

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Fremont High School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion:**

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- 21<sup>st</sup> Century After School Programs

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Fremont High School.



# 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:** 6/1/2016

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

**Email:** [pamela.watson@ousd.org](mailto:pamela.watson@ousd.org)

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

6/22/2016

**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 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: 5/16/2016

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

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

**Signatures:**

Pamela Watson



5-20-16

Print name of School Principal

Signature

Date

Carlos Castro



5-20-16

Print name of SSC Chairperson

Signature

Date

Preston Thomas



5-26-16

Print name of Network Superintendent

Signature

Date

Ruth Alahydoian



5-31-16

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:

Date	Stakeholder Group	Engagement Description
12/7/2015	SSC	Overview of 2015-16 site plan. Received feedback on instructional practices; root cause analysis; planned programs
2/16/2016	SSC	Reviewed data and SPF and received feedback on a draft of school priorities, and instructional focus
2/17/2016	Instructional Leadership Tam	Reviewed SPF, WASC criteria and critical areas of follow-up; SPSA format. Documented feedback on core priorities; planned work sessions on instructional focus
3/3/2016	Measure N/Pathway Committees	Work sessions on budget and planned strategies for 2016-17
2/8/2016	Faculty	Feedback on Critical areas for WASC, SFP, SPSA criteria, school priorities
1/16-3/16	Master Schedule Committee	Work sessions on aligning school priorities and master scheduling process.
3/8/2016	Site Governance	Review of budget, work session with ILT about instructional focus;; critical needs for 2016-17

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

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$254,857.50	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$449,474.74	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$25,000.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$729,332.24</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$160,875.75	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$4,163.89	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$186,043.32	TBD
<b>TOTAL:</b>	<b>\$351,082.96</b>	<b>\$0.00</b>

## 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 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% &lt; 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).  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%&gt;12.5%; SpED: 41.4%&gt;20.3; Foster: 65%&gt;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%&gt;4.1%. While the AA Male Suspension Rate is lower than the District Average, 76.1%&lt;89.7%, as well as the Foster Youth rate, 64.3%&lt;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. Homeless and 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
<b>Graduate Outcomes:</b>	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.
<b>Post-Secondary Readiness:</b>	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.
<b>Climate and Culture:</b>	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
<b>Rigorous Academics:</b>	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
<b>Graduate Outcomes:</b>	Graduation Rate	All Students	44.9%		50%	On Track to Graduate
<b>Post-Secondary Readiness:</b>	SRI	All Students	11.5%		20%	SBAC ELA
<b>Climate and Culture:</b>	Chronic Absence	African- American Students	35.50%		20%	Culture/Climate: Student
<b>Rigorous Academics:</b>	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, homeless 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
<b>Instructional Improvement Strategy:</b>	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
<b>Culture &amp; Climate Improvement Strategy:</b>	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

<b>Pathway Development/ Implementation Strategy:</b>	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
<b>New or Emerging Design Feature #1:</b>	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
<b>New or Emerging Design Feature #2:</b>	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
<b>New or Emerging Design Feature #3:</b>	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
<b>Established Signature Element #1:</b>	Newcomer Program-NEST	Increase graduation rates by a minimum of 10% annually.	Equity/Access/ Achievement	Personalized Student Support
<b>Established Signature Element #2:</b>	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
<b>Established Signature Element #3:</b>	Senior Graduation Capstone Project	Increase graduation rates by a minimum of 10% annually.	Building a Rigorous Academic Core: Student Conditions	Personalized Student Support

**Select Key Teaching Practices:**

- Targeted support for newcomers, EL, LTEL students, summer program,AAMA program, GATE students
- Equity and access support for library materials and acceleration projects for GATE students
- Support for academic intervention and acceleration for 9th grade; credit recovery
- Dual enrollment and concurrent enrollment textbooks for all students, including GATE students who take accelerated courses; CTE support for all pathway courses

***This practice helps support the following Title I Schoolwide Plan focus area:***

- Differentiation for Low-Performing Students
- Extended Learning Time
- Differentiation for Low-Performing Students
- Differentiation for Low-Performing Students

- Materials and supplies to support core program
- Materials and supplies to support ISS-family engagement, case manager; credit recovery
- Materials and supplies to support newcomer program, LTEL, AAMA program, 9th grade literacy, summer program, credit recovery
- Supplemental materials and supplies to support low-performing students in core classes
- Materials and supplies for parent education
- Materials and supplies to support CTE and schoolwide programs in Measure N plan
- Meeting refreshments for Community and Family Engagement activities
- Meeting refreshments for Parent education activities in support of student achievement:graduation, college and career readiness
- Equipment-Technology other than computers needed to support instruction
- Computer-Supporting a common technology package for 9th grade teachers to support blended learning
- Computers-Supporting technology for library
- Computers-Desktops and Chromebooks to support credit recovery and academic support programs
- Duplicating equipment-Purchase copiers to support duplication of classroom/instructional materials
- Conference Expenses-support professional development for new teachers
- Teacher Substitutes
- ClassSuppt Salaries Overtime-support for extended learning time-afterschool, weekends
- Clerical Salaries Overtime-support for extended learning time-afterschool, weekends
- INTRPRGM AAMA Manhood Development Facilitator-to mentor, provide services to AA males in order to increase attendance, academic achievement
- Interprogram School Psychologist-An additional day to support COST and case manager referrals
- Differentiation for Low-Performing Students
- Family Engagement
- Targeted Support for Newcomers (if relevant)
- Differentiation for Low-Performing Students
- Family Engagement
- Differentiation for Low-Performing Students
- Family Engagement
- Family Engagement
- Differentiation for Low-Performing Students
- Differentiation for Low-Performing Students
- Extended Learning Time
- Differentiation for Low-Performing Students
- Differentiation for Low-Performing Students
- Teacher PD
- Teacher PD
- Extended Learning Time
- Extended Learning Time
- Differentiation for Low-Performing Students
- Differentiation for Low-Performing Students

- Interprogram Restorative Justice Coordinator-Support for improvement of culture/climate; support training of new teachers/staff; coordinate peer mediation
- Interprogram IT Computer Tech-increased use of blended and project based learning, assessments, etc. require preventive as well as in-time maintenance of technology
- Interprogram Counselor-direct services to low-income, particularly newcomer students to support stay in school and academic achievement
- School Improvement Partner-ISS school support
- Pathway Coach-to support the development and coordination of the career pathways and support the development of communities of practice with the pathway teacher teams
- Non-Contract Services-transportation for career and college focused field trips, fees, support for internships
- Non-Contract Services-Summer Bridge Retreat for 9th grade
- 1.0 Case Manager-will become a TSA to coordinate newcomer program
- 1.0 Case Manager- supports 9th grade program with restorative justice, academic support, attendance intervention
- 1.0 Case Manager-supports afterschool program and 10th grade students with restorative justice, attendance support and intervention
- Teacher Extra pay-Summer school support, Apex credit recovery, extended learning time, weekend curriculum planning, professional development to support low performing students and support new teacher development, dual enrollment coordination
- Teacher Extra Pay-Summer Bridge for 9th grade support, design team work
- Teacher Extra Pay-for participation in curriculum and professional development
- Teacher Extra Pay- Measure N planning, senior capstone mentorship, cross-disciplinary curriculum and project-based learning development
- Consultants-Seeds of Awareness-support for 9th grade-SEL for Advisory; Multilingual support; Newcomer-refugee support
- 1.0 CCTL-focus on literacy by coaching teachers and providing instruction to low performing students
- Teacher PD
- Teacher PD
- Targeted Support for Newcomers (if relevant)
- Teacher PD
- Differentiation for Low-Performing Students
- Differentiation for Low-Performing Students
- Extended Learning Time
- Targeted Support for Newcomers (if relevant)
- Differentiation for Low-Performing Students
- Differentiation for Low-Performing Students
- Extended Learning Time
- Extended Learning Time
- Teacher PD
- Teacher PD
- Differentiation for Low-Performing Students
- Differentiation for Low-Performing Students

- 1.0 Computer Science-provide foundational and accelerated instruction for CTE students;develop course for math credit as an A-G course
- .5 Architecture-to enhance and increase rigor in Architecture Academy; accelerated class; develop articulation with postsecondary (Laney College construction)
- 1.0 Work Based Learning coordinator-develop student internships for all pathways
- .25 College and Career Counselor-provides support and coordination of district college and career requirements and activities
- Differentiation for Low-Performing Students
- Differentiation for Low-Performing Students
- Differentiation for Low-Performing Students
- Differentiation for Low-Performing Students

## 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
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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.
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### 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
<b>Graduate Outcomes:</b>	To provide time and guidance for collaboration for teachers to share strategies to improve lessons	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
<b>Post-Secondary Readiness:</b>	Increasing and prioritizing dual enrollment and a more seamless bridge between high school & college.	1: Graduates are college and career ready.	Increase high school graduation rates by a minimum of 10% annually.
<b>Climate and Culture:</b>	To provide time and strategies for teachers to engage with and support African American students.	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.
<b>Rigorous Academics:</b>	To provide time and guidance for teacher collaboration, sharing strategies to improve lessons and assessments.	1: Graduates are college and career ready.	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
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<b>Graduate Outcomes:</b>	On Track to Graduate	All Students				On Track to Graduate
<b>Post-Secondary Readiness:</b>	Social Emotional Learning	All Students				Social Emotional Learning
<b>Climate and Culture:</b>	Social Emotional Learning	African- American Students				Culture/Climate: Student
<b>Rigorous Academics:</b>	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
<b>Pathway Instructional Improvement Strategy:</b>	Provide more time and guidance and collaboration to teachers on instruction.		Building a Rigorous Academic Core: Teacher Conditions	Program of Study & Master Scheduling
<b>New or Emerging Pathway Design Feature #1:</b>	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
<b>New or Emerging Pathway Design Feature #2:</b>	Design and implement a pilot of units which integrate biotechnology/law curriculum.		Program of Study & Master Scheduling	Work-Based Learning
<b>New or Emerging Pathway Design Feature #3:</b>	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
<b>Established Pathway Signature Element #1:</b>	Family structure which nurtures students and teachers.		Building a Rigorous Academic Core: Student Conditions	Personalized Student Support
<b>Established Pathway Signature Element #2:</b>	Strong structure and support and success in placing students in industry internships.		Work-Based Learning	Personalized Student Support

<b>Established Pathway Signature Element #3:</b>	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
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## PATHWAY KEY PRACTICES

### *Teaching Practices:*

- 2-3 hour meetings on Saturdays at director's house.
- Hours spent filling out paper work and guiding students to apply for industry internships.
- Design a structure and provide time to monitor around observing teachers.  
Design a structure and provide time to monitor/coach students in the dual enrollment system  
Design structure and time to guide and support teachers and students around issues of race and academic opportunity, lack of safety and bullying  
College and career based field trips

### *Leadership and Organizational Practices:*

- Provide extended contracts for teachers taking on distributed leadership roles (teachers taking over responsibilities of transcript review, internship placements, preparing agendas & minutes, paperwork for reports & fieldtrips & budgets, student celebrations & achievements).



## 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
There are students who are successful in this program, graduating and going to good colleges	Too many students have too many Ds & Fs.	Inconsistent support, lack of opportunities for success and excellence, disconnection between core and technical course

### Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
Students have opportunities to fulfill A-G and take AP courses, as well as participate in internships. % of students enrolling in 4-year colleges is higher than the other pathways	Since too many students have too many Ds & Fs, they are not eligible for internships because they need credit recovery. Media Pathway has the lowest number of students in ECCO summer internships.	

### Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Celebration events provide opportunities for positive culture building	10th grade class behavior and culture this year was negatively affected by instability in the teachers team/new teachers.	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

Higher completion rate and quality of graduate capstone projects	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
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## PATHWAY GOALS, TARGETS & THEORY OF ACTION

### Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	Increase graduation rate by 10%	1: Graduates are college and career ready.	Increase high school graduation rates by a minimum of 10% annually.
<b>Post-Secondary Readiness:</b>	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.
<b>Climate and Culture:</b>	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
<b>Rigorous Academics:</b>	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
<b>Graduate Outcomes:</b>	Graduation Rate	All Students				Dropout Rate
<b>Post-Secondary Readiness:</b>	Concurrent Enrollment	All Students				A-G Completion
<b>Climate and Culture:</b>	Chronic Absence	All Students				Culture/Climate: Student
<b>Rigorous Academics:</b>	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
<b>Pathway Instructional Improvement Strategy:</b>	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
<b>New or Emerging Pathway Design Feature #1:</b>	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
<b>New or Emerging Pathway Design Feature #2:</b>	UCCI curriculum for 10th grade english	Increase A-G completion	Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling
<b>New or Emerging Pathway Design Feature #3:</b>	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
<b>Established Pathway Signature Element #1:</b>	Peer Teaching - Media student leaders teaching their peers units	Increase A-G completion	Personalized Student Support	School Leadership & School Vision
<b>Established Pathway Signature Element #2:</b>	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
<b>Established Pathway Signature Element #3:</b>	Media Mentors - Pathway alumni and industry partners teach units, projects, technology, software, etc. in CTE courses		Personalized Student Support	Equity/Access/Achievement

## PATHWAY KEY PRACTICES

***Teaching Practices:***

- Teacher Peer Observations
- Filming Instruction to identify student growth areas and individual teaching challenges to build a culture of “Try, Measure, Learn”
- Instructional Video Library
- Guest Instructors
- Media Mentors - industry professionals who teach an extended unit within CTE courses
- College & Career Field trips - Laney College Graphic Design Program to observe and train in their portfolio work
- Stipends for "day-long" internships or rotating internships during the school years
- Classroom instructional materials (Adobe Portfolio, animation program)
- Training for Adobe Portfolio
- Extended contract curriculum planning time for CTE teachers to develop updated CTE courses
- 30 Chromebooks for news website design and maintenance, and new Digital Media Studies course in general (\$7,095)
- UCCI Training for 10th grade English teacher adopting UCCI course
- Books and materials (i.e. films) for UCCI course
- Extended contract curriculum planning time for CTE and US History teacher to align cross-curricular projects
- Student monthly stipends for peer teaching
- Extended contract for peer teacher supervision and coordinator

***Leadership and Organizational Practices:***

- Media team summer planning retreat
- Industry visits

**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
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.

**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
<b>Graduate Outcomes:</b>	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.
<b>Post-Secondary Readiness:</b>	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.



<b>Climate and Culture:</b>	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
<b>Rigorous Academics:</b>	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
<b>Graduate Outcomes:</b>	Graduation Rate	English Learners				Number of Students Enrolling in Four-Year Colleges
<b>Post-Secondary Readiness:</b>	Pathway Participation	African- American Students	12.7%	18.7%	24.7%	Percent of Students Leaving
<b>Climate and Culture:</b>	Chronic Absence	All Students				Culture/Climate: Student
<b>Rigorous Academics:</b>	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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<b>Pathway Instructional Improvement Strategy:</b>	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
<b>New or Emerging Pathway Design Feature #1:</b>	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
<b>New or Emerging Pathway Design Feature #2:</b>	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
<b>New or Emerging Pathway Design Feature #3:</b>	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
<b>Established Pathway Signature Element #1:</b>	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
<b>Established Pathway Signature Element #2:</b>	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
<b>Established Pathway Signature Element #3:</b>	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

## PATHWAY KEY PRACTICES

### *Teaching Practices:*

- Extended collab time with newcomer teachers
- Extended collab time with SpED teachers

- Peer observation extended hrs
- PBL curric planning - mini retreats
- Expand looking at student work to include portfolio development - extended hrs

***Leadership and Organizational Practices:***

- Pathway summer and mid-year retreat extended hrs
- Industry visits
- Academy-specific dual enrollment coordination: following up on academy students in all academy courses.
- Supporting internships: training teachers who are not CTE teachers in the process. (Advisory helps, CCRS helps, WBL Specialist helps, Director).

School Name: Fremont High School					School ID: 302					
Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$186,043.32	21st Century	Contract for After-School Program	Increased focus on target populations with social emotional supports: case management, restorative justice, academic intervention and acceleration (Schoolwide)	A1.6: After School Programs	5825	n/a	n/a	n/a	302-2	302
\$28,410.62	General Purpose Discretionary	Support safe climate and culture	Increased focus on target populations with social emotional supports: case management, restorative justice, academic intervention and acceleration (Schoolwide)	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	PE ATTENDANT	PEATTN0024	1	302-3	302
\$18,163.19	General Purpose Discretionary	Substitute to support teacher collaboration; conference attendance	New site-based governance team focused on new teacher support and professional development (Schoolwide)	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	TEACHER STIP	TCSTIP0478	0.5	302-4	302
\$6,825.69	General Purpose Discretionary	Conference Expenses-support professional development for new teachers	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. (Schoolwide)	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	5220	n/a	n/a	n/a	302-5	302
\$31,458.00	General Purpose Discretionary	Interprogram IT Computer Tech-increased use of blended and project based learning, assessments, etc. require preventive as well as in-time maintenance of technology	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. (Schoolwide)	A2.9: Targeted School Improvement Support	5737	n/a	n/a	n/a	302-6	302
\$20,000.00	General Purpose Discretionary	Equipment-Technology other than computers needed to support instruction	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. (Schoolwide)	A2.3: Standards-Aligned Learning Materials	4410	n/a	n/a	n/a	302-7	302
\$20,000.00	General Purpose Discretionary	Materials and supplies to support core program	Common Core Teacher Leaders providing instructional support for teachers and students focused on literacy achievement for LTELs and English only students (Schoolwide)	A3.2: Reading Intervention	4310	n/a	n/a	n/a	302-8	302
\$50,000.00	General Purpose Discretionary	Computer-Supporting a common technology package for 9th grade teachers to support blended learning	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. (Schoolwide)	A3.1: Blended Learning	4420	n/a	n/a	n/a	302-9	302
\$25,000.00	General Purpose Discretionary	Teacher Substitutes	New site-based governance team focused on new teacher support and professional development (Schoolwide)	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	302-10	302

<b>School Name:</b> Fremont High School				<b>School ID:</b> 302						
Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$10,000.00	General Purpose Discretionary	ClassSuppt Salaries Overtime-support for extended learning time-afterschool, weekends	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. (Schoolwide)	A2.9: Targeted School Improvement Support	2225	n/a	n/a	n/a	302-11	302
\$10,000.00	General Purpose Discretionary	Clerical Salaries Overtime-support for extended learning time-afterschool, weekends	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. (Schoolwide)	A2.9: Targeted School Improvement Support	2425	n/a	n/a	n/a	302-12	302
\$35,000.00	General Purpose Discretionary	Duplicating equipment-Purchase copiers to support duplication of classroom/instructional materials	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. (Schoolwide)	A2.9: Targeted School Improvement Support	4425	n/a	n/a	n/a	302-13	302
\$177,127.65	Intensive School Support	Transformational leader to lead school design process	New site-based governance team focused on new teacher support and professional development (Schoolwide)	A2.9: Targeted School Improvement Support	n/a	COMPREHENSIVE COMM HS DIRECTOR	CCHSDR9999	1	302-14	302
\$59,974.54	Intensive School Support	Family Engagement	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A6.4: Parent / Guardian Volunteer Support	n/a	COMMUNITY RELATIONS AST II BIL	CRAIIB0004	1	302-15	302
\$39,544.88	Intensive School Support	Case Manager-supports afterschool program and 10th grade students with restorative justice, attendance support and intervention	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A2.9: Targeted School Improvement Support	n/a	CASE MANAGER	CSEMGR9999	0.4	302-16	302
\$11,691.18	Intensive School Support	Materials and supplies to support ISS-family engagement, case manager; credit recovery	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A2.9: Targeted School Improvement Support	4310	n/a	n/a	n/a	302-17	302
\$3,520.00	Intensive School Support	Meeting refreshments for Community and Family Engagement activities	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A2.9: Targeted School Improvement Support	4311	n/a	n/a	n/a	302-18	302
\$15,000.00	Intensive School Support	Teacher Extra Pay-Summer Bridge for 9th grade support, design team work	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A2.9: Targeted School Improvement Support	5220	n/a	n/a	n/a	302-19	302
\$18,000.00	Intensive School Support	School Improvement Partner-ISS school support	New site-based governance team focused on new teacher support and professional development (Schoolwide)	A2.9: Targeted School Improvement Support	5825	n/a	n/a	n/a	302-20	302
\$5,000.00	Intensive School Support	Non-Contract Services-Summer Bridge Retreat for 9th grade	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A2.9: Targeted School Improvement Support	5826	n/a	n/a	n/a	302-21	302
\$1,500.00	Intensive School Support	Clerical and classified support for extended time for teachers	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A2.9: Targeted School Improvement Support	2225	n/a	n/a	n/a	302-22	302
\$15,000.00	Intensive School Support	Extra pay for teachers for credit recovery, professional development, collaboration with social emotional staff	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A2.9: Targeted School Improvement Support	1122	n/a	n/a	n/a	302-23	302

<b>School Name:</b> Fremont High School					<b>School ID:</b> 302					
Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$3,000.00	Intensive School Support	Counseling support for credit recovery, twilight school,	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A2.9: Targeted School Improvement Support	1222	n/a	n/a	n/a	302-24	302
\$25,000.00	LCFF Concentration	Consultants for professional development for SEL, classroom management	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	302-25	302
\$54,762.78	LCFF Supplemental	community organizations to provide support to our smaller newcomer groups - change in July	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A4.3: Newcomer Programs	n/a	COMMUNITY ASSISTANT BILINGUAL	COMABI0027	1	302-26	302
\$97,070.19	LCFF Supplemental	Case Manager-will become a TSA to coordinate newcomer program	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A4.3: Newcomer Programs	n/a	TCHR TSA 11 MONTH - 12 PAY	T11TSA9999	1	302-27	302
\$42,263.07	LCFF Supplemental	Journalism teacher to support Media Academy	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. (Schoolwide)	A1.1: Pathway Programs	n/a	TEACHER 11MONTHS 12-PAY	TCHR119999	0.5	302-28	302
\$84,526.12	LCFF Supplemental	CCTL-focus on literacy by coaching teachers and providing instruction to low performing students	Common Core Teacher Leaders providing instructional support for teachers and students focused on literacy achievement for LTELs and English only students (Schoolwide)	A3.2: Reading Intervention	n/a	TEACHER 11MONTHS 12-PAY	TCHR119999	1	302-29	302
\$89,829.00	LCFF Supplemental	INTRPRGM AAMA Manhood Development Facilitator-to mentor, provide services to AA males in order to increase attendance, academic achievement	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A2.2: Social Emotional Learning	5733	n/a	n/a	n/a	302-30	302
\$24,260.00	LCFF Supplemental	Interprogram School Psychologist-An additional day to support COST and case manager referrals	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A5.2: Health and Wellness (Mental & Physical Health)	5734	n/a	n/a	n/a	302-31	302
\$10,000.00	LCFF Supplemental	Books other than textbooks-targeted for newcomer support, EL, LTEL students, summer program,AAMA program,	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. (Schoolwide)	A3.2: Reading Intervention	5736	n/a	n/a	n/a	302-32	302
\$1,792.00	LCFF Supplemental	Surplus funds to be allocated in Fall 2016.	n/a	n/a	4399	n/a	n/a	n/a	302-33	302
\$10,000.00	LCFF Supplemental	Interprogram Restorative Justice Coordinator-Support for improvement of culture/climate; support training of new teachers/staff, coordinate peer mediation	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A2.2: Social Emotional Learning	4200	n/a	n/a	n/a	302-34	302
\$34,971.58	LCFF Supplemental	Materials and supplies to support newcomer program, LTEL, AAMA program, 9th grade literacy, summer program, credit recovery	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	302-35	302

<b>School Name:</b> Fremont High School				<b>School ID:</b> 302						
Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$20,000.00	Measure G (School Libraries)	Equity and access to library materials	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. (Schoolwide)	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	302-36	302
\$22,000.00	Measure G (School Libraries)	Equity and access to technology and library support	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. (Schoolwide)	A2.3: Standards-Aligned Learning Materials	4420	n/a	n/a	n/a	302-37	302
\$18,163.19	Measure G (TGDS)	Substitute for alternate observers, peer observations	New site-based governance team focused on new teacher support and professional development (Schoolwide)	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP0478	0.5	302-38	302
\$31,302.01	Measure G (TGDS)	Stipends for alternate TGDS observers	New site-based governance team focused on new teacher support and professional development (Schoolwide)	A2.6: Teacher Evaluation	1150	n/a	n/a	n/a	302-39	302
\$38,104.97	Measure N Parcel Tax	College and Career Counselor-provides support and coordination of district college and career requirements and activities	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A1.3: A-G Completion	n/a	COORD COLLEGE&CAREER READINESS	12CCCR9999	0.25	302-40	302
\$73,648.52	Measure N Parcel Tax	Family Engagement-community organizations	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A6.5: Academic Parent-Teacher Communication & Workshops	n/a	COMMUNITY RELATIONS AST I BIL	CMRAIB9999	1	302-41	302
\$148,644.24	Measure N Parcel Tax	Work Based Learning coordinator-develop student internships for all pathways	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A1.1: Pathway Programs	n/a	COORDINATOR WORK BASE LEARNING	CORWBL9999	1	302-42	302
\$84,526.12	Measure N Parcel Tax	Computer Science-provide foundational and accelerated instruction for CTE students;develop course for math credit as an A-G course	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A1.1: Pathway Programs	n/a	TEACHER 11MONTHS 12-PAY	TCHR119999	1	302-43	302
\$42,263.07	Measure N Parcel Tax	Architecture-to enhance and increase rigor in Architecture Academy; accelerated class; develop articulation with postsecondary (Laney College construction)	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A1.1: Pathway Programs	n/a	TEACHER 11MONTHS 12-PAY	TCHR119999	0.5	302-44	302
\$84,526.12	Measure N Parcel Tax	Pathway program instructor-Architecture	Additional path for learning about construction, wider range of skillsets in construction (fine woodworking/design-build) (College Prep & Architecture)	A1.1: Pathway Programs	n/a	TEACHER 11MONTHS 12-PAY	TCHR119999	1	302-45	302
\$24,946.03	Measure N Parcel Tax	Architecture Pathway Instructor	Additional path for learning about construction, wider range of skillsets in construction (fine woodworking/design-build) (College Prep & Architecture)	A1.1: Pathway Programs	n/a	TEACHER 11MONTHS 12-PAY	TCHR110054	0.3	302-46	302
\$83,565.03	Measure N Parcel Tax	Media Academy Pathway Instructor	Updated CTE course sequence to reflect industry developments in digital media and production (Media)	A1.1: Pathway Programs	n/a	TEACHER 11MONTHS 12-PAY	TCHR110062	1	302-47	302
\$12,647.00	Measure N Parcel Tax	Books other than textbooks-dual enrollment and concurrent enrollment textbooks for students; CTE support for all pathway courses	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. (Schoolwide)	A1.1: Pathway Programs	4200	n/a	n/a	n/a	302-48	302

School Name: Fremont High School				School ID: 302						
Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$21.90	Measure N Parcel Tax	Will add to materials and supplies	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. (Schoolwide)	A1.1: Pathway Programs	4300	n/a	n/a	n/a	302-49	302
\$20,000.00	Measure N Parcel Tax	Support learning materials in schoolwide pathway programs	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. (Schoolwide)	A1.1: Pathway Programs	4310	n/a	n/a	n/a	302-50	302
\$27,000.00	Measure N Parcel Tax	Pathway Coach-to support the development and coordination of the career pathways and support the development of communities of practice with the pathway teacher teams	New site-based governance team focused on new teacher support and professional development (Schoolwide)	A1.1: Pathway Programs	5708	n/a	n/a	n/a	302-51	302
\$40,000.00	Measure N Parcel Tax	Consultants-Seeds of Awareness-support for 9th grade-SEL for Advisory; Multilingual support; Newcomer-refugee support	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	302-52	302
\$20,000.00	Measure N Parcel Tax	Non-contracted services for career-based field trips, college visits, campus tours, admission fees	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A1.3: A-G Completion	5826	n/a	n/a	n/a	302-53	302
\$38,000.00	Measure N Parcel Tax	Teacher Extra Pay- Measure N planning, senior capstone mentorship, cross-disciplinary curriculum and project-based learning development	Senior Graduation Capstone Project (Schoolwide)	A2.10: Extended Time for Teachers	1122	n/a	n/a	n/a	302-54	302
\$140,220.00	Partnership Academy	Surplus funds to be allocated in Fall 2016.	n/a	n/a	4399	n/a	n/a	n/a	302-55	302
\$75,503.61	Program Investment	Teacher Extra Pay-, senior capstone mentorship, cross-disciplinary curriculum and project-based learning development, summer school, and twilight recovery programs, allocated according to intervention and acceleration	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A1.5: Summer Learning	1122	n/a	n/a	n/a	302-56	302
\$59,317.31	Title I Basic	Extend case management services to 10th grade in continuation from 2015-16 th grade.	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A2.9: Targeted School Improvement Support	n/a	CASE MANAGER	CSEMGR9999	0.6	302-57	302
\$7,715.83	Title I Basic	Books other than textbooks- support for academic intervention for 9th grade; credit recovery	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. (Schoolwide)	A3.2: Reading Intervention	4200	n/a	n/a	n/a	302-58	302



<b>School Name:</b> Fremont High School				<b>School ID:</b> 302						
Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$25,000.00	Title I Basic	Supplemental materials and supplies to support low-performing students in core classes	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. (Schoolwide)	A5.4: Root Causes of Chronic Absence	4310	n/a	n/a	n/a	302-59	302
\$10,000.00	Title I Basic	Computers-Desktops and Chromebooks to support credit recovery and academic support programs	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. (Schoolwide)	A5.4: Root Causes of Chronic Absence	4420	n/a	n/a	n/a	302-60	302
\$50,000.00	Title I Basic	Interprogram Counselor-direct services to low-income, particularly newcomer students to support stay in school and academic achievement	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A4.3: Newcomer Programs	5732	n/a	n/a	n/a	302-61	302
\$8,842.61	Title I Basic	Teacher Extra Pay-for participation in curriculum and professional development	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. (Schoolwide)	A2.5: Teacher Professional Development for CCSS & NGSS	1122	n/a	n/a	n/a	302-62	302
\$2,163.89	Title I Parent Participation	Materials and supplies for parent education	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A3.3: Family Engagement focused on Literacy Development	4310	n/a	n/a	n/a	302-63	302
\$2,000.00	Title I Parent Participation	Meeting refreshments for Parent education activities in support of student achievement:graduation, college and career readiness	Increased focus on target populations with social emotional supports: case management, restorative justice,academic intervention and acceleration (Schoolwide)	A6.5: Academic Parent-Teacher Communication & Workshops	4311	n/a	n/a	n/a	302-64	302



### School Site Council Membership Roster – High School

School Name: Fremont High School

School Year: 2015-16

Chairperson : Carlos Castro	Vice Chairperson: Alejandra Baez
Secretary: Agnes Zapata	LCAP Parent Advisory Nominee:* Alejandra Baez
LCAP EL Parent Advisory Nominee:* Ana Rodriguez	LCAP Student Nominee:* Bianca Ramirez

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Pamela Watson	x				
Carlos Castro				x	
Alejandra Baez				x	
Ana Rodriguez				x	
Bianca Ramirez					x
Daniela Reynosa					x
David Contreras					x
Lawana Wyatt			x		
Ji Lee		x			
Asedo Wilson		x			
Michelle Gonzalez		x			
Javier Garcia		x			

Meeting Schedule (day/month/time)	11/03/2015 7.pm
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**SSC Legal Requirements: (Ed. Code 52852)**

- Members MUST be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- There must be an equal number of students and Parents/community members
- Majority of school staff members must be classroom teachers;
- Students are required to be members of the High School SSC**
- Parent/community members cannot be OUSD employees at the site.

1-Principal  
4-Classroom Teachers  
1-Other Staff  
**Or**  
3-Parent /Community  
3 High School Students

\*Please submit members' and nominees' contact information to [raquel.jimenez@ousd.org](mailto:raquel.jimenez@ousd.org)

Revised 9/2/2015

Print student name \_\_\_\_\_

## Fremont High School

2015-2016

### School and Home Promise

<p><i>To prepare our students for college and life, as a school, we will:</i></p> <ul style="list-style-type: none"><li>• Have high expectations for every student</li><li>• Motivate all students to learn</li><li>• Teach challenging and engaging lessons</li><li>• Communicate regularly with families about their child's progress</li><li>• Welcome you and treat you with respect as a partner in your child's education</li><li>• Contact parent/guardian promptly if difficulties arise</li></ul>	<p><i>As a parent/guardian, I will:</i></p> <ul style="list-style-type: none"><li>• Talk to my child regularly about the value of education</li><li>• Make sure that my child attends school every day, on time, with a book bag and school supplies</li><li>• Make sure my child does his/her homework</li><li>• Support the school's discipline and dress code</li><li>• Ensure that my child gets adequate sleep, regular medical attention and proper nutrition</li></ul>	<p><i>As a student, I will:</i></p> <ul style="list-style-type: none"><li>• Bring a book bag, school supplies, and required books</li><li>• Come to class every day, on time,</li><li>• Do my class assignments and homework</li><li>• Know and follow the school and class rules</li><li>• Ask for help when I need it</li><li>• Show respect for myself, others, and my environment, and be responsible for my behavior</li></ul>
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Principal \_\_\_\_\_ Parent \_\_\_\_\_ Student \_\_\_\_\_ Date \_\_\_\_\_

Nombre del alumna: \_\_\_\_\_

# Fremont High School

2015-2016

## Escuela y el hogar Promise

<p>Para preparar a nuestros estudiantes para la universidad y la vida , como una escuela , haremos lo siguiente:</p> <ul style="list-style-type: none"><li>• Tener altas expectativas para todos los estudiantes</li><li>• Motivar a todos los estudiantes para aprender</li><li>• Enseñar lecciones desafiantes y atractivas</li><li>• Comunicarse regularmente con las familias sobre el progreso de su hijo</li><li>• Le damos la bienvenida y te tratan con respeto, como un socio en la de su hijo educación</li><li>• Contactar a los padres / tutores de inmediato si se presentan dificultades</li></ul>	<p>Como padre / tutor , yo:</p> <ul style="list-style-type: none"><li>• Hablar con mi hijo regularmente sobre el valor de la educación</li><li>• Asegúrese de que mi hijo asista a la escuela todos los días, a tiempo , con una</li><li>• La bolsa de libros y material escolar</li><li>• Asegúrese de que mi hijo hace su / sus deberes</li><li>• Apoyar código de disciplina y vestimenta de la escuela</li><li>• Asegúrese de que mi hijo duerma lo suficiente , la atención médica regular y</li><li>• nutrición apropiada</li></ul>	<p>Como estudiante , yo:</p> <ul style="list-style-type: none"><li>• Llevar una bolsa de libros , útiles escolares y libros requeridos</li><li>• Ven a clase todos los días, a tiempo ,</li><li>• ¿Mis trabajos de clase y las tareas</li><li>• Conocer y seguir las reglas de la escuela y de clase</li><li>• Pida ayuda cuando la necesite</li><li>• Mostrar respeto por mí mismo , los demás y mi entorno , y estar</li><li>• responsable de mi comportamiento</li></ul>
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Director \_\_\_\_\_ Padres \_\_\_\_\_ Alumno \_\_\_\_\_ Fecha \_\_\_\_\_

## Title I School Parental Involvement Policy 2015 - 2016

Fremont High School has developed a written Title I parental involvement policy with input from Title I parents. We held monthly SSC meetings & met with parents on our Saturday events. It has distributed the policy to parents of Title I students. We have a copy posted in the main office and we distributed SSC meeting. The policy describes the means for carrying out the following Title I parental involvement requirements.

### **Involvement of Parents in the Title I Program**

Fremont High School agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title I Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title I Plan.

*At Fremont, we communicate with our parents via Flyers, Messenger Calls, and parent meetings. The Title I meeting will be announced at the SSC meetings. The meeting will be in the afternoon/early evening given most of our parents work during the day.*

- Offer a flexible number of meetings for parents.

*Our SSC meetings are in the early evening but we do have other avenues to for our parents. We have ESL classes for our parents during the day and we have coffee with the school community several every month We also have 5 planned Saturday Interventions when parents can come and talk to teachers and staff and receive update on programs at Fremont.*

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I Parent Involvement Policy.

*At Fremont, we communicate with our parents via Flyers, Messenger Calls, and parent meetings. The Title I meeting will be announced at the SSC meetings. The meetings are in the afternoon/early evening given most of our parents work during the day.*

- Provides parents of Title I students with timely information about Title I programs.

*Information about services provided is done through the various parent meetings.*

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

*At Fremont, we communicate with our parents via Flyers, Messenger Calls, and parent meetings, SSC, etc. The meetings will be in the afternoon/early evening given most of our parents work during the day. We also have 5 planned Saturday Interventions when parents can come and talk to teachers and staff and receive update on programs at Fremont. We also hold individual meetings with parents. (Student Success Meetings).*

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating the education of their children.

Student Success Meetings are scheduled by teachers or parents after school so that most or all of the student's teachers can attend the meeting.

## **School-Parent Compact**

Fremont has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

### **Building Parent Capacity for Involvement**

Fremont engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - 1) The State of California's academic content standards
  - 2) The State of California's student academic achievement standards
  - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  - 4) Academic proficiency levels students are expected to achieve
  - 5) How to monitor their child's progress, (Jupiter Grades and ABI)

*Our monthly SSC meetings are in the early evening but we do have other avenues to for our parents. At SSC meetings, parents are given information about the district/state content standards and the district and state graduation requirements. We have 5 planned Saturday Interventions when parents can come and talk to teachers and staff and receive update on programs at Fremont. This time is also used to individual student progress and assessments.*

*In partnership with several community organizations, parents and students are offered financial aid and college going workshops.*

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

*Materials and training opportunities are offered throughout various venues. We have presently trained 5 parents to implement spring workshops.*

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

At Fremont we have 3 monthly professional development sessions per month and monthly faculty meetings. Pertinent issues are shared out and discussed with staff at these sessions.

Two parent engagement workshops are planned for our staff.

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

*At Fremont we have a Family Center that coordinates and integrates activities/or our school. We also allocated funds for a Community Assistant to better the community with our parents.*

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

*We provide translation services at our meetings and the materials and phone messages are in English and Spanish, our major language spoken.*

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

We provide refreshments, translation services and on occasions child supervision services. We also meet with the parent representatives in support of the monthly meetings.

### Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
- *We provide translation services at our meetings and the materials and phone messages are in English and Spanish, our major languages spoken on campus. We also meet with parents at various times of the day to increase parent involvement and parent communication. Our parent center is easily accessible as it is on the first floor.*

### Adoption

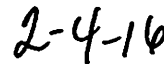
This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by the following.

We held monthly SSC meetings, and we held our children participation in Title I informational meeting on October 26, 2015.

This Policy was adopted by Fremont High School Site Council on October 26, 2015 and will be in effect for the period of 2015-16. The school will distribute the policy to all parents of participation Title I, Part A, children on or before 2/19/2016. It will be made available to the local community on or before 2/26/2016. Fremont High School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide in a language the parents can understand.



Principal's Signature



Date