2020-2021 MEASURE N BUDGET

School: **FREMONT HIGH SCHOOL**

Resource	Allocation	Total Expended	Total Remaining
Measure N	$710,600.00	$710,600.00	$0.00

Site #:   **302**

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
302-1	Fund .40 FTE for 2 new classes of Chem SEI to support 11th grade Newcomers, specifically SIFE in sheltered science classes; new classes from last year after low pass rates with Newcomers in Gen Ed science classes Fund .40 FTE for the Chemistry teacher to ensure science cohorting of 10th grade students in the Architecture academy, in addition to English, history, and CTE classes. (KG Vacancy) These additional	$73,600.00	1105	Certificated Teachers' Salaries	CHEM Teacher	.80 FTE	Media/Architecture
302-2	Fund .60 FTE for Science SEI to support 10th grade Newcomers, specifically SIFE in sheltered science classes; new classes from last year after low pass rates with Newcomers in Gen Ed science classes. These additional sections are necessary in order for cohorting and newcomer students to be integrated in and have access to the CTE and pathway courses. Fund .20 FTE for Media Collaboration to align curriculum to pathway and industry standards. (A.L)	$72,056.00	1105	Certificated Teachers' Salaries	Science Teacher	.80 FTE	
302-3	Fund .60 FTE for Science SEI to support 10th grade Newcomers, specifically SIFE in sheltered science classes; new classes from last year after low pass rates with Newcomers in Gen Ed science classes. These additional sections are necessary in order for cohorting and newcomer students to be integreated in and have access to the CTE and pathway courses. Fund .20 FTE Media Collaboration to align curriculum to pathway and industry standards. (E.N)	$73,297.00	1105	Certificated Teachers' Salaries	Science Teacher	.80 FTE	
302-4	Fund 1.00 FTE for the CTE Media Teacher to provide a full teaching line to mainstream and newcomer students.	$92,000.00	1105	Certificated Teachers' Salaries	CTE Media Teacher	1.00 FTE	Media
302-5	Fund .40 FTE for 1 prep period for science department leadership coaching AND Media academy co-director responsibilities, and 1 period of new science credit recovery model where students who have previously failed a class can raise grades to passing (or a-g eligibiility) over the course of 6-week marking period. Fund .40 FTE for chemistry teacher to ensure science cohorting of 10th grade students in the Media academy, in addition to English, history, and CTE classes. (AT)	$77,760.00	1105	Certificated Teachers' Salaries	Chem Teacher	.80 FTE	

302-6	Fund .40 FTE for history teacher to provide Government SEI to support 12th grade Newcomers, specifically SIFE in sheltered science classes. These additional sections are necessary in order for cohorting and newcomer students to be integreated in and have access to the CTE and pathway courses. Fund .40 FTE for U.S. teacher to ensure history cohorting of 11th grade students in the Media academy, in addition to English, science, and CTE classes."	$92,000.00	1105	Certificated Teachers' Salaries	Intervention Teacher	1.00 FTE	
302-7	Fund 1.00 FTE for the College and Career Readiness Specialist - To ensure that 100% of seniors fill out a FAFSA application, explore career options, and explore post secondary colleges/universities/trade-schools.	$100,000.00	2205	Classified Support Salaries	CCRS	1.00 FTE	
302-8	Fund .50 FTE for the Pathway Coach -to support restructuring of pathways, lead effective pathway SLCs, and align CTE courses with subject areas.	$80,299.00	2305	Classified Supervisors' and Administrators' Salaries	Pathway Coach	.50 FTE	
302-9	Purchase of Computers / Technology: would enable students to have the adequate software and technoogical tools to use in CTE classes to be able to complete and run industry-level software and tasks (Architecture / Construction).	$9,794.00	4420	Computer < $5,000			Architecture
302-10	Purchase of Construction CTE Supplies and Equipment : wood, power tools, and other essentials needed for our woodshop especially to support the 9th grade wheel courses.	$15,000.00	4310	School Office Supplies			Architecture
302-11	Transportation Costs for College and Career Exploration Visit: Students will participate in a College and Career Exploration. Students will explore academic programs that align with Fremont's pathways (e.g. Graphic Design BA) to support successful post-secondary transitions. Funding will be used for transportation and admission.	$8,794.00	5826	External Work Order Services	N/A	N/A	Media
302-12	Tech Exchange Computers/Supplies: Purchase of tablets or refurbished computers to support students in having access to industry-grade digital media technology and software to be able to complete industry-level design tasks and projects.	$15,000.00	4420	Computer < $5,000	N/A	N/A	Media
302-13	Purchase of Media Software Licenses: Media students will require access to several software resources that will support film making, video editing, and photography.	$1,000.00	5846	Licensing Agreements	N/A	N/A	Media

School:	FREMONT HIGH SCHOOL		School ID:	302

School Description

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

School Mission and Vision

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

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

School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	51.9%	48.1%	99.1%	95.5%	57.0%	15.5%	9.0%	6.0%	0.0%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	18.7%	0.5%	4.1%	68.3%	0.8%	2.8%	2.4%	0.8%	33.6%
Target Student Population	Which student population will you focus on in order to reduce disparities?			African-American					

SCHOOL PERFORMANCE GOALS AND INDICATORS

Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	58.6%	Not Available	63.60%				
Four-Year Cohort Dropout Rate	32.3%	Not Available	27.3%				
A-G Completion	52.9%	Not Available	57.9%				
On Track to Graduate- 9th Grade	60.3%	Not Available	68.3%				
Percentage of students who participated in at least 1 Work-Based Learning activity	34.6%	16.5%	66.0%				
Percentage of students who have passed dual enrollment courses with a C- or better	79.7%	80.3%	85.0%				
Percentage of students in Linked Learning pathways	74.4%	64.0%	80.0%				
Target Student Population Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	78.9 %	Not Available	83.9%				

Four-Year Cohort Dropout Rate	10.5 %	Not Available	15.5%				
A-G Completion	26.3%	Not Available	31.3%				
On Track to Graduate - 9th Grade	40.5%	Not Available	50.5%				
Percentage of students who participated in at least 1 Work-Based Learning activity	28.1%	6.6%	66.0%				
Percentage of students who have passed dual enrollment courses with a C- or better	79.5%	77.0%	82.0%				
Percentage of students in Linked Learning pathways	63.0%	91.7%	92.0%				

ROOT CAUSE ANALYSIS

Indicator	Strengths	Highest Leverage Challenge *What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?*	Root Cause Analysis *What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?*
Four-Year Cohort Graduation Rate	Has improved slightly over the past two years, and disaggregating for Newcomers shows disparity between Gen Ed graduation rate and Newcomer 4-year cohort grad rate (~34%). Newcomer grad rate has also improved significantly over the past 4 years.	Instability outside of school; many Newcomer students pulled to work, especially those that start with us close to 18 years old; we have a high percentage of transfer, JJC, foster youth that battle housing and home instability - highly transient population that we can't track. Newcomer students significantly skew the graduation and drop-out rate data. Exluding for Newcomers, our African-American students have a higher drop-out rate and lower graduation rate than other ethnicities.	We have students that will not be able to graduate within a traditional school structure. Alternative and flexible scheduling that would allow students to meet family/survival needs out of school while continuing on path to graduation; Pathway team structures to allow staff to work together to best support students through pathway cohorts, but needs to be a more effective process between teacher teams, case managers, counselors, and admin. We have a lot of adults who love our students, but there is much need and we need to maximize our efforts to support students. Our pathway structure is the most effective way to bring all relevant staff together during working hours and collectively strategize how to support students. One student may be able to earn credit towards graduation through our newly established credit recovery programs, but another student may need a different intervention strategized by the team. African-American students and families need to believe that staff and teachers care about their well-being and we need more African American staff to help students and families believe that they are represented in the school as well and can reach out to staff for support.

Four-Year Cohort Dropout Rate	Support students to graduate from Fremont, and track progress to help transition to Alt Ed who will be unable to graduate from Fremont in 4-years; clear graduation progress and options with parents/guardians, students, and teachers	Attendance and tracking students that are in-danger of dropping out and are not attending school. We lose students that we cannot communicate with student/family. Newcomer students significantly skew the graduation and drop-out rate data. Exluding for Newcomers, our African-American students have a higher drop-out rate and lower graduation rate than other ethnicities.	We have students that will not be able to graduate within a traditional school structure. Alternative and flexible scheduling that would allow students to meet family/survival needs out of school while continuing on path to graduation; Pathway team structures to allow staff to work together to best support students through pathway cohorts, but needs to be a more effective process between teacher teams, case managers, counselors, and admin. We have a lot of adults who love our students, but there is much need and we need to maximize our efforts to support students. Our pathway structure is the most effective way to bring all relevant staff together during working hours and collectively strategize how to support students. One student may be able to earn credit towards graduation through our newly established credit recovery programs, but another student may need a different intervention strategized by the team. African-American students and families need to believe that staff and teachers care about their well-being and we need more African American staff to help students and families believe that they are represented in the school as well and can reach out to staff for support.
A-G Completion	Multiple avenues (summer and built-in to schedule) for credit recovery and for students to become a-g eligible even after first attempt at required courses; CCRS, counselors, and 12th grade advisors strong communicators with students and families and encourage students to work towards a-g eligibility	Supporting students in early grades to understand the importance of earning C's and above and to see college as a viable option for them and the paths to get there	Increase pass rate (C- and above) in a-g courses, specifically gatekeeper courses that put many students off track (algebra 1, geometry, English 1-2, biology, chemistry)

On Track to Graduate - 9th Grade	9th grade on-track rate has improved by 5-10% each year since 2016; 9th grade interventions are being tracked for efficacy by 9th grade team and compared to 9th grade on-track rates	Retention of low-skilled and/or unmotivated students. Students that fail more than one core class during 9th grade and/or struggle to find success or meaning in their academics during their freshman year are most at-risk to drop out or transfer to Alt. Ed.	Students feel disconnected from school both academically and socially. We have worked hard to create a more welcoming transition to high school for our incoming 9th grade students, beginning in the summer before 9th grade. We are currently working hard to implement more consistent, aligned, and effective interventions (both academic and SEL) as well as improving student experience in early grades will help increase the retention rate of our 9th grade students through to graduation. We lose some African-American students early in their high school career (to drop-out or transfer) or, we don't lose them but they fall so far off-track that eventually they need to transfer to an Alt Ed school to graduate.
Percentage of students who participated in at least 1 Work-Based Learning activity	Students in pathways 10-12th grades all exposed to at least one WBL activity through CTE classes each year; full WBL continuum represented in WBL activities building vertically (i.e. guest speakers and site visits in early grades to paid internships in later grades); all students participate in mock-interview day (11th grade) and formal career preparation activities throughout high school experience	Students need to provide for themselves and/or families. Some meaningful internship and career exploration opportunities take considerable time that students may not be able to afford if they are dependent on their income earned outside of school. I think our low numbers for WBL participation this year (for all students and target population) reflect more a systemic challenge of tracking as opposed to actual lack of participation.	To survive, or to provide for those they love, we have students who must choose work over school. Providing stipends for students to engage in career development and internship opportunities to encourage and/or enable them to prioritize the time and experience; Increased awareness of post-secondary career options as well as paths to those options through education or technical training programs. When students see potential value or relevance in a program or experience they will be more motivated in school and in prioritizing college/career exploration
Percentage of students who have passed dual enrollment courses with a C- or better	Nearly all students have passed DE courses; including remedial college courses (English 1a); students with extenuating circumstances usually able to withdraw in time; We are able to offer a minimum of 3 dual-enrollment courses per semester	Funding to provide these opportunities in the master schedule. We ensure all DE courses have a Fremont teacher of record to support student success and collaboration with the Peralta instructor. We would love to offer more DE options for students, but not at the expense of FTE needed for core curriculum	More students need access to Dual-Enrollment opportunities, both ones they elect into, but also those that they are required per their pathway program of study. We believe students can take pathway required courses and earn dual-enrollment credit simultaneously. Increase access to Dual-Enrollment courses; build more sections of Dual-Enrollment into the master schedule so that the pathway sequence of courses also gives students multiple opportunities to earn college credits; offer DE courses that align with 4-year college requirements and provide support for student success in those courses

Percentage of students in Linked Learning pathways	The 9th grade CTE wheel involves nearly all students in a CTE program of study throughout their high school experience and gives them a better sense of their pathway options in 10th-12th; nearly all 10th-12th grade students participate in CTE program of student for either pathway; all students cohorted by Small Learning Community (SLC) including two Linked Learning pathways, 9th grade house, and Newcomer program.	Lack of funding for sufficient CTE and core content teachers to allow for all students to fully participate in the pathway experience. For example, 9th grade Newcomer students not included in CTE wheel; some 10th grade Newcomer students don't have the option of taking a CTE course; some SDC students opt out of the CTE sequence; and lack of budgeted FTE to allow for clean cohorting of teachers by pathway or SLC. It is unclear why there was such low participation of African American students in 2018-19 (63%), though my suspicion is that is a reflection of SDC students opting out of CTE courses and the pathway program of study that year. African-American students are equitably integrated to both pathways.	We need more FTE to align teachers into pathway teams than are currently provided by base funding. Greater understanding of funding needed at the comprehensive high school level to support pathway cohorting and CTE for all. Especially within the complexity of multiple intersecting programs (i.e. Newcomer, SpEd, credit recovery) with the pathway program of study.

2020-2021: YEAR ONE ANALYSIS	
Strategic Actions	
Strategic Actions *What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?*	**What evidence will you look for to know you are successful?**
Increase the quantity and improve the quality of college and career exploration opportunities for all students	Maintain or increase the number of visits to 2-year and 4-year colleges - all students have at least one opportunity for college exploration during each grade level (during 2019-20, there was at least one college visit opportunity for each grade-level and each pathway and 9th grade); # students participating in paid internships increases, and includes more internships which occur during the year in addition to ECCO and summer internship opportunities (in previous years we have doubled the number of students receiving paid summer internships and hold funding for this purpose each year, this year should be comparable to last summer with ~20-30 students per Achitecture and Media pathways, and Newcomer programs respectively
Ensure staffing and master schedule allows for cohorting of teachers and students by pathways, for at least CTE, English, history, and science classes (in both general ed and sheltered English classes)	Pathway teams hold primary responsibility for student support through collaboration meetings and coordination with support staff, including dedicated case manager; Admin regularly attends team meetings and helps to hold accountability for team member participation; Pathway directors check-in bi-weekly with admin and pathway coach to support their facilitation of the pathway team's work; Pathway directors use summer planning time to flesh out scope and sequence for professional learning and collaboration for the year, with feedback from admin team and lead team; Agendas for pathway team bi-weekly meetings during Wednesday collaboration time, include focus on high-need students through discipline analysis and COST referrals and strategizing for team 2.0 students (students on the cusp of GPA eligibility); Pathway intervention monthly data trackers completed by pathway case manager and reviewed and updated by pathway teachers during bi-weekly team meeting; Participation of at least 90% of pathway students in student-led conferences with their advisor (pathway teacher) and parent/guardian about progress toward graduation and post-secondary goals; Pathway teachers are cohorted allowing teachers to collectively support groups of students within each grade-level; More Newcomer students are able to access the CTE program of study and other pathway programming (WBL experiences, field trips, etc.) than previous years in both sheltered English and General Ed classes
Define mastery across grade-levels and content areas to communicate to students, families, teachers what college and career readiness looks like at Fremont HS	Departments regularly review student grades to monitor trends and a-g/graduation eligibility to revise common grading policy/ies and strategize to improve pass rates; Student portfolio developed through the CTE program of study is populated with career-technical work samples as well as work across core content areas that reflects proficiency with core content skills and standards; Dual-enrollment opportunities lead to industry certifications and apprenticeships and/or fulfill college remedial course requirements.

Support students in finding, securing, and keeping a job	Mock interview day for all 11th grade students, including rubric assessment and feedback from an industry/community partner on interviewing competencies and resume; College and Career Readiness Office serves as a central hub for job opportunities and information about work; # of students who participated in paid (and unpaid) internships through the ECCO summer program and other year-long and summer WBL programs. # of students who work; # of students who obtained a work-permit through the school; # of students who gained employment through school support (including SpEd programs); Dedicated staff person to support student workforce development
Secure resources needed for students to have equitable access to distance/blended learning during school closures, social distancing	Licenses for essential programs needed for CTE classes (i.e. Adobe Suite) accessible remotely for any student to engage in distance learning for CTE classes; Materials and tools available for CTE classes for students to check-out/borrow and use remotely during distance learning (i.e. construction tools, video cameras, etc.); Internet and required device (in some cases PC laptop) provided to any student in need to engaged with learning for CTE and academic core classes during school closure or social distancing schedule.

Budget Expenditures

2020-2021 Budget: Enabling Conditions Whole School

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Fund .40 FTE for 2 new classes of Chem SEI to support 11th grade Newcomers, specifically SIFE in sheltered science classes; new classes from last year after low pass rates with Newcomers in Gen Ed science classes Fund .40 FTE for the Chemistry teacher to ensure science cohorting of 10th grade students in the Architecture academy, in addition to English, history, and CTE classes. (KG Vacancy) These additional sections are necessary in order for cohorting and newcomer students to be integrated in and have access to the CTE and pathway courses.	$73,600.00	1105	Certificated Teachers' Salaries	CHEM Teacher	.80 FTE	Media/Architecture
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Fund .50 FTE for the Pathway Coach -to support restructuring of pathways, lead effective pathway SLCs, and align CTE courses with subject areas.	$80,299.00	2305	Classified Supervisors' and Administrators' Salaries	Pathway Coach	.50 FTE	

ARCHITECTURE ACADEMY

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

PATHWAY QUALITY ASSESSMENT

Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Some ongoing cross-curricular projects, including 10th grade English "Lord of the Flies" unit connected to 10th grade Arch CTE drafting and 3d modeling of the island. Also the 2nd year in a row Lawrence Hall of Science EBAYS has partnered with the Physiology classes to do an air quality testing project to investigate and report on environmental health concerns in the campus (i.e. need for proper ventilation and dust collection in construction spaces) and around the neighborhood.	Academy small learning community team as a whole is not engaged in cross-curricular projects or connections to the academy industry theme. Some ideas and proposed projects and units have been explored, but not yet implemented for other content areas not mentioned in the strengths.	Getting a head start on project planning in late spring and summer, so that "core" teachers can start building the cross-curricular projects into their planning for the next school year. Potentially hosting a summer teacher institute led by Civic Design Studio, touring the sites of community projects and reviewing and giving feedback on work summer interns are producing.
CTE (pages 3,4,5 of rubric)	Highly embedded industry partner involvement in CTE. Projects are relevant to careers and connected to real needs in the community, for example designing, prototyping and getting feedback from clients, and manufacturing furniture, structures, and art installations for Chinatown merchants, elder home, and Brooklyn Basin affordable housing development in collaboration with industry/community partner Civic Design Studio. Laney College dual enrollment Wood Tech class embedded as part of 11th grade CTE, as well as offered as an additional academy elective.	Not every student is able to take all 3 years of the CTE sequence due to other requirements, constraints with newcomer cohorting, and staffing limitations on the number of CTE sections available.	Refine recommendation and placement process for 10th graders in the spring for specialization in the 11th grade CTE strands.
WBL (page 6 of rubric)	Many integrated guest speakers, career fairs, trades fairs, site visits, and projects associated with skills and careers. Solid summer internship programs in the field, such as Cypress Mandela, BART, EBMUD. Developing a pre apprenticeship program.	All students don't necessarily realize the WBL experiences are part of a sequenced, developmental arc integral to the program. Oftentimes students opt out or it is challenging for staff to convince some students to join trips and events.	Developing an academy "Pocket Guide" or even digital app in the future, which students receive upon entering the academy as well as each year, outlining activities, events, projects, and trips that are part of the program with the expectation that students participate. Introducing some intentional WBL experiences such as guest speakers in the 9th grade wheel.

Comprehensive Student Supports (page 7 of rubric)	Regular student intervention conversations in bi-weekly meetings with SLC and case manager, reports, tracking, SWAG student newsletter with shout-outs celebrating student successes, awards events and celebrations.	Roundtables with families--could do them more. The team has tried a lot of interventions but could do more exploration and data collection to pinpoint what is working and most effective.	Student empathy interviews to find out what is most supportive from their perspective.
Pathway Student Outcomes (page 2 of rubric)	Strong, equitable academy application and selection process that has been in place for several years, anchored by a 12-week 9th grade "wheel" elective rotation through the academies, which has been in place for 3 years.	Continuing to get clearer on how to implement 3 strands within the pathway: architecture, gen construction/carpentry, and wood technology/fine woodworking.	Revisit the MN rubric and self-assessment with the SLC team at the summer teacher institute and/or start of the fall semester. Refine recommendation and placement process for 10th graders in the spring for specialization in the 11th grade CTE strands.

2020-2021: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**What evidence will you look for to know you are successful?**
All pathway students in full CTE sequence to accommodate increase in enrollment numbers plus fully integrated NEST and SpED.	Hire of an additional CTE teacher for a total of 4 to teach sections 9-12th. Enrollment grows to 1200 students, allowing for full cohorts of students in each grade level (9th-12th)
Clearer path toward specialization in the pathway strands, and mapping career goals.	Students have greater agency and choice especially going into 11th grade CTE. Clear and effective application/survey process to place rising 11th graders. 12th grade exit interview shows that students were informed and supported to develop their path and they can identify career and skill sets they gained in the program. Mastery of advanced skills shown through demonstration in senior MC3 class.
Integrated projects have become signature projects in specific courses and grade levels. Academic core classes and career technical learning is more seamless.	Teachers in all content areas have experienced learning from an industry/community partner, collaborating with teammates in other courses to design, plan, and implement projects. There is a bank of student exemplar projects for each grade level.

Pathway Strategic Actions

Strategic Action *What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?*	**What evidence will you look for to know you are successful?**
Developing a common baseline and agreement on the SLC team for what a CTE-aligned pathway-related project entails	SLC teachers have multiple years of stipended work learning from and collaborating with industry/community partner Civic Design Studio and/or Lawrence Hall of Science, with a bank of project curricula, student exemplars, and event documentation.
The "reverse" approach as well: CTE teachers aligning with core academic course curriculum? Exploring ways to build in architecture, construction, woodworking products.	SLC teachers have multiple years of stipended work learning from and collaborating with each other and have developed signature projects and student exemplars.
Development of a reflection, selection and placement process at the end of 10th grade year for rising 11th graders.	Clearly outlined process and timeline culminating in a celebratory event. Student surveys reflect they had understanding and choice in what they want to specialize in for 11th grade, and what kinds of skill sets and learning are entailed in their choice.
Development an academy "Pocket Guide" (or even digital app in the future) which students receive upon entering the academy as well as each year, outlining academy WBL activities, events, projects, and trips that are part of the program with the expectation that students participate.	Higher rates of student participation in trips, events and activities. Surveys show student and family satisfaction with communication, expectations, and programming.

Pathway Budget Expenditures

2020-2021 Pathway Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Purchase of Computers / Technology: would enable students to have the adequate software and technoogical tools to use in CTE classes to be able to complete and run industry-level software and tasks (Architecture / Construction).	$9,794.00	4420	Computer < $5,000			Architecture
Purchase of Construction CTE Supplies and Equipment : wood, power tools, and other essentials needed for our woodshop especially to support the 9th grade wheel courses.	$15,000.00	4310	School Office Supplies			Architecture

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

Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	The structure of our Small Learning Community and bi monthly meetings with the entire pathway staff allow for student-parent-staff collaboration where we monitor a student's personal learning plan. We have an open process for recruiting students for our AP courses. Rubrics are aligned 9-12 for cross curricular CTE projects. We have two offerings for industry aligned dual enrollment courses open to all academy students to further their skill development as well as postsecondary and industry exposure. We are expanding to four offerings of dual enrollment courses for the 2021 school year. The SLC participates in a self-study and cycle of inquiry for continued improvement of the pathway Data is used to inform instruction, improve student outcomes and make program improvements. Advisory Board members provide quarterly feedback on our program of study.	Increase of Cross curricular projects outside of English and CTE. Practice with presentations need to be done throughout the pathway outside of CTE class (prior to 12th grade Capstone Defense)	Continue our partnership with PBS/KQED to provide ongoing teacher support and professional development encouraging non CTE teachers to embed media literacy and digital media products into their current curriculum. Launch a grade level specific student presentation of learning that will open the door for scaling up to senior year capstone presentations. Increase the amount of students participating in concurrent enrollment.
CTE (pages 3,4,5 of rubric)	We have a stabilized CTE sequence to match projected industry growth. All rubrics are aligned 9-12 for cross curricular CTE projects. Seniors create professional portfolios highlighting their growth in CTE along with a personal narrative and resume. Portfolios are reviewed by our industry partners who provide strategic feedback. We provide a Media themed after school program for our pathway with offerings of Computer Science Boot Camps, Social Media and Marketing, DIY & Sell Entrepreneurship Club, Sound Production Bootcamps and Silk Screening.	Current master schedule locks out students out of CTE courses. Not every student is able to take all 3 years of the CTE sequence due to other requirements, constraints and staffing limitations on the number of CTE sections available.	Hiring a fourth CTE teacher to accommodate students who are locked out of the current offerings of CTE course. Launching a student led production company that will allow students to produce products that benefit community based organizations and small business on a sliding scale.

WBL (page 6 of rubric)	We have increased the amount of Media/Communication based internships to provide industry exposure for the school year and summer. Students have opportunities to participate in our Maker-fair, entrepreneurship events, and student film festival. We continue to increase our guest speakers partnering with employees of emerging tech hubs. Our guest speakers return to the classroom as WBL mentors. Using a portfolio model students are able to Identify personal interests, information, and skills necessary for informed career decision making. Students are supported in this work by our school partners and the on campus Advisor led College and Career Information Center. 11th grade students must participate in mock interviews that require to look and act as a professional as well as create a resume and/or a LinkedIn account	Overcoming access and equity challenges. Some Newcomer students and Special Edcuation students have been excluded previously from schoolyear and summer WBL opportunities. Over the past few years we have had greater intergration of SpEd and Newcomer students in schoolyear WBL experiences, and equitable numbers of both groups participating in summer paid internships. Not all students and staff see value in CTE WBL opportunities.	
Comprehensive Student Supports (page 7 of rubric)	We have a Pathway Case Manager who performs wellness checks, home visits and interventions. Strategic Power Hour offerings (and other after school office hours provided) that offers opportunities for students to make up work Student Led Conferences held twice a year with all parents and guardians. Celebratory lunches for students to connect with trained peer leaders from College Summit/Peer Forward. Extended stay College & Career exploration field trips for 10th-12th grade students Community building field trips Expanded Annual Student Leadership field trips Fourth year partnering with College Summit/Peer Forward	With only one case manager assigned to our pathway we are in desperate need of a way to provide more impactful interventions.	Develop a student & parent friendly assessment for the 2020/2021 school year that will allow Case managers and advisors to clearly understand the needs and challenges faced by the students they serve. This tool will allow us to provide strategic support for our high risk students.

Pathway Student Outcomes (page 2 of rubric)	Prior to completing the application for Academy Selections, ninth grade students participate in a rotating Wheel course allowing them to experience pathway specific project based learning. Students build a portfolio of their work while in the course, followed by a virtual tour of the expanded cte and non cte pathway specific offerings as well as peer lead Q&A sessions that reflect the diversity of our program.	Many of the Students enrolled in the ninth grade wheel course have limited digital literacy skills. It is difficult for the wheel teacher to gauge their experience with technology without personalized assessments.	1. Adding a second CTE Media wheel teacher for the 20/21 school year. To allow incoming students to see a broader scope of media based opportunities through project based learning. 2. Implementing a digital literacy assessment for all ninth grade students enrolled in our wheel class. The data will drive future projects, allowing for more focus in the areas that students are struggling with. 3. Structuring our SLC agenda to provide time to review data to continue to align our work to meet the goals of our mission statement with the continued support of student leaders that reflect the diverse learning styles within our pathway.

2020-2021: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**What evidence will you look for to know you are successful?**
Embed a stronger entrepreneurship mindset and WBL opportunities within our CTE courses	Upon completion of the Production facility and the launching of Tiger Productions. All seniors will have at the minimum one WBL project produced for a non profit or small business. We will triple the amount of participants engaged in our bi monthly Farmers Market WBL pop ups. Students 10-12 will have exposure to the process of monetizing work produced in their CTE classes for online sales.
Accommodate all students on campus who seek a career in Digital Media so that they may enjoy the full CTE sequence.	The hiring of a fourth CTE teacher. Ninety percent of media academy seniors enrolled in the third year of the the Media CTE sequence covering both main stream and ELD students.
Industry Specific CTE Certification	All CTE teachers have at the minimum one Adobe Certification (Industry Standard) and will be prepared to offer certification to all students enrolled in their classes for the 2021-2022 school

Pathway Strategic Actions

Strategic Action *What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?*	**What evidence will you look for to know you are successful?**
Continue our partnership with PBS/KQED to provide ongoing teacher support and professional development to increase the embedding of media literacy and digital media products into non cte curriculum.	Every student enrolled in our pathway will have experienced at the minimum one cross curricular project with tangible documentation.
Increase College Exploration	80 percent of students will have three CEV visits physical or virtual to either community colleges, PC and state universities by the end of the 2021 school year.
Implementation of Summer Institute for Rising 10th Grade Students taught by Media CTE Teachers,	Media CTE teachers will lead a co-horts of 5-10 students through a five week summer institute course that covers the three main branches of media/digital media. Participants will show leadership skills in academy classes as measured by teachers and reflection surveys.

Pathway Budget Expenditures

2020-2021 Pathway Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME

Transportation Costs for College and Career Exploration Visit: Students will participate in a College and Career Exploration. Students will explore academic programs that align with Fremont's pathways (e.g. Graphic Design BA) to support successful post-secondary transitions. Funding will be used for transportation and admission.	$8,794.00	5826	External Work Order Services	N/A	N/A	Media
Tech Exchange Computers/Supplies: Purchase of tablets or refurbished computers to support students in having access to industry-grade digital media technology and software to be able to complete industry-level design tasks and projects.	$15,000.00	4420	Computer < $5,000	N/A	N/A	Media
Purchase of Media Software Licenses: Media students will require access to several software resources that will support film making, video editing, and photography.	$1,000.00	5846	Licensing Agreements	N/A	N/A	Media

9th Grade

2020-2021: YEAR ONE ANALYSIS

9th Grade Strategic Goals

9th Grade Quality Strategic 3 Year Goal	What evidence will you look for to know you are successful?
Improve 9th grade on-track to graduation by 8% from 2018-19 to 68.3% for all students, and by 10% to 50.5% for African-American students, and by 10% to 27.4% for students with IEPs.	9th grade team of teachers, case manager, counselor, and assistant principal meets bi-weekly continue to track and monitor efficiency of student interventions across the 9th grade to guide improve systems to better support students; African-American students, families, and staff identify needed supports for success in 9th grade; Aides, tutors, mentors, and volunteers are coordinated to best support classrooms and students across all 9th grade programs (including Newcomer and Special Education); Special Education case managers, assistant principal, school psych, and support staff work together with families and general education teachers to support student learning and promotion to graduation and post-secondary options; School-wide PD on supporting students with IEPs
Strengthen articulation of students from middle to high schools	Student leaders organize recruitment efforts to feeder middle schools; 9th grade continues to grow in size, on average by 2 cohorts per year to gradually reach the school's maximum capacity of 1200; School showcases, including pathway produced work and demonstrations, for feeder middle school students.

9th Grade Strategic Actions

Strategic Action *What are the 3-5 key strategic actions for to improve 9th grade and the integration with pathways?*	What evidence will you look for to know you are successful?
Improve alignment of 9th grade CTE wheel with 10th-12th grade pathway program of study	Students can demonstrate skills and competencies needed in subsequent courses by the end of the pathway wheel section; Sufficient language support and flexibility of scheduling to allow 9th grade Newcomers with room in their schedules to participate in the 9th grade wheel;
9th grade team helps to equitably finalize pathway selection in the spring of the 9th grade year	Students select a pathway preference in the spring of their 9th grade year after completing at least two sections of the wheel; teachers, counselors, pathway coach, and admin balance pathway rosters by student preference, gender, ethnicity, and GPA.

9th Grade Budget Expenditures

2020-2021 9th Grade Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
			Enter object code at left.			9th Grade

Measure N 2020-2021 Education Improvement Plan Assessment

Fremont High School

Checklist of Required Elements:

☑ Submitted Measure N Education Improvement Plan   ☑ Silver Certification Status

☑ Submitted Measure N Budget

Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway? *(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)*				
Category	**Full Implementation** **4**	**Developing** **3**	**Planning** **2**	**No Implementation** **1**
Evidence of Comprehensive Pathway Program ([Measure N Self Assessment]**)** ● Rigorous Academics Integrated in Pathway ● Integrated Students Supports ● Work Based Learning ● Industry Theme and CTE Sequence	**Score: 4** **Rationale:** ● There is evidence of all key pillars of Linked Learning pathways ● There is evidence that school is focused on improving the integration of CTE and their instructional core through the review of existing collaborative projects.			

Criteria 2: Quality of the Measure N Education Improvement Plan				
Category	**Excelling** **4**	**Meeting** **3**	**Approaching** **2**	**Beginning** **1**
Root Cause Analysis *The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action*	**Score: 2.5** **Rationale:** ● Social Emotional support is prioritized at the school; staff			

• Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators. • Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined. • Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined	cares deeply for students • Anecdotal data used primarily for root cause analysis • Societal issues related to poverty are emphasized **Feedback for continued progress monitoring:** • Use data to complete Root Cause Analysis • You identify the difficulty of having students transfer in with credit deficiencies and that students feel disconnected from the school. How does this impact your planning? • Reflect on challenges such as what may have led to the low African American participation rates in Dual Enrollment and how you might address this challenge in your goals and actions
Pathway Quality Assessment *The school has thoughtfully analyzed the development of each Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillars* • Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the pillars • Next steps that have been identified support the continuous quality improvement of the pathway(s) • Self-assessment provides evidence such as concrete examples or references data • Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	**Score: 2.5** **Rationale:** • Plans to increase access to existing programs • 9th grade on-track rates have increased by 5-10% since 2016 • All 10th-12th graders are exposed to at least 1 WBL activity yearly through their CTE classes • 9th grade electives wheel provides students the opportunity to participate in an introduction to the pathways before choosing a pathway in 10th grade. **Feedback for continued progress monitoring:** • There are several instances where you describe your intention to increase the activities you are currently offering students, such as increased opportunities for student participation in college and career exploration, increase Dual Enrollment options, increase the number of internships, increase the media lit and digital media embedded into non-CTE courses. How will you assess the quality and rigor of these expansions? • Some students can't afford to participate in internships because they have to work to support themselves and their families. How can you address this in your plan?
Strategic Goals • Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in	**Score: 3**

the upcoming year
- Alignment between schoolwide goals and Measure N priorities is evident
- For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other
- The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme
- The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation
- The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N

Rationale:
- School goals are focused on increasing access to programs and activities that already exist.
- Create integrated projects with a bank of exemplary projects for all grade levels

Feedback for continued progress monitoring:
- Use data to quantify your goals and specify how you will measure success. For example, you have identified your desire to increase the number of Media/Communication Internships. How many did you have this year? (Baseline). What is your goal for next year? Quantify your goal by specifying the number of additional internships or the % increase
- Determine how rigor of new integrated projects will be assessed

Strategic Actions	**Score: 3**
- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars - Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar - Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar - Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals. - Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies - For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other	**Rationale:** - School has identified action steps that prioritize the improvement of key areas of growth identified in the pathway quality assessment. - For example, the school is working on the goal of industry partner collaboration by having quarterly advisory board meetings to discuss projects. - Increasing the quantity of college and career exploration opportunities. - Increased collaboration between core teachers and industry community partners **Feedback for continued progress monitoring:** - Determine how quality will be measured - Use data to determine baseline and to measure improvement

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan				
Category	**Compliant & Aligned**	**Compliant Partially**	**Non-Compliant** • Supplanting • Not Allowable	**Missing**

		Aligned		
	4	3	2	1

Budget	**Score: 4**
The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.	**Rationale:**
- Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan - Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning - Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N - Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available - Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school - Expenditures are necessary due to the existence of Linked Learning pathways at the school site	- Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development - Proposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlined - Proposed Measure N budget appears to be supplemental

Final Recommendation

Approved - Developing and Implementing

School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning pillars of Linked Learning, at minimum

School is actively developing the remaining pillars, the integration of all four pillars, and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan (SPSA)

Strengths:
- School has extensive industry partnerships which strengthen both the Architecture and Media Pathways
- The plan focuses on expanding existing programs so that more students can be served by them
- Adding an additional CTE FTE will support this growth
- Work to strengthen partnerships between industry partners and core teachers is evident

Key Questions:
- Why do some students opt out of Work Based Learning experiences, trips and events?
- Why do some students and staff not see the value of CTE and WBL?

Next Steps:

What	Suggested Lead	Deliverable	Date
As internship opportunities are expanded for students, work on defining quality.			
Determine how rigor of new integrated projects will be measured			