



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Fremont High School
CDS Code: 1612590125716
Principal: Pamela Watson
Date of this revision: 6/10/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Pamela Watson

Position: Principal

Address: 4610 Foothill Blvd.
Oakland, CA 94601

Telephone: 510-434-5257

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The District Governing Board approved this revision of the SPSA on:

6/29/2016

OAKLAND UNIFIED SCHOOL DISTRICT

Antwan Wilson, Superintendent

James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Fremont High School

Site Number: 302

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input checked="" type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input checked="" type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: _____

6. The public was alerted about the meeting(s) through one of the following:

- | | | |
|---|---|--|
| <input type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|---|---|--|

Signatures:

Print name of School Principal

Signature

Date

Print name of SSC Chairperson

Signature

Date

Print name of Network Superintendent

Signature

Date

Ruth Alahydoian, Chief Financial Officer

Signature

Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site: Fremont High School

Site Number: 302

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

[illegible]

2016-2017 Final Budget**Programs Included in This Plan**

The School Site Council intends for this school to participate in the following programs:

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Base #0000		TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002		TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003		TBD
After School Education and Safety Program (FTE Only) ... ASES #6010		TBD
TOTAL:	\$0.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010		TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010		TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124		TBD
TOTAL:	\$0.00	\$0.00

ABOUT THIS SCHOOL

School Description

Fremont High School has been a 100+ years presence in the Fruitvale District of East Oakland, bordered by 47th Avenue, Foothill Blvd and High Street. The student population reflects the present day neighborhood: Latino and Asian populations have stayed consistent in the neighborhood with 43.2% of residents being foreign-born, while the African American community has decreased by 29%. According to the 2010 Census, 29.3% of the neighborhood residents had income below the poverty level while over 80% of our students qualify for free or reduced lunch.

Fremont understands the necessity of creating multiple pathways that prepare students for college and career post-graduation. To that end result, Fremont has developed and is continuing to improve our "wall to wall" California Partnership Academies- Architecture, Mandela Law & Public Service and Media. We also have established a 9th Grade House that feeds into those academies and a newcomer program (NEST) that serves as a district model for educating young people new to our community.

School Mission and Vision

Our school's mission is to provide our diverse community with a rigorous education that instills creativity, critical thinking and technological skills. Our students will enjoy a rich intellectual life and are ready for the colleges and careers of their choice. Our students will develop their academic, social-emotional, and leadership skills through flexible career pathways utilizing design thinking, project-based and blended learning, as well as peer teaching.

Fremont has established Core Priorities as stepping stones for achieving our school mission and vision:

- 1) Recruit, support, and retain High Quality teachers
- 2) Personalized Pathways for our students that provide academic acceleration and intervention
- 3) Democratic decision-making that promotes local accountability within our educational community

School Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	56.7%	43.3%		38.0%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		14.3%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	25.6%	0.4%	6.8%	59.6%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	0.7%	5.0%	1.3%	0.3%

SCHOOLWIDE STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
<p>80% of students who graduated from the Newcomer program (NEST) in 2015-16 entered college</p> <p>100% of 10th -12th grade students participate in Linked Learning Pathways</p>	<p>The 2013-14 graduation 4-year cohort rate is below the district rate:: 44.9%< 60.8%. The 4-yr dropout rate is 42.6% for all students while the district rate is 23.3%. As of 1/5/2016, these were the following percentages and numbers of students off track to graduation: 10th grade-50.6% (119); 11th grade-52.8% (95); 12th grade-29% (38).</p> <p>The A-G completion rate has declined from 44.1% in 2011-12 to 30.7% for all students in 2013-14.</p>	<p>Students do not earn enough credits to graduate or their grade point average was below 2.0. Students did not have an opportunity to make up credits or complete credit recovery. The school did not provide enough opportunities for credit recovery. Classroom instruction did not meet student need for intervention or acceleration. Counseling or case management was not available to provide personalized support.</p>

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
<p>AP Course Performance-AP Course access improved from 18% in 2013-14 to 22.1% in 2014-15. The AP Exam pass rate increased from 35.2% in 2013-14 to 40.0% in 2014-15. Concurrent Enrollment in community college courses exceeded the district average in 2014-15: 7.7% to 7.1%.</p>	<p>AP Course Performance-AP course access for African American students declined to 7.8% in 2014-15 from 9.3% in 2013-14. 69% of all students are not meeting A-G requirements.</p>	<p>74% of 9th grade students enter reading several years below grade level. The majority are reading at an elementary school level (even across the EO, non-Sped population.) Instruction focuses on common core standards and not the teaching of reading. Academic literacy is not available to all students. Large EL and LTEL population who do not qualify to be reclassified as fluent. Teachers and students are not focused on the assessment as an indicator of reading proficiency and its impact on school performance success.</p>

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
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<p>The Chronic absence rate of Special Education students slightly declined from 47.4% in 2013-14 to 41.4% in 2014-15. Foster Youth suspensions declined from 76.2% in 2013-14 to 64.3% in 2014-15. California Healthy Kids Survey parent participation rate increased from 5.2% in 2013-14 to 8.7% in 2014-15.</p>	<p>Chronic Absence rates for all students, special education students and foster youth, exceeded District Averages in 2014-15 (All: 24.5%>12.5%; SpED: 41.4%>20.3; Foster: 65%>24.2%). African American absence rates are at 35.50% and is the lowest performing group on the SPF. The Suspension Rate exceeded the district average in 2014-15: 12.1%>4.1%. While the AA Male Suspension Rate is lower than the District Average, 76.1%<89.7%, as well as the Foster Youth rate, 64.3%<86.7%, the goal is no suspensions. There is no data reflecting academic activities offered for Families in 2013-14 or 2014-15.</p>	<p>There has not been consistent targeted intervention focused on attendance with a concentrated effort to bring students back into school. Poor academic performance for some students is a factor for not attending. Foster youth are in situations where the home life fluctuates and makes it difficult to attend school. Newcomer population attendance often disrupted by need to work, especially in warmer months--many work construction/day labor/restaurant industry. The large number of new teachers and high teacher turnover impacts student attendance.</p>
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Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
<p>The EL Reclassification rate increased from 1% in 2013-14 to 12.2% in 2014-15. LTEL reclassification rate increased from 2% in 2013-14 to 20.2% in 2014-15.</p>	<p>The percentage of students reading at or above grade level as measured by the SRI Reading Level declined to 11.5% in 2014-15 from 14.1% in 2013-14. 74% of the entering 9th grade students were reading multiple years below grade level. In 2015-16, the % of students reading at or above grade level did not increase between the Fall and Mid-year assessment.</p>	<p>High correlation to SRI score. Even though this is a baseline score, it is a indication of the lack of focus on academic literacy. Student population enters with below proficient scores; classroom instruction does not address the need. Academic support not available to all students. Large EL and LTEL population are not qualifying to be reclassified as fluent in English. Students do not have access to needed support.</p>

SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- Increase high school graduation rates by a minimum of 10% annually. (Related to LCAP Goal 1: Graduates are college and career ready.)
- Cut chronic absences and tardies by 30% over the rates from 2014-15 by increasing student engagement in learning, opportunities for credit recovery, and the deliberate, and purposeful deployment of human resources (Related to LCAP Goal 5: Students are engaged in school everyday.)
- Reduce the failure rate and the number of Ds in half (50%) by engaging the entire school in the examination of grading practices. (Related to LCAP Goal 2: Students are proficient in state academic standards.)

- Reduce the failure rate by institutionalizing opportunities and practices that allow students to recover credits (Related to LCAP Goal 2: Students are proficient in state academic standards.)
- Identify indicators and metrics of student achievement success and develop a process whereby progress on these indicators is measured over time (Related to LCAP Goal 1: Graduates are college and career ready.)

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	Increase graduation rates by a minimum of 10% annually.	1: Graduates are college and career ready.	Increase high school graduation rates by a minimum of 10% annually.
Post-Secondary Readiness:	Increase average SRI reading level from 11.5% to 20% by the end of 2016-17.	3: Students are reading at or above grade level.	Reduce the failure rate and the number of Ds in half (50%) by engaging the entire school in the examination of grading practices.
Climate and Culture:	Reduce the chronic absence rate of African American students from 35.50% to 20% by the end of 2016-17.	5: Students are engaged in school everyday.	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
Rigorous Academics:	Decrease the number of students school wide not meeting A-G requirements by 30%.80% of 9th grade students will meet A-G requirements.	1: Graduates are college and career ready.	Increase high school graduation rates by a minimum of 10% annually.

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	Graduation Rate	All Students	44.9%		50%	On Track to Graduate
Post-Secondary Readiness:	SRI	All Students	11.5%		20%	SBAC ELA
Climate and Culture:	Chronic Absence	African- American Students	35.50%		20%	Culture/Climate: Student
Rigorous Academics:	A-G Completion	All Students	-69%		30%/20%	Graduation Rate

School Theory of Action

IF we provide academic intervention and acceleration for all students through personalized learning pathways by increasing our schoolwide focus on literacy, providing increased social-emotional support to targeted populations, vertically articulating the Graduate Capstone program throughout the 9th-11th grades, and integrating our newcomer population into our career pathways
 THEN we will see our students' SRI reading levels rise, increase the EL and LTEL reclassification rates, increase attendance for our African American students, foster youth and special education students, and increase our graduation rates for all students

IF we support all teachers through a strong school wide PD plan, distributed leadership roles, coaching and support from CCTL's, collaboration periods with SLCs, summer PD, and targeted new teacher support,
 THEN we will recruit and retain high quality teachers.

IF we promote local accountability through democratic decision-making,
 THEN we will be united around schoolwide academic and social-emotional practices and improve our culture and climate.

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	Through direct instruction of literacy strategies, the ILT will support school wide implementation specifically focused on annotation, writing-to-learn, and academic conversation. PBL building on the Senior Capstone to reflect mastery of learning. Blended learning, specifically co-teaching and technology infusion. Advisory will support literacy that is embedded in college and career curriculum, school-wide readings, and explicit instruction in study skills.	Increase average SRI reading level from 11.5% to 20% by the end of 2016-17.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate Improvement Strategy:	Increased focus on target populations with social emotional supports: case management, restorative justice, academic intervention and acceleration	Reduce the chronic absence rate of African American students from 35.50% to 20% by the end of 2016-17.	Personalized Student Support	School Leadership & School Vision

Pathway Development/ Implementation Strategy:	Integration of newcomer population into all career pathways with strategic staffing dedicated toward supporting pathway teachers in scaffolding and planning for newcomers.	Increase graduation rates by a minimum of 10% annually.	Equity/Access/ Achievement	Program of Study & Master Scheduling
New or Emerging Design Feature #1:	New site-based governance team focused on new teacher support and professional development	Decrease the number of students school wide not meeting A-G requirements by 30%.80% of 9th grade students will meet A-G requirements.	School Leadership & School Vision	Building a Rigorous Academic Core: Teacher Conditions
New or Emerging Design Feature #2:	Advisory Period for all grades	Reduce the chronic absence rate of African American students from 35.50% to 20% by the end of 2016-17.	Personalized Student Support	Equity/Access/ Achievement
New or Emerging Design Feature #3:	Common Core Teacher Leaders providing instructional support for teachers and students focused on literacy achievement for LTELs and English only students	Increase average SRI reading level from 11.5% to 20% by the end of 2016-17.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Established Signature Element #1:	Newcomer Program-NEST	Increase graduation rates by a minimum of 10% annually.	Equity/Access/ Achievement	Personalized Student Support
Established Signature Element #2:	9th Grade House	Increase average SRI reading level from 11.5% to 20% by the end of 2016-17.	Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling
Established Signature Element #3:	Senior Graduation Capstone Project	Increase graduation rates by a minimum of 10% annually.	Building a Rigorous Academic Core: Student Conditions	Personalized Student Support

PATHWAYS AT FREMONT HIGH SCHOOL

Fremont High School is home to three pathways:

- Mandela Law & Public Service
- Media
- College Prep & Architecture

About the Mandela Law & Public Service Pathway

Pathway Description

A California Partnership Academy that provides work-based hands-on learning experiences in the career pathways of law, local and state government and lawmaking, public service, and (introducing next year) in forensics/biotechnology. All students build stronger literacy skills and develop a foundation in legal research, writing and creating persuasive arguments based on evaluated evidence and advocacy work gaining an understanding of their rights and avenues for civic engagement. Student learning is enriched with cross-curricular collaboration, law-themed courses and cross-curricular culminating projects each year building to a capstone research problem analyzed in writing and presented orally to industry partners.

Pathway Mission and Vision

Mandela Law & Public Service Academy seeks to provide every Oakland student the opportunity to engage in and succeed in the academic and practical foundations of law and public service and through consistent engagement with rigorous academics, respect for diverse points of view and work based learning experiences, Mandela students become active, articulate, compassionate, critical thinkers skilled to confront injustice and to succeed in the future they choose in college, careers, and community.

Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	47.5%	52.5%		16.4%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		14.8%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	36.1%	1.6%	7.4%	49.2%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	0.0%	4.9%	0.8%	0.0%

PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
75 students chose Mandela L&PS academy. 14 out of 17 Mandela focal seniors are on track with their senior project. Through CTE classes, students have an intervention opportunity to raise their grades and pass courses they are behind in each semester.	Too many students have too many Ds & Fs. Too many students had schedules with double math or double science. It should be math & math remediation & science & science remediation. Some students are off track to graduate due to no Spanish teacher for the past two years. Some students left for alt-ed high schools to complete their credits.	1) Students unclear on credits, requirements, and what is needed to be successful in school 2) Failure to retain teachers & failure to provide time and space for collaboration on improving skills & strategies

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
12 students have completed a rigorous ECCO internships.	Since too many students have too many Ds & Fs, they are not eligible for internships because they need credit recovery. Strong graduating students in the class of 2015 have already left college due to overwhelmed with the work, family crisis, inadequate financial counseling, and dealing with the disconnect between expectations at FHS & expectations in college. Students are also shocked by the racism they are encountering college.	Strong graduating students in the class of 2015 have already left college due to overwhelmed with the work, family crisis, inadequate financial counseling, and dealing with the disconnect between expectations at FHS & expectations in college. Students are also shocked by the racism they are encountering in college.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Every class has gone on an overnight field trip in the last 18 months to plan culture & climate for the academy & school.	Due to a new admin team and a crisis with an SSO & the AP & the cheer team, we have a larger group of African American students and the female students in general who are walking the hallways or cutting class.	Lack of strategies to engage traumatized and underrepresented students.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Increase in students (including AA males & Latino males) participating in AP courses. 100% of AP Spanish students passed the AP course & test. Doubled AP participation rate.	We cannot get students of color prepared for AP Span or Span 3 because the sequence in Spanish is not staffed and we are running a Span 1 & EPH 2 room without a teacher for the second year. Still need to increase male participation in AP courses. African American males in particular are not prepared for AP.	1) Teachers do not have enough time to improve their lesson plans in order to support our students 2) Many students come in with 5th grade reading skills and/or less than 7th grade math skills 3) Many of our students have too many long term subs 4) CAHSEE used to motivate students to improve reading & math skills. 5) Students feel unprepared for math section of SAT given that they didn't have a proper Algebra 2 course

PATHWAY GOALS, TARGETS & THEORY OF ACTION**Pathway Annual Goals**

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	To provide time and guidance for collaboration for teachers to share strategies to improve lessons	2: Students are proficient in state academic standards.	

Post-Secondary Readiness:	Increasing and prioritizing dual enrollment and a more seamless bridge between high school & college.	1: Graduates are college and career ready.	
Climate and Culture:	To provide time and strategies for teachers to engage with and support African American students.	5: Students are engaged in school everyday.	
Rigorous Academics:	To provide time and guidance for teacher collaboration, sharing strategies to improve lessons and assessments.	1: Graduates are college and career ready.	

Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	On Track to Graduate	All Students				On Track to Graduate
Post-Secondary Readiness:	Social Emotional Learning	All Students				Social Emotional Learning
Climate and Culture:	Social Emotional Learning	African- American Students				Culture/Climate: Student
Rigorous Academics:	Graduation Rate	All Students				A-G Completion

Pathway Theory of Action

If we focus on providing time and guidance to teachers, then we will see increased student engagement and improved rigor and student success and support FHS's goal to retain excellent teachers and support linked learning's goal to increase graduation rate.

PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Pathway Instructional Improvement Strategy:	Provide more time and guidance and collaboration to teachers on instruction.		Building a Rigorous Academic Core: Teacher Conditions	Program of Study & Master Scheduling
New or Emerging Pathway Design Feature #1:	Design a structure and provide time to monitor around observing teachers.	To provide time and guidance for collaboration for teachers to share strategies to improve lessons	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
New or Emerging Pathway Design Feature #2:	Design and implement a pilot of units which integrate biotechnology/law curriculum.		Program of Study & Master Scheduling	Work-Based Learning

New or Emerging Pathway Design Feature #3:	Strengthen our dual enrollment program with the addition of a political science course leading to legal interpretation certificate.	Increasing and prioritizing dual enrollment & increasing and prioritizing a more seamless bridge between us & college.	Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement
Established Pathway Signature Element #1:	Family structure which nurtures students and teachers.		Building a Rigorous Academic Core: Student Conditions	Personalized Student Support
Established Pathway Signature Element #2:	Strong structure and support and success in placing students in industry internships.		Work-Based Learning	Personalized Student Support
Established Pathway Signature Element #3:	Teacher support -- priority and time given to teacher collab and coaching.		Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions

About the Media Pathway

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 and Vision

The Media Academy is a training ground where students are immersed into a creative community that utilizes technology to communicate through multiple forms of media. We empower students to be critical thinkers and ethical users and creators of information. We will provide personalized learning experiences to prepare students for life after high school by providing opportunities for students to achieve college and career readiness through linked learning, career technical education courses, cross-curricular collaboration, job shadowing, and internships.

Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	54.5%	45.5%		19.8%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		20.7%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino

	36.4%	0.0%	6.6%	48.8%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	0.8%	7.4%	0.0%	0.0%

PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
		Inconsistent support, lack of opportunities for success and excellence, disconnection between core and technical course

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
		High chronic absence rate drives a sense of "it's ok as long as they are here." Low expectations or lack of consequences/accountability for being in class. Need to increase the sense of urgency to be in class on time.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
	Misalignment schoolwide in terms of student performance expectations	High teacher turnover in the pathway has led to a relatively new team with a new director and steep learning curve for all. Master scheduling did not permit all team members access to shared collaboration time

PATHWAY GOALS, TARGETS & THEORY OF ACTION

Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	Increase graduation rate by 10%	1: Graduates are college and career ready.	Increase high school graduation rates by a minimum of 10% annually.

Post-Secondary Readiness:	80% of graduating seniors have taken a dual enrollment course by the time they graduate	1: Graduates are college and career ready.	Increase high school graduation rates by a minimum of 10% annually.
Climate and Culture:	Reduce chronic absence by 10%	5: Students are engaged in school everyday.	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
Rigorous Academics:	Formalize collaboration and connections between core academic and technical courses	2: Students are proficient in state academic standards.	Reduce the failure rate and the number of Ds in half (50%) by engaging the entire school in the examination of grading practices.

Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	Graduation Rate	All Students				Dropout Rate
Post-Secondary Readiness:	Concurrent Enrollment	All Students				A-G Completion
Climate and Culture:	Chronic Absence	All Students				Culture/Climate: Student
Rigorous Academics:	A-G Completion	All Students				On Track to Graduate

Pathway Theory of Action

If we support students in building cross-curricular projects and work leading to portfolios presentations, then we will have more connected and aligned teachers and classes, which will increase rates of students present and on-time for classes, retention of students in the pathway through graduation, and access and completion for students in dual enrollment courses.

PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
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Pathway Instructional Improvement Strategy:	Each student in pathway will build Cross Curricular portfolios beginning in the 10th grade culminating in a semester portfolio presentation based on current industry standards.	Decrease the number of students school wide not meeting A-G requirements by 30%.80% of 9th grade students will meet A-G requirements.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
New or Emerging Pathway Design Feature #1:	Updated CTE course sequence to reflect industry developments in digital media and production	Increase A-G completion	Program of Study & Master Scheduling	Work-Based Learning
New or Emerging Pathway Design Feature #2:	UCCI curriculum for 10th grade english	Increase A-G completion	Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling
New or Emerging Pathway Design Feature #3:	Linked learning CTE/US History collaboration to further the cross curricular collaboration with CTE and core academics.	Increase A-G completion	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Established Pathway Signature Element #1:	Peer Teaching - Media student leaders teaching their peers units	Increase A-G completion	Personalized Student Support	School Leadership & School Vision
Established Pathway Signature Element #2:	CTE teachers push into colleagues' classroom space and with students they share to provide support to both teachers and students.	Increase A-G completion	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Established Pathway Signature Element #3:	Media Mentors - Pathway alumni and industry partners teach units, projects, technology, software, etc. in CTE courses		Personalized Student Support	Equity/Access/Achievement

About the College Prep & Architecture Pathway

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 and 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	% LCFF	% English Learners
	54.1%	45.9%		55.0%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		9.5%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino
	12.7%	0.5%	10.5%	69.1%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	1.8%	2.7%	1.8%	0.5%

PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
There are students who are successful in this program, graduating and going to good colleges	Overall the cohort graduation rate is low and is something that needs to be addressed. Having a sizable newcomer population definitely lowers the graduation rate for this pathway--how to provide access for this population to opportunities to work, to attend continuation high schools, or enter and successfully complete GED programs.	Poor communication between pathway of newcomer program. Need for understanding supports provided within newcomer program and how to apply those in the pathway. Language barrier as a challenge is a given. In classes not specifically focused on literacy, a need for literacy strategies to support those students to be more of a part of the classroom community and also so that teachers can support more directly.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
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Students have opportunities to fulfill A-G and take AP courses, as well as participate in internships. Overall AP enrollment increased. Some students are getting college credits through AP courses.	African American students are under-represented in AP classes. Need to build a culture in AP that makes African American students feel welcome and successful. Majority of students do not pass AP tests.	Historically, Architecture has had fewer numbers. African American students don't see their peers there. Recruitment could be directed towards AA students. AA student athletes being directed to other pathways. Protocol not being followed for students transferring from one pathway to another. AA males having to leave for continuation schools, not having enough academic success here. Most students who transferred recently to Dewey are AA students.
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Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Suspension rate is half that of the whole school average.	Suspension rate is still higher than the district average.	High chronic absence rate drives a sense of "it's ok as long as they are here." Low expectations or lack of consequences/accountability for being in class. Need to increase the sense of urgency to be in class on time.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Given the sizable newcomer population and the challenges of serving the diversity of the population, it is promising that the reclassification rate is close to the district average.	Expectations for student work and performance are inconsistent across the pathway.	Some teachers have courses across multiple academies, so are not able to meet and collaborate with the team. High teacher turnover leads to inconsistency.

PATHWAY GOALS, TARGETS & THEORY OF ACTION

Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	Increased % students applying for college or joining an apprenticeship program	1: Graduates are college and career ready.	Increase high school graduation rates by a minimum of 10% annually.
Post-Secondary Readiness:	10th grade placement is balanced by ethnicity across pathways, increasing African American student enrollment by 6% over each of the next 2 years in the pathway until it reaches parity with the school population	2: Students are proficient in state academic standards.	Increase high school graduation rates by a minimum of 10% annually.

Climate and Culture:	Substantial reduction of tardies in all pathway classes. 100% of pathway teachers set a clear and uniform expectation at the beginning of the year and consistently reinforce throughout the year.	5: Students are engaged in school everyday.	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
Rigorous Academics:	Expand collaboration around looking at student work, observing each other's classrooms, debriefing and having conversations about instruction	2: Students are proficient in state academic standards.	Reduce the failure rate and the number of Ds in half (50%) by engaging the entire school in the examination of grading practices.

Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	Graduation Rate	English Learners				Number of Students Enrolling in Four-Year Colleges
Post-Secondary Readiness:	Pathway Participation	African- American Students	12.7%	18.7%	24.7%	Percent of Students Leaving
Climate and Culture:	Chronic Absence	All Students				Culture/Climate: Student
Rigorous Academics:	On Track to Graduate	All Students				A-G Completion

Pathway Theory of Action

If we train teachers in project-based learning and the design process, and implement cross-curricular collaboration and portfolios 10-12, and continue growing a culture of peer teaching and peer observation, then we will have more connected and aligned teachers and classes, which will increase rates of students present and on-time for classes, students applying to four-year colleges and apprenticeship programs, and percentages of African American students in the pathway.

PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
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Pathway Instructional Improvement Strategy:	Cross-curricular collaboration with project-based learning to increase connections between courses; Design process for all classes leading to portfolio work; Peer teaching/Peer observation	Decrease the number of students school wide not meeting A-G requirements by 30%.80% of 9th grade students will meet A-G requirements.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
New or Emerging Pathway Design Feature #1:	Advisory tracks student progress and intervention, supports college and career exploration and development of transferable skills	Increased % students applying for college or joining an apprenticeship program	Personalized Student Support	Program of Study & Master Scheduling
New or Emerging Pathway Design Feature #2:	Additional path for learning about construction, wider range of skillsets in construction (fine woodworking/design-build)	10th grade placement is balanced by ethnicity across pathways, increasing African American student enrollment by 6% over each of the next 2 years in the pathway.	Work-Based Learning	Program of Study & Master Scheduling
New or Emerging Pathway Design Feature #3:	All pathway students produce a portfolio website in 10th grade which they will use to host and showcase portfolio work from all of their academic courses at the end of each semester.	Expand collaboration around looking at student work, observing each other's classrooms, debriefing and having conversations about instruction	Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement
Established Pathway Signature Element #1:	Teacher peer observation and sharing student work and curriculum	Expand collaboration around looking at student work, observing each other's classrooms, debriefing and having conversations about instruction	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Established Pathway Signature Element #2:	Individual student check-ins for A-G requirements, summer school, credit recovery	Increased % students applying for college or joining an apprenticeship program	Personalized Student Support	Equity/Access/Achievement
Established Pathway Signature Element #3:	After school enrichment programs: dual enrollment, design-build, SkillsUSA	Increased % students applying for college or joining an apprenticeship program	Work-Based Learning	Equity/Access/Achievement

