extended contracts for summer and mid-year PD/retreats for all Architecture Academy teachers to understand and align with the pathway student learning outcomes and plan units, curricula and projects that align.	Rigorous Academics	California Partnership Academy		1120			
Food costs for summer and mid-year PD/retreats for all Architecture Academy teachers to understand and align with the pathway student learning outcomes and plan units, curricula and projects that align.	Rigorous Academics	Measure N		4311			
Extended contracts for SLC collaboration time beyond PD time, for ongoing connection and alignment with the pathway theme and pathway student learning outcomes.	Rigorous Academics	California Partnership Academy		1120			
Extended contract for training, planning, coaching, and coordinating work for a core academic teacher to be the new Architecture pathway co-director	Enabling Conditions	California Partnership Academy		1120			
Extended contracts for weekly co-director meetings for coaching and alignment of pathway outcomes to SLC collaboration and coordination efforts.	Enabling Conditions	California Partnership Academy					
Conference expenses for pathway-related Architecture/Construction professional development	Rigorous Academics	California Partnership Academy		5200			
Transportation/Accommodations costs for pathway-related Architecture/Construction professional development	Rigorous Academics	California Partnership Academy		5200/5210			
Food reimbursements for pathway-related Architecture/Construction professional development	Rigorous Academics	California Partnership Academy		5220			

3B. EQUITY, ACCESS & ACHIEVEMENT	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Open Access and Equitable Opportunities	Coming soon	3	3+	Implementation of longer 12-week 9th grade wheel this year should prove to have provided students with more in-depth introduction to the pathway.
Diverse Student Representation	Coming soon	2	3	Student population in the pathway is diverse, and the current 10th grade class is on-par with the demographics of the school and the other pathway for the first time in several years do to intentional placement practices.
Closing the Opportunity Gap	Coming soon	2	2	Newcomer EL-sheltered CTE courses exist at the 10th and 11th grade levels although not all newcomers have had access due to limited capacity in the CTE courses. Case managers have provided greater support for students' needs outside of class to get them engaged in school.

Pathway Equity, Access & Achievement Goal for 2019-20:	Maintain incoming 10th grade class diversity on par with the schoolwide demographics, especially African American, SpEd, EL and low-performing students.						
Pathway Equity, Access & Achievement Strategic Actions	**Related Linked Learning Pillar**	**Funding Source** *(if relevant)*	**Cost**	**Object Code**	**Position Number**	**FTE**	**PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?**
Equitable placement process for rising 10th graders	Enabling Conditions						
Materials and supplies costs for early welcoming/community-building experiences for new pathway cohort and students	Comprehensive Student Supports	California Partnership Academy					
Food costs for early welcoming/community-building experiences for new pathway cohort and students	Comprehensive Student Supports	Measure N					
Ongoing support through advisors and case manager	Comprehensive Student Supports						
Materials and supplies costs for 9th grade wheel CTE course, exposing all freshmen to the pathways	Career Technical Education	California Partnership Academy					

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	If we invest in reading intervention for all below grade-levels, and if we focus on reading across all content areas as a school, then of students currently not reading at grade level, 75% will grow by two or more grade levels.						
What will your pathway do to align to the schoolwide focus for 2019-20?	Apply schoolwide literacy strategy in the pathway context, to infuse language and literacy development into all content areas and grade levels in the pathway.						
Language & Literacy Strategic Actions	**Related Linked Learning Pillar**	**Funding Source** *(if relevant)*	**Cost**	**Object Code**	**Position Number**	**FTE**	**PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?**
Substitute teacher costs for peer observation of literacy strategies between pathway teachers							
Extended contracts for SLC meetings with literacy focus for shared learning, application in pathway courses, and report-back of successes and challenges							
Food costs for SLC meetings with literacy focus for shared learning, application in pathway courses, and report-back of successes and challenges	Rigorous Academics	Measure N		4311			

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Pathway Theme	Coming soon	2+	3	Has been revisited and revised, with emphasis on the Design Thinking process.

Integrated Core	Coming soon	2+	2	Integration through 12th grade UCCI Multicraft Core Curriculum:Building Scaled Structures course which aligns to the capstone project, working towards greater integration in other content areas. Were not able to offer the integration through the 11th grade UCCI English course due to staffing constraints. Would like to offer it again next year.
Cohort Scheduling	Coming soon	3	3	Majority of students are cohorted in all core and CTE courses, with exceptions being some newcomer students and some students whose credit recovery needs pull them from CTE.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	**16-17 Score**	**17-18 Score**	**18-19 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Rigorous, Relevant and Integrated Learning	Coming soon	2+	3	Two integrated projects launched this year: Physiology teachers did an air quality testing project in conjunction with Construction CTE and partner Lawrence Hall of Science EBAYS program; English 10 teacher collaborated with Architecture CTE teacher on a 3d digital mapping project.
Collaborative Learning	Coming soon	1+	2-	Varies, there has not yet been a level of consistency or clear theory of action around guiding collaborative learning across the pathway
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**16-17 Score**	**17-18 Score**	**18-19 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Sharing Best Practice	Coming soon	3-	3-	Sharing best practices has happened sporadically in the SLC calendar. Peer observation has happened as part of the whole-school cycles of inquiry around school culture, but not necessaritly specific to the pathway.
Collaboration Time	Coming soon	3	3	Has been led consistently by the co-director, with a balance of work between instructional, logistical, and student intervention needs.
Professional Learning	Coming soon	2+	3-	Some teachers have attended pathway professional development through the CPA conference, graduate capstone series, and project-based learning trainings. Science teachers participated in LTEL training and conducting student shadowing to increase knowledge and responsiveness with teaching that target group.

5B. Rigorous Academics Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis

1) Implementation of UCCI 12th grade multidisciplinary CTE course "MultiCraft Core Curriculum: Building Scaled Structures" which aligns with the Architecture Academy graduate capstone projects. 2) Implementation of various integrated projects with science, ELA, and CTE teachers. 3) Dual enrollment Wood Technology courses as CTE electives for 11th & 12th grade students via partnership with Laney College 4) Performance task-based projects in CTE with real-world applications: design, build, and installation of benches for a lobby remodel in an Oakland Chinatown senior center; exhibition and marketing of furniture at OUSD maker's market; Architecture CTE collaboration with community partner Civic Design Studio and Oakland Housing Authority to redesign an OHA property in the neighborhood for beautification and community responsiveness.	Partially Implemented	Somewhat Effective	Integrated projects happening in grades 10 and 11, but not yet crossing all disciplines. 12th grade multidisciplinary CTE course alignment with capstone was limited by staffing constraints. Refinement/simplifying of the Wood Technology sequence as time constraints limit which courses we can offer on-site. Projects with installation in the community have been motivational and inspiring.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme	Multidisciplinary collaborative projects for each grade level culminating in the pathway-aligned graduate capstone project.	All Students	N/A	Cross-curricular CTE collaboration for 12th grade capstone project, and at least one other integrated (core subject & CTE) project in 10th and/or 11th grade.
Graduate Capstone	Increase retention rate of seniors by at least 10% each year by: - Providing additional supports for students most at-risk of not graduating: African American, SpEd, SIFE - Building upon the career and community-ready elements of the Capstone project: more integration with CTE - Enhancing whole community involvement: family and younger grade participation in capstone defenses"	African American Students	N/A	Increase retention rate of seniors in 2019-20 by at least 10%

5D. Rigorous Academics Pathway Theory of Change and Strategic Actions

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

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Extended contracts for summer 2019 and ongoing school-year project-based learning and cross-curricular project design	Rigorous Academics						
Extended contracts for summer 2019 and ongoing school-year SLC training around the pathway student learning outcomes	Rigorous Academics						

Conference costs for UCCI institutes, school visits, and/or trainings for teachers holding those courses and curricula, especially English, Construction and Geometry	Rigorous Academics						
Central graduate capstone PD for Architecture capstone teacher	Rigorous Academics						
Extended contracts for teachers to maintain and grow current partnership with Civic Design Studio to connect community projects with English and Social Studies classes AND Capstone (Chinatown/Old Oakland, Oakland Housing Authority, homeless encampments)	Career Technical Education						
Consultant costs for Civic Design Studio partners to connect community projects with English and Social Studies classes AND Capstone (Chinatown/Old Oakland, Oakland Housing Authority, homeless encampments)	Career Technical Education						
Materials and supplies costs for teachers and Civic Design Studio partners to connect community projects with English and Social Studies classes AND Capstone (Chinatown/Old Oakland, Oakland Housing Authority, homeless encampments)	Career Technical Education						
Dual enrollment materials for rigorous academic content and experience in the fields of wood technology and construction	Career Technical Education						
Materials and supplies costs for "Designer Bags"-- toolkits for Design Thinking for all SLC teachers and new cohort of 10th grade students	Rigorous Academics						
Stipends for Academy alumni supporting as Architecture Mentors in the Capstone and CTE courses	Comprehensive Student Supports						
Computers and technology costs to expand and enhance the CTE sequence courses and program and increase capacity for student learning and Architecture-related design work	Career Technical Education						

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Types of Student Experiences	Coming soon	2+	3-	Students have had a variety of experiences in each grade level, but they are not necessarily sequenced.
Pathway Outcomes	Coming soon	2+	3-	Advisory has been able to supplement the career awareness/exploration curricular work primarily held in CTE. 11th grade Mock Interview Day continues to be impactful. Ongoing support for internship placement is happening.
Pathway Evaluation	Coming soon	1+	2-	Feedback and evaluation has been mainly anecdotal and informal--an area of growth for the future.

6B. Work-Based Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
1) Civic Design Studio partnership with Architecture, Construction and Design-Build classes and a few Capstone students (e.g. building fruit stands for Chinatown small businesses, furniture for senior center lobby redesign, re-envisioning of OHA properties) 2) Continuing partnerships with skilled trades local and national organizations for classroom and industry experiences: Cypress Mandela, Laney CTE, Women Can Build Skill Trades Career Fair, etc. 3) Peralta Summer Institute preparing rising 12th graders for capstone (iDesign & Construction courses) 4) Increasing summer internship target from previous years beyond 20 students	Partially Implemented	Effective	Greater participation from students in all grades in the pathway, including newcomers. Deeper connection to industry partner (Civic Design Studio) grew into a summer 2018 internship and various community-based linked learning projects during the school year and beyond. Lots of additional support from HSLLO with Trades and Apprenticeships WBL opportunities for students and funding.

6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	Articulated and vetted sequence of guest speakers and industry tours for each grade level	All Students	N/A	At least one guest speaker and one industry tour per grade level that are signature experiences aligned to pathway outcomes, to be developed into an articulated sequence.
Career Exploration	CTE and advisory curriculum and experiences developed to be responsive to students' individual interest in the field, with opportunities to explore, interview, and shadow.	All Students	N/A	Revised CTE and advisory curriculum and sequence delivered to all pathway students by grade level.
Career Preparation	Longer-term partnerships with industry, organizations and companies solidified into units of study and projects in each grade, culminating in summer internships at the end of 11th grade, and the UCCI CTE-aligned graduate capstone project in 12th grade.	All Students	20 pathway students placed in an ECCCO summer internship	Surpass 2018-19 goal of 20 pathway students placed in an ECCCO summer internship

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

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

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Honoraria costs for guest speakers to support career awareness and exploration experiences							
Panels and presentations from students who have participated in school-year and summer internships							
Transportation costs for career visits and tours, job shadows, and pathway-aligned college visits to support career awareness and exploration experiences							
Admissions costs for career visits and tours, job shadows, and pathway-aligned college visits to support career awareness and exploration experiences							
Student stipends for school-year and summer internships for Architecture Academy to support work based learning career preparation and training experiences							
Extended contracts for summer internship teacher/coordinator for work based learning career preparation and training experiences							

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

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Support of Student Needs	Coming soon	2+	3	Pathway-specific student intervention efforts are becoming more routinized and collaborative, through weekly SLC meetings and communication between counselors, case managers, admin, and pathway teachers.
College & Career Plan	Coming soon	2+	3-	Pathway-targeted college & career planning is becoming more cohesive with coordination between advisory and the college & career center.

7B. Comprehensive Student Supports Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
"Power Hour" tutoring, proactive phone calls, Academy alumni as mentors (Measure N funding), Student-led conferences, Independent study contracts, Incentives and award ceremonies, College Exploration visits x 3 per year, In-class speakers from colleges, College application support, volunteer staff for in-classroom and college center support who are local university students.	Partially Implemented	Effective	Frequent student use of Power Hour and College & Career Center. Students accepted to internships, school-year programs such as Merritt EMT, and colleges & universities.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
College and Career Transition Supports	Continued growth in student applications and acceptance to UC, CSU and HBCU postsecondary options.	All Students	N/A	Increase student application and acceptance rates by 10%
Diffentiated Interventions for Special Populations *(English Learners, African-American Students, Students with Disabilities)*	Decrease in chronic absence and tardies, and fewer disciplinary referrals and interventions.	All Students	N/A	Reduce chronic absences and tardies by 30%

7D. Comprehensive Student Supports Theory of Change and Strategic Actions

Theory of Change	If we focus on school-wide climate, building community and supporting basic needs in SLCs, and aligning support persons, systems and interventions within and across SLCs, then we will decrease the rates of chronic absences and increase student safety and success.

Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Weekly SLC meetings to address student intervention and support needs, make proactive phone calls and develop independent study contracts.							
Transportation costs for articulated sequence of early college exploration trips to community colleges, CSUs, UCs, private colleges (especially Architecture & Design) for all grades.							
Extended contracts for academy office hours/after school "Power Hour" tutoring							
Materials and supplies costs for college mentors from UC Berkeley and Architecture Academy alumni from UC Davis Architecture program as in-class support for academy courses.							
Food costs for meetings with college mentors from UC Berkeley and Architecture Academy alumni from UC Davis Architecture program as in-class support for academy courses.							
Biannual student-led conferences via advisory							
Materials and supplies costs for Incentives and award ceremonies materials and supplies							
Food costs for Incentives and award ceremonies materials and supplies							

1. ABOUT THE PATHWAY

PATHWAY:	Media Academy	**School:**	Fremont High School
Pathway Industry Sector:	Arts/Media/Entertainment	**School ID:**	302

Pathway Description:	A California Partnership Academy that provides hands-on learning experiences in the areas of online journalism, digital media, radio, and television broadcasting. All students receive a foundation in Media literacy gaining an understanding of the power of media and its role in society. Student learning is enriched with cross-curricular collaboration and media-themed courses.
Pathway Mission & Vision:	Vision statement: We produce, create, and innovate on a higher level. Mission statement: The Media Academy is a training ground where students are immersed in a creative community that employs multiple forms of digital media to subvert the current paradigm.

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	44.1%	55.9%	99.3%	93.4%	50.0%	15.1%	11.2%	Coming soon	Coming soon

Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	19.1%	0.0%	3.9%	71.1%	0.0%	2.6%	0.0%	0.0%	27.6%

2. PATHWAY NEEDS ASSESSMENT

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

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.
• Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

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

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	Media Academy had a much larger 12th grade class in 2017-18 than the previous years (44, up from 32). Media's African American grad rate for 2017-18, 69% is on par with the schoolwide rate.	The overall Media grad rate for 2017-18 decreased from the previous year (54.5% down from 81%) but is still on par with the whole school rate. Media's Latino graduation rate for 2017-18, 40% is lower than the overall of the Fremont rate for Latinos, 47%	- Provide additional supports for students most at-risk of not graduating: African American, Latino, SpEd, SIFE - Build upon the career and community-ready elements of the Capstone project: more integration with CTE - Enhance whole community involvement: family and younger grade participation in capstone defenses

On Track to Graduate (11th Grade)	Media's Science and Language on-track rates for 2018-19 are the highest, above 83% - an increase over last year's 70%. History on-track rate 74%	Math on-track rate for 2018-19 is the lowest, 58%. English is second-lowest at 64.5% Both have increased from the previous year: Math 37.9%, English 48.3%	- Literacy Strategies -- mini cycles of inquiry in SLC team - Case management support, especially for AA and Latino students - Strategic interventions and supports within SLC - Teacher support; peer observation and feedback - Tutoring/mandatory office hours for English and Math
On Track to Graduate (10th Grade)	Media's History on-track rate is the highest at 90%, up from last year's 75% Science on-track 69%, flat from last year. Math on-track 55%, increased from last year's 47%	English (50%) is Media's lowest on track rate, flat from the previous year	- Literacy Strategies -- mini cycles of inquiry in SLC team - Case management support, especially for AA and Latino students - Strategic interventions and supports within SLC - Teacher support; peer observation and feedback - Tutoring/mandatory office hours for English and Math
12th Grade A-G Completion	Fremont A-G completion rate for 2017-18 rose to 39.5% from 23.5% the previous year. 12th grade Media A-G completion increased 29.2% up from 3.7% the previous year.	Overall Fremont A-G completion rate 39.5% for 2017-18 is below the district average 44.3% Media's A-G completion rate is still the lowest of the three pathways. Only 1 out of 10 African American students and 3 out of 10 Latino students completed A-G for 2017-18 in the Media Academy.	- Literacy Strategies -- mini cycles of inquiry in SLC team - Case management support, especially for AA and Latino students - Strategic interventions and supports within SLC - Teacher support; peer observation and feedback - Tutoring/mandatory office hours for English and Math- Provide additional supports for students most at-risk of not graduating: African American, SpEd, SIFE - Build upon the career and community-ready elements of the Capstone project: more integration with CTE - Enhance whole community involvement: family and younger grade participation in capstone defenses
CTE Capstone Completion with a C- or better			
Completion of two semesters of college coursework with a C- or better			

2B. Pathway Goals			

Task: Please review your Needs Assessment above and update your targets and (if needed) your June 2021 pathway goals.

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	By January 1 of each year, 70% of Media pathway seniors will be on track to graduate. By February 1 of each year, 100% of students not on track to graduate will have an individualized plan for credit recovery, summer school, and/or continuation school to satisfy graduation requirement.	African American Students	51.6% on-track 2017-18	70% on-track

On Track to Graduate (11th Grade)	By June 2021, at least 50% of 11th graders will be on-track to graduation.	All Students	25.9% on-track 2017-18	40% on-track
On Track to Graduate (10th Grade)	By June 2021, at least 50% of 10th graders will be on-track to graduation.	All Students	22.8% on-track 2017-18	40% on-track
12th Grade A-G Completion	By June 2021, 60% of Media pathway seniors will have completed A-G requirements.	All Students	29.2% A-G completion 2017-18	50% A-G completion
CTE Capstone Completion with a C- or better			Coming soon	
Completion of two semesters of college coursework with C- or better			Coming soon	

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Mission and Vision	Coming soon	3	3+	Mission and vision newly-revised with input from new CTE teachers, to be clearer, more straightforward, and more student and community-friendly
Leadership Configuration	Coming soon	1+	2	Primary director (CTE) manages most operational and partnership areas of work. New co-director is a science teacher who has held the facilitation of the weekly SLC meetings with coaching support.
Distributive Leadership	Coming soon	2+	3-	A few teachers have taken on some of the program responsibilities previously held solely by the CTE director and pathway coach.

Pathway Leadership & Vision Goal for 2019-20:		Build capacity for a core academic teacher to be the Media pathway co-director, and build capacity for the SLC team to hold aspects of shared leadership and coordination for the academy.

Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Venue rental costs for summer and mid-year PD/retreats for all Media Academy teachers to understand and align with the pathway student learning outcomes and plan units, curricula and projects that align.							
Extended contracts for summer and mid-year PD/retreats for all Media Academy teachers to understand and align with the pathway student learning outcomes and plan units, curricula and projects that align.							
Food costs for summer and mid-year PD/retreats for all Media Academy teachers to understand and align with the pathway student learning outcomes and plan units, curricula and projects that align.							

Extended contracts for SLC collaboration time beyond PD time, for ongoing connection and alignment with the pathway theme and pathway student learning outcomes.				
Extended contract for training, planning, coaching, and coordinating work for a core academic teacher to be the Media pathway co-director				
Extended contracts for weekly co-director meetings for coaching and alignment of pathway outcomes to SLC collaboration and coordination efforts.				
Conference expenses for pathway-related Digital Media professional development				
Transportation/Accommodations costs for pathway-related Digital Media professional development				
Food reimbursements for pathway-related Digital Media professional development				

3B. EQUITY, ACCESS & ACHIEVEMENT	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Open Access and Equitable Opportunities	Coming soon	3	3	Participation in community building trips and college/career visits has increased for all students in the pathway. Implementation of 9th grade wheel this year should prove to have provided students with more in-depth introduction to the pathway.
Diverse Student Representation	Coming soon	2	3	Student population in the pathway is diverse, and is becoming more balanced and in parity with the school demographics as a whole.
Closing the Opportunity Gap	Coming soon	2	3-	Newcomer EL-sheltered CTE courses exist at all grade levels. Case managers have provided greater support for students' needs outside of class to get them engaged in school.

Pathway Equity, Access & Achievement Goal for 2019-20:		Rising 10th grade class is on par with the schoolwide demographics, especially African American, SpEd, EL and low-performing students.						
Pathway Equity, Access & Achievement Strategic Actions		Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Equitable placement process for rising 10th graders								
Materials and supplies costs for early welcoming/community-building experiences for new pathway cohort and students								
Food costs for early welcoming/community-building experiences for new pathway cohort and students								
Ongoing support through advisors and case manager								
Materials and supplies costs for 9th grade wheel CTE course, exposing all freshmen to the pathways								

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	**If we invest in reading intervention for all below grade-levels, and if we focus on reading across all content areas as a school, then of students currently not reading at grade level, 75% will grow by two or more grade levels.**

What will your pathway do to align to the schoolwide focus for 2019-20?	Apply schoolwide literacy strategy in the pathway context, to infuse language and literacy development into all content areas and grade levels in the pathway.

Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Substitute teacher costs for peer observation of literacy strategies between pathway teachers							
Extended contracts for SLC meetings with literacy focus for shared learning, application in pathway courses, and report-back of successes and challenges							
Food costs for SLC meetings with literacy focus for shared learning, application in pathway courses, and report-back of successes and challenges							

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Pathway Theme	Coming soon	3	3	Has been revisited and revised with industry feedback, with emphasis on digital media and new media storytelling.
Integrated Core	Coming soon	2+	3-	Integration through 11th grade UCCI English honors course and NFTE-aligned capstone project, working towards greater integration in other content areas.
Cohort Scheduling	Coming soon	3	3	Majority of students are cohorted in all core and CTE courses, with exceptions being some newcomer students and some students whose credit recovery needs pull them from CTE.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Rigorous, Relevant and Integrated Learning	Coming soon	2+	3-	This is more true for CTE than the other core academic courses.
Collaborative Learning	Coming soon	1+	2-	Varies, there has not yet been a level of consistency or clear theory of action around guiding collaborative learning across the pathway--there have been consultancies and discourse in the team about it.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Sharing Best Practice	Coming soon	3	3	Sharing best practices has happened frequently as a built-in part of the SLC calendar, at least 2x per month. Peer observation has happened as part of the whole-school cycles of inquiry , but not necessaritly specific to the pathway.
Collaboration Time	Coming soon	3	3	Has happened consistently, facilitated by a new co-director with support from the pathway coach. Team is developing a process for shared learning, with each team member leading workshops and portions of the agendas moving forward.

Professional Learning	Coming soon	2+	3-	Some teachers have attended pathway professional development through the CPA conference, graduate capstone series, and project-based learning trainings. Some teachers have done training with RJ, ELLMA, and the Stanford Hollyhock Fellowship. Has not been targeted and consistent for all teachers in the pathway.

5B. Rigorous Academics Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
1) Implementation of UCCI Arts-Media-Entertainment 11th grade English/Language Arts course "Depth of Field" which aligns with the 11th grade Media CTE Art of Digital Filmmaking course. 2) Dual enrollment Media and Photography courses as CTE electives for 11th and 12th graders through partnership with Laney College 3) Clearer articulation of pathway student learning outcomes tied to CTE standards, backwards mapped from 12th through 9th grade.	Partially Implemented	Somewhat Effective	Integrated projects happening in grades 10 and 11, but not yet crossing all disciplines. 12th grade multidisciplinary CTE course alignment with capstone was limited time constraints, but all 12th graders should have a video produced about their capstone project. CTE team continues to work on vertical alignment of curricula and rubrics/assessments/portfolios.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme	Multidisciplinary collaborative projects for each grade level culminating in the pathway-aligned graduate capstone project.	All Students	N/A	Cross-curricular CTE collaboration for 12th grade capstone project, and at least one other integrated (core subject & CTE) project in 10th and/or 11th grade.
Graduate Capstone	Increase retention rate of seniors by at least 10% each year by: - Providing additional supports for students most at-risk of not graduating: African American, SpEd, SIFE - Building upon the career and community-ready elements of the Capstone project: more integration with CTE - Enhancing whole community involvement: family and younger grade participation in capstone defenses	African American Students	N/A	Increase retention rate of seniors in 2018-19 by at least 10%

5D. Rigorous Academics Pathway Theory of Change and Strategic Actions

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

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Extended contracts for summer 2019 and ongoing school-year project-based learning and cross-curricular project design	Rigorous Academics						

Extended contracts for summer 2019 and ongoing school-year SLC training around the pathway student learning outcomes	Rigorous Academics					
Conference costs for UCCI institutes, school visits, and/or trainings for teachers holding those courses and curricula, especially English and History.	Rigorous Academics					
Central graduate capstone PD for Media capstone teacher	Rigorous Academics					
Conference costs for NFTE PD for Media graduate capstone teacher and 12th grade CTE teacher	Career Technical Education					
Artists-in-residence media mentors to teach units on creative writing, identity, and expression in 10th grade CTE						
Dual enrollment technology for rigorous academic content and experience in the fields of animation and virtual reality/augmented reality						
Dual enrollment technology for rigorous academic content and experience in the fields of animation and virtual reality/augmented reality						
Computers to expand and enhance the CTE sequence courses and program and increase capacity for student learning and Media-related production work						

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Types of Student Experiences	Coming soon	2+	3-	Students have had a variety of experiences in each grade level, but they are not necessarily sequenced.
Pathway Outcomes	Coming soon	2+	3-	Advisory has been able to supplement the career awareness/exploration curricular work primarily held in CTE. 11th grade Mock Interview Day continues to be impactful. Ongoing support for internship placement is happening.
Pathway Evaluation	Coming soon	1+	2-	Feedback and evaluation has been mainly anecdotal and informal--an area of growth for the future.

6B. Work-Based Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis

1) Articulating a series of college exposure experiences that are aligned to the pathway: Digital Media and Arts departments at Sac State, UC Santa Cruz, SF State, CSU East Bay, Laney College, Chabot College. 2) Continuing partnerships with local and national organizations for classroom and industry experiences: KQED, KTOP, KDOL/MEA, Pandora, Mill Valley Film Festival, Narrative4, InstaVR, PilotCity etc. 3) Piloting WEE spring class as an after-school job readiness and internship program. 4) Increasing summer internship target from previous years beyond 20 students	Partially Implemented	Effective	Greater participation from students in all grades in the pathway, including newcomers. WEE class setting up students to be successful in summer internships, school-year internship programs, and jobs.	

6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	Articulated and vetted sequence of guest speakers and industry tours for each grade level	All Students	N/A	At least one guest speaker and one industry tour per grade level that are signature experiences aligned to pathway outcomes, to be developed into an articulated sequence.
Career Exploration	CTE and advisory curriculum and experiences developed to be responsive to students' individual interest in the field, with opportunities to explore, interview, and shadow.	All Students	N/A	Revised CTE and advisory curriculum and sequence delivered to all pathway students by grade level.
Career Preparation	Longer-term partnerships with industry, organizations and companies solidified into units of study and projects in each grade, culminating in summer internships at the end of 11th grade, and the UCCI CTE-aligned graduate capstone project in 12th grade.	All Students	20 pathway students placed in an ECCCO summer internship	Surpass 2018-19 goal of 20 pathway students placed in an ECCCO summer internship

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

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

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source *(if relevant)*	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Honoraria costs for guest speakers to support career awareness and exploration experiences							

Panels and presentations from students who have participated in school-year and summer internships							
Transportation costs for career visits and tours, job shadows, and pathway-aligned college visits to support career awareness and exploration experiences							
Admissions costs for career visits and tours, job shadows, and pathway-aligned college visits to support career awareness and exploration experiences							
Student stipends for school-year and summer internships for Architecture Academy to support work based learning career preparation and training experiences							
Extended contracts for summer internship teacher/coordinator for work based learning career preparation and training experiences							

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

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Support of Student Needs	Coming soon	2+	3	Pathway-specific student intervention efforts are becoming more routinized and collaborative, through weekly SLC meetings and communication between counselors, case managers, admin, and pathway teachers.
College & Career Plan	Coming soon	2+	3-	Pathway-targeted college & career planning is becoming more cohesive with coordination between advisory and the college & career center.

7B. Comprehensive Student Supports Pathway Needs Assessment

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

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Pathway-aligned case manager, 10th grade rock climbing community-building experience, pathway-aligned college visits for each grade level, METS & Upward Bound workshops in advisory and CTE classes, ongoing Power Hour tutoring, volunteer staff for in-classroom and college center support who are local university students.	Partially Implemented	Effective	Frequent student use of Power Hour and College & Career Center. Students accepted to internships, school-year programs such as Merritt EMT, and colleges & universities.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target

College and Career Transition Supports	Continued growth in student applications and acceptance to UC, CSU and HBCU postsecondary options.	All Students	N/A	Increase student application and acceptance rates by 10%
Diffentiated Interventions for Special Populations *(English Learners, African-American Students, Students with Disabilities)*	Decrease in chronic absence and tardies, and fewer disciplinary referrals and interventions.	All Students	N/A	Reduce chronic absences and tardies by 30%

7D. Comprehensive Student Supports Theory of Change and Strategic Actions

Theory of Change	If we focus on school-wide climate, building community and supporting basic needs in SLCs, and aligning support persons, systems and interventions within and across SLCs, then we will decrease the rates of chronic absences and increase student safety and success.

Comprehensive Student Supports Strategic Actions	**Related Linked Learning Pillar**	**Funding Source** *(if relevant)*	**Cost**	**Object Code**	**Position Number**	**FTE**	**PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?**
Weekly SLC meetings to address student intervention and support needs, make proactive phone calls and develop independent study contracts.							
Transportation costs for articulated sequence of early college exploration trips to community colleges, CSUs, UCs, private colleges (especially Architecture & Design) for all grades.							
Extended contracts for academy office hours/after school "Power Hour" tutoring							
Materials and supplies costs for college mentors from UC Berkeley and Architecture Academy alumni from UC Davis Architecture program as in-class support for academy courses.							
Food costs for meetings with college mentors from UC Berkeley and Architecture Academy alumni from UC Davis Architecture program as in-class support for academy courses.							
Biannual student-led conferences via advisory							
Materials and supplies costs for Incentives and award ceremonies materials and supplies							
Food costs for Incentives and award ceremonies materials and supplies							