

MEASURE N COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools. Thriving Students

Measure N - College & Career Readiness - Commission

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Memo

To Board of Education
From Measure N Commission
Jason Gumataotao, Chairperson
Louise Waters, Vice Chair
Whitney Dwyer, Secretary
Emma Paulino, Member
James Harris, Member

Board Meeting Date May 4, 2021

Subject Measure N Commission 2021-2022 Education Improvement Plan and Assessment
Services For: Fremont High School

Action Requested and Recommendation Approval by the Board of Education of the 2021-2022 Education Improvement Plan and Assessment for Fremont High School as "Fully Approved" in an amount not to exceed \$787,950.00

Background

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

Competitively Bid

Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Attachments

- 2021-2022 Measure N Education Improvement Plan
- 2021-2022 Measure N Education Improvement Plan Assessment

2021-2022 MEASURE N BUDGETSchool: **FREMONT HIGH SCHOOL**Site #: **302**

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
Measure N	\$787,950.00	\$787,950.00	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
302-1	Hire a Counselor, at .50 FTE. Create a new 0.5 FTE position to hire an additional counselor beyond the 2.0 FTE base allocation (per site one-pager). The additional .50 FTE is for a counselor above base to reduce the dropout rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school. (Salary + Benefits)	\$54,512.34	1205	Pupil Support Salaries / Counselor	Counselor	.50 FTE	Whole School
302-2	Hire a STIP Sub, at 1.0 FTE. Hire a second STIP Sub to cover the pathway director and the pathway teacher classes on a regular basis in order for our pathway directors to consistently observe other teachers, and to collaborate with teachers to plan integrated curriculum and discuss student interventions. (Salary +Benefits)	\$60,000.00	1105	Teacher Salaries	STIP Substitute	1.0 FTE	Whole School
302-3	Hire a Pathway Coach, at .50 FTE. The Pathway Coach will support the restructuring of pathways, lead effective pathway small learning communities, and align CTE courses with subject areas. (Salary + Benefits)	\$83,990.00	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
302-4	Hire a College & Career Readiness Specialist, at 1.0 FTE. The College and Career Readiness Specialist will ensure that 100% of seniors fill out a FAFSA application, explore career options, and explore post secondary colleges/universities/trade-schools. (Salary + benefits)	\$104,969.00	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School
302-5	Classified Support Salaries Overtime: Extra Time/Overtime to compensate 2 Attendance Specialists and 2 Case Managers who will be performing home visits throughout the year as part of our intervention plan to decrease chronic absenteeism. In addition, home visits will be made when families can't come to us for student led conferences. Because Classified Employee hourly rates vary, we are unable to include a more specific dollar amount for the services to be provided by Attendance Specialists and Case Managers. However, it is expected that these employees will conduct home visits outside of their contractual hours for 4-6 hours per week. (\$40,000 + 25% benefits = \$50,000)	\$50,000.00	2225	Classified Support Salaries Overtime			Whole School

302-6	<p>Teacher Salaries Stipends: Extended Contract for 5 Teachers to support students in career mentoring (finding, securing, and keeping employment). One teacher from each small learning community (Media, Architecture, Newcomers, and 9th) as well as SpEd will work together as a team to support students in completing work permits, finding jobs, applying for and interviewing for jobs, and to help them keep those jobs.</p> <p>6 hours/week x \$38.50/hour = \$231 x 36 weeks = \$8,316 + 25% benefits = \$10,395 x 5 teachers = \$51,975</p>	\$51,975.00	1120	Teacher Salaries Stipends			Whole School
302-7	<p>Teacher Salaries Stipends: Extended Contracts for Pathway Lead Teachers to participate on school leadership team, facilitation of weekly pathway/Small Learning Community collaboration meeting, after school/weekend professional development, and data collection and organization to monitor student performance by pathway. This allocation will specifically support pathway directors to plan outside their contracted hours to perform duties that will directly impact student achievement. Pathway/Small Learning Community Lead Teachers are our primary structure for student intervention during distance learning and this structure requires an increased investment of teacher/leader time. In our Pathway/Small Learning Community Lead Team meetings, we review student achievement and progress (i.e. grades, on-track to graduation, and online engagement/attendance trends by small learning community, grade-level, department). Lead teachers will work with administrators, case managers, counselors and other team members to brainstorm ideas on how to intervene as a pathway/small learning community team to best utilize our online collaboration time to support individual students. Small learning community/pathway teams meet bi-weekly with the primary objective of increasing student intervention and support during distance learning. (\$38.50/hour x 130 hours x 8 teachers = \$40,040.00 + 25% Benefit Costs \$10,010.00 = \$50,050.00)</p>	\$50,050.00	1120	Teacher Salaries Stipends			Whole School

302-8	<p>Consultant Contract with Bay Area Community Resources to facilitate and pay-out the Work-Based Learning (WBL) stipends for students in the Architecture and Media Academies who participate in the Work Based Learning Career Preparation and Training experiences. Students will participate in internships throughout the year and through June 30, 2022.</p> <p>Students interest is high and we are confident we can spend these funds to support 50 students. We are particularly hopeful about the paid internship opportunities students can benefit from during the school year that allow them to develop and demonstrate pathway relevant skills and knowledge. Students will be able to complete media or architecture internships related to the pathway field by completing client work for school-based and external clients. In many cases they may be able to complete this client work online, through remote desktops and use of industry applications online (i.e. Adobe Premier). Example of student experience during Distance Learning: 1) Professional Communication Skills. 2) Career Exploration 3) Community College Orientation and Education Plans. 4) Demonstration of Mastery Prep. Students would engage in Virtual Internships and Online Career Oriented Peralta college classes. (50 stipends x \$1,000 per student = \$50,000) Additional stipends reserved for students who complete college and career transition planning in their senior year. (190 seniors x \$160 per student = \$30,400)</p>	\$80,400.00	5825	Consultant Contracts			Whole School
302-9	Hire a Teacher, at 1.0 FTE as the CTE Architecture Teacher to provide a full teaching line to mainstream and newcomer students to ensure all students have access to the Architecture CTE Program of Study.	\$103,805.00	1105	Teacher Salaries	TCHR 1112	1.0 FTE	Architecture Academy
302-10	Equipment & Materials: Purchase of wood, tools, and/or power tools to support 9th grade wheel construction projects.	\$14,661.55	4410	Equipment			Architecture Academy
302-11	Hire a Teacher, at 1.0 FTE as the CTE Media Teacher to provide a full teaching line to mainstream and newcomer students to ensure all students have access to the Media CTE Program of Study. (Salary + Benefits)	\$118,926.00	1105	Teacher Salaries	TCHR 1112	1.0 FTE	Media Academy
302-12	Equipment: Purchase of cameras, lenses, and/or other photography equipment or supplies to support the 9th Grade wheel media projects.	\$14,661.11	4410	Equipment			Media Academy

School:	FREMONT HIGH SCHOOL	School ID:	302
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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%	65.2%	63.60%	Not Available	70.00%		
Four-Year Cohort Dropout Rate	32.3%	29.0%	27.3%	29%	20.0%		
A-G Completion	52.9%	Not Available	57.9%		70.00%		
On Track to Graduate- 9th Grade	60.3%	69.7%	68.3%	52.2	60.0%		
Percentage of students who participated in at least 1 Work-Based Learning activity	34.6%	16.5%	66.0%	Not Available	70.0%		
Percentage of students who have passed dual enrollment courses with a C- or better	79.7%	80.3%	85.0%		80.30%		
Percentage of students in Linked Learning pathways	74.4%	91.0%	80.0%	75.9%	85.0%		
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

<i>Indicator</i>	<i>Strengths</i>	<i>Highest Leverage Challenge</i> <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>	<i>Root Cause Analysis</i> <i>What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i>
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. Excluding 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 strategies 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. Excluding 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 strategies 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 Architecture 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 cohorting 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	Enter object code at left.	CHEM Teacher	.80 FTE	Media/Architecture

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	Enter object code at left.	Science Teacher	.80 FTE	
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 Media Collaboration to align curriculum to pathway and industry standards. (E.N)	\$73,297.00	1105	Enter object code at left.	Science Teacher	.80 FTE	
Fund 1.00 FTE for the CTE Media Teacher to provide a full teaching line to mainstream and newcomer students.	\$92,000.00	1105	Enter object code at left.	CTE Media Teacher	1.00 FTE	Media
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 eligibility) 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	Enter object code at left.	Chem Teacher	.80 FTE	
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 integrated 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	Enter object code at left.	Intervention Teacher	1.00 FTE	
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	Enter object code at left.	CCRS	1.00 FTE	
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	Enter object code at left.	Pathway Coach	.50 FTE	

2021-2022: YEAR TWO ANALYSIS

Strategic Actions

2020-2021 Strategic Actions

Impact of 2020-2021 Strategic Actions

- Which strategic actions were most effective in helping you meet your goals? Why?
- Which strategic actions did not work as effectively as you would have liked? Why?
- What was the impact of distance learning on your strategic actions and why?

Increase the quantity and improve the quality of college and career exploration opportunities for all students	Career exploration has sustained through distance learning, maybe better than we had predicted. It seems we have sustained the same number of active partnerships and having the same guest speakers involved. CTE teachers' relationships with industry partners have helped to keep doors open to students. It seems easier to get partners to join for brief (~1 hour) virtual sessions than in person. We were not able to host a mock-interview fair for all 11th graders, but advisors and CTE teachers continue to hold career development for all students and ECCO summer internship application and preparation is as strong as ever. We hope to continue to leverage asynchronous methods for informing and connecting students to college/career exploration opportunities (be it guest speakers, internships, college fairs, trades events, etc.), as this was a success from this year. We did not invest in college/career exploration transportation or trip expenses as a result of the pandemic but our CCRS, pathway coach, advisors, counselors, and CTE teachers did much to keep students connected and aware of opportunities available virtually and provide 1:1 mentoring and support for each student. Our post-secondary transition rates are an area of concern, especially now with so many students and families impacted financially that the drive to work is stronger than ever. This spring we have attempted to build systems around transition planning for all seniors, providing financial incentives to complete financial aid applications and establish Peralta, 4-year, and career technical and trades program transition plans. We hope this effort increases the number of students that transition successfully to community college, 4-year university, or trades programs in the fall of 2021.
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)	The staffing additions provided through Measure N allowed us to cohort all students and teachers by their respective SLC's. This is a key strength in our current organizational structure and we believe has helped to attribute to our growth in graduation rate (up 8% from 2019) and a-g rate (nearly doubled from 2019), as well as to improving on-track to graduation, most notably in 9th grade which has been a key area of focus. The only impact from distance learning was the last minute switch to a split-quarter schedule two weeks before school started. This forced our counseling team to scramble to adapt our semester schedule to a quarter system, which included block schedules for each quarter. We created a distance learning bell schedule that allowed for maximum flexibility for students (the majority of whom are working or care giving in addition to their academic work during distance learning). We have much to reflect on the efficacy of this schedule depending on where things land for the fall, but our all of the staffing provided through Measure N was essential to offer the cohorted team and student experience we want for each of our pathways and SLC's.
Define mastery across grade-levels and content areas to communicate to students, families, teachers what college and career readiness looks like at Fremont HS	One area of improvement in college and career readiness that resulted from the pandemic was our online academy selection process that resulted from having to educate our rising 10th grade students and families about Fremont's pathway options in a virtual setting. We found that being pushed to plan for virtual events actually expanded our reach (i.e. including a parent night). It also improved our alignment between various advisory classrooms as all students received the same presentations, whereas before, the success of the presentation was highly dependent on the advisor and the students they were assigned for the panel. While we have done some work collectively around aligning grading practices within and across departments, this is a continued area of growth and collaboration moving forward to get towards shared definitions of mastery. All 9th graders develop digital portfolios through the 9th grade CTE wheel, and continue to curate and refine in their CTE classes 10-12th, but we still need to work to include student artifacts from other content areas as well CTE. We believe portfolios and shared mastery grading practices can go a long way to communicate to all stakeholders what it looks like to be college/ career ready at Fremont. Dual-enrollment classes have been a particular challenge during distance learning and our teachers of record and support staff have had to work hard to support students in navigating challenging communication and instruction from Peralta instructors.
Support students in finding, securing, and keeping a job	We have done much to improve systems to support our students who work. Our work permit system has become tighter and digitally accessible as a result of the pandemic, as has our virtual "job board" and internship application process. Efforts to employ students through career-technical programs and internships on campus have been planned but thwarted by the challenging dynamics of the pandemic and lack of a labor agreement between district and OEA. However, we have far more students that work or need to work than we can support and we hope to build on steps taken this year to ensure that all students who want to work and develop through professional training programs (both on-campus and with partners) have the ability to.
Secure resources needed for students to have equitable access to distance/blended learning during school closures, social distancing	Both as pathways and a whole school we have invested heavily in the technology and materials students and staff needed to run effective distance learning programs. We invested school funds to supplement OUSD and donor contributions for technology to ensure that every student has a dedicated chromebook/laptop and hotspot who need one. However, internet access remains a primary challenge in that the hot spots don't always work effectively to provide students with much needed access. Our CTE teams have also leveraged resources to get students materials they could use to develop career technical skills at home (whether that was wood/tools for construction or cameras and media production equipment). Our teachers and teams have worked hard to keep learning hands-on and active even under the circumstances.
For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:	

Strategic Actions - What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Strengthen student support systems (namely academic counseling, attendance, and case management) to allow pathway teams to align targeted interventions for at-risk populations and to reduce caseload numbers for support staff	As our enrollment continues to grow, our academic counselors, case managers, and attendance compliance officers are spread thinner and thinner. Reducing the caseload of pathway counselors and case managers will be a primary indicator of our ability to better track and support students (both those who are on-track and need support with post-secondary options and those that are in need of immediate intervention to graduation high school). Other critical indicators which we analyze as a school but also in pathway/SLC teams are chronic absence rates, graduation and a-g rates, and on-track to graduation rates for grades 9-11.
Support students in finding, securing, and keeping a job	The primary addition to this strategic action is the creation of extended contracts for a teacher or staff member in each SLC (Media and Architecture pathways, 9th grade, and Newcomer) to create a representative team of adults tasked with getting students access to work opportunities, support in applying to and securing those work opportunities, and coaching/mentoring in keeping jobs and navigating the challenges of the workplace. Indicators of success would include number of students who have completed work permits, number of students participating in paid internship opportunities, establishing an effective VLE program in the master schedule, and student understanding of where to go for information and support related to getting jobs. Our CTE teachers and partners also work to create entrepreneurship and client work through pathway classes and into the community. We recognize that to truly serve our students is to understand the reality that many need to work to provide for themselves or their families while engaging in their high school careers.
Define mastery across grade-levels and content areas to communicate to students, families, teachers what college and career readiness looks like at Fremont HS	To support the work of departments, we will invest in a team of teacher leaders to develop PD and collaboration related to mastery-based grading and advisory curriculum. Teacher leaders will need to be compensated for their leadership and facilitation outside of their regularly assigned duties. Evidence would be PD scope and sequence, teacher and student surveys and feedback, and relevant planning artifacts for department teams and student work.

Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures

- How did distance learning impact your budget expenditures?

- What did you find was the most effective use of resources towards your goals and strategic actions and why?

Since nearly all of our 2020-21 budget expenditures were tied up in personnel, there was little impact as a result of distance learning. Whether in-person or online, all of our staffing was essential for our academic and college and career programs. Like our teachers and all staff, our teacher leaders play a critical role in the leadership and facilitation of our pathway teams and SLC's and our carryover for teacher extended contracts reflects that need. Teachers have had to work harder than ever to get college and career opportunities in front of students this year and deserve to be compensated for it. Because of our enrollment growth we will not need to invest in as many teaching positions in the coming year through Measure N, and we will continue to invest in other personnel, extended contracts, and student stipends that we think will positively impact our college and career outcomes for our students.

We are glad we invested in technology and resources where we did at the beginning of the pandemic. If we had not I don't think we would have had the 1:1 access to technology that we had this year, or at least it would've taken much longer to provide it to our students.

Budget Expenditures

2021-2022 Budget: Enabling Conditions Whole School

Budget Justification:

Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.

- What is the specific expenditure or service type?

- How does the specific expenditure or service type support or is aligned to pathway development?

- How does this expenditure improve student engagement and how many students will be served?

-What need does this specific expenditure or service type address?

	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Hire a Counselor, at .50 FTE. Create a new 0.5 FTE position to hire an additional counselor beyond the 2.0 FTE base allocation (per site one-pager). The additional .50 FTE is for a counselor above base to reduce the dropout rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school. (Salary + Benefits)	\$54,512.34	1205	Pupil Support Salaries / Counselor	Counselor	.50 FTE	Whole School

Hire a STIP Sub, at 1.0 FTE. Hire a second STIP Sub to cover the pathway director and the pathway teacher classes on a regular basis in order for our pathway directors to consistently observe other teachers, and to collaborate with teachers to plan integrated curriculum and discuss student interventions. (Salary +Benefits)	\$60,000.00	1105	Teacher Salaries	STIP Substitute	1.0 FTE	Whole School
Hire a Pathway Coach, at .50 FTE. The Pathway Coach will support the restructuring of pathways, lead effective pathway small learning communities, and align CTE courses with subject areas. (Salary + Benefits)	\$83,990.00	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
Hire a College & Career Readiness Specialist, at 1.0 FTE. The College and Career Readiness Specialist will ensure that 100% of seniors fill out a FAFSA application, explore career options, and explore post secondary colleges/universities/trade-schools. (Salary + benefits)	\$104,969.00	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School
Classified Support Salaries Overtime: Extra Time/Overtime to compensate 2 Attendance Specialists and 2 Case Managers who will be performing home visits throughout the year as part of our intervention plan to decrease chronic absenteeism. In addition, home visits will be made when families can't come to us for student led conferences. Because Classified Employee hourly rates vary, we are unable to include a more specific dollar amount for the services to be provided by Attendance Specialists and Case Managers. However, it is expected that these employees will conduct home visits outside of their contractual hours for 4-6 hours per week. (\$40,000 + 25% benefits = \$50,000)	\$50,000.00	2225	Classified Support Salaries Overtime			Whole School
Teacher Salaries Stipends: Extended Contract for 5 Teachers to support students in career mentoring (finding, securing, and keeping employment). One teacher from each small learning community (Media, Architecture, Newcomers, and 9th) as well as SpEd will work together as a team to support students in completing work permits, finding jobs, applying for and interviewing for jobs, and to help them keep those jobs. 6 hours/week x \$38.50/hour = \$231 x 36 weeks = \$8,316 + 25% benefits = \$10,395 x 5 teachers = \$51,975	\$51,975.00	1120	Teacher Salaries Stipends			Whole School

<p>Teacher Salaries Stipends: Extended Contracts for Pathway Lead Teachers to participate on school leadership team, facilitation of weekly pathway/Small Learning Community collaboration meeting, after school/weekend professional development, and data collection and organization to monitor student performance by pathway.</p> <p>This allocation will specifically support pathway directors to plan outside their contracted hours to perform duties that will directly impact student achievement. Pathway/Small Learning Community Lead Teachers are our primary structure for student intervention during distance learning and this structure requires an increased investment of teacher/leader time. In our Pathway/Small Learning Community Lead Team meetings, we review student achievement and progress (i.e. grades, on-track to graduation, and online engagement/attendance trends by small learning community, grade-level, department). Lead teachers will work with administrators, case managers, counselors and other team members to brainstorm ideas on how to intervene as a pathway/small learning community team to best utilize our online collaboration time to support individual students. Small learning community/pathway teams meet bi-weekly with the primary objective of increasing student intervention and support during distance learning. (\$38.50/hour x 130 hours x 8 teachers = \$40,040.00 + 25% Benefit Costs \$10,010.00 = \$50,050.00)</p>	\$50,050.00	1120	Teacher Salaries Stipends			Whole School
<p>Consultant Contract with Bay Area Community Resources to facilitate and pay-out the Work-Based Learning (WBL) stipends for students in the Architecture and Media Academies who participate in the Work Based Learning Career Preparation and Training experiences. Students will participate in internships throughout the year and through June 30, 2022.</p> <p>Students interest is high and we are confident we can spend these funds to support 50 students. We are particularly hopeful about the paid internship opportunities students can benefit from during the school year that allow them to develop and demonstrate pathway relevant skills and knowledge. Students will be able to complete media or architecture internships related to the pathway field by completing client work for school-based and external clients. In many cases they may be able to complete this client work online, through remote desktops and use of industry applications online (i.e. Adobe Premier). Example of student experience during Distance Learning: 1) Professional Communication Skills. 2) Career Exploration 3) Community College Orientation and Education Plans. 4) Demonstration of Mastery Prep. Students would engage in Virtual Internships and Online Career Oriented Peralta college classes. (50 stipends x \$1,000 per student = \$50,000) Additional stipends reserved for students who complete college and career transition planning in their senior year. (190 seniors x \$160 per student = \$30,400)</p>	\$80,400.00	5825	Consultant Contracts			Whole School

ARCHITECTURE ACADEMY

Mission and Vision	<p>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.</p> <p>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.</p>
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PATHWAY QUALITY ASSESSMENT

<u>Using the Measure N Self Assessment Rubric, assess the following:</u>	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 technological tools to use in CTE classes to be able to complete and run industry-level software and tasks (Architecture / Construction).	\$9,794.00	4420	Enter object code at left.			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	Enter object code at left.			Architecture

2021-2022: YEAR TWO ANALYSIS**Pathway Strategic Goals**

Pathway Quality Strategic 3 Year Goal	What actions did you take that improved outcomes? How do you know you were successful?	What will you do different next year to continue to improve?
All pathway students in full CTE sequence to accommodate increase in enrollment numbers plus fully integrated NEST and SpED.	Investment in three full-time CTE teachers for the academy has helped ensure all students have access to the CTE program of study regardless of their program (i.e. sheltered English, SpEd). We have been mostly successful, through scheduling conflicts persist to exclude a percentage of 10th grade Newcomer students	Continue master schedule balancing to ensure all students have access to CTE program of study, starting with sufficient # of sections to integrate Newcomer students. Begin master scheduling process with elective needs for SpEd and Newcomers. Ultimately, as our enrollment grows, we will need to fund 4 full-time CTE teachers to accommodate every student in the pathways while continuing to invest in the 12-week CTE experience for 9th graders via the wheel elective rotation.
Clearer path toward specialization in the pathway strands, and mapping career goals.	We added a specific emphasis on building trades for half of the construction 2 (11th grade CTE sections). Students were given a choice at the end of 10th grade to specialize in wood technology, building trades, or architecture. Half of our construction 2 classes were aligned with our dual-enrollment wood technology class, meaning every student who choose wood technology earned Peralta credit while completing CTE sequence	Improve the communication and promotion of the various options for specialization within the pathway in the spring of student's 10th grade year. Ultimately we will need to add an additional teacher once we have full-enrollment to fully allow students choice within the academy (trades, woodworking, or architecture) and avoid master schedule bottlenecks
Integrated projects have become signature projects in specific courses and grade levels. Academic core classes and career technical learning is more seamless.	CTE teachers have done an incredible job to keep CTE learning hands-on even throughout the pandemic. Teachers have prepped materials and tool kits for students to work on at home. Students and families have reported appreciating teaching and learning that extends beyond the computer during distance learning.	Integrated project planning has been severely impacted by the needs and context of distance learning. While much sharing of curricular projects have occurred this year, collaborating to create new integrated project opportunities between CTE and core academic teachers has not been possible. In the coming year we will work to protect time for teachers to collaborate on integrated project design by incentivizing project development, implementation, and reflection work outside of SLC meeting time for collaborative pairs and grade-level teams via extended contracts and/or 11-month contract days.

Pathway Strategic Actions

2020-2021 Strategic Actions	Impact of 2020-2021 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?
Developing a common baseline and agreement on the SLC team for what a CTE-aligned pathway-related project entails	Pathway cross-curricular project work was hindered and curtailed by the limitations of distance learning and the school year quarter schedule. We plan to do some alignment work during summer 2021 with input from community partner Civic Design Studio to have real community needs drive project planning for 2021-22.
The "reverse" approach as well: CTE teachers aligning with core academic course curriculum? Exploring ways to build in architecture, construction, woodworking products.	Similar challenge to above, however one particularly successful area of alignment during distance learning has been around industry partner guest speaker/presentations and internship/job fairs. Core content teachers and advisors were able to attend these sessions alongside students because they could be scheduled around synchronous class times and advisors and teachers could easily attend. We hope this helps to plant cross-curricular seeds in years to come by exposing our core content teachers to the industry as well.
Development of a reflection, selection and placement process at the end of 10th grade year for rising 11th graders.	We have greatly improved our rising-10th grade academy selection process as a result of online learning, and hope to leverage the resources developed for years to come. We have begun to promote the specialization process for rising-11th graders, in both CTE classes and through our improved online course selection process for students. Giving students a true sense of what CTE classes look like through distance learning remains a huge challenge however, and we look forward to being able to return to campus to continue to build out the vision of these programs.
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.	Our pathway coach has done much to digitize WBL internship opportunities and deadlines as a result of distance learning. We hope to build on our virtual job board, virtual internship board, dual-enrollment website, and academy websites in the years to come to improve communication and student awareness of opportunities. To date, we have not developed a pocket guide or academy handbook and hope to do so.
For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:	
Strategic Actions What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Continue to expand WBL options for students and ensure that funding is allocated to compensate students for paid internships	Increase the number of students who complete internships over the summer as well as the opportunity for students to complete industry-aligned internships on campus during the school-year as well. For summer 2021 we have already implemented a virtual Career Week in March with various intern host presentations and workshops, as well as ongoing Internship "Power Hour" virtual meeting time for support with the process. We'd also like to enlist guest professionals such as our partners from Okta to also serve as mentors for students to navigate the internship search, application, and interview process and continue to refine all of those strategies in 2021-22.
Develop academy handbook and promotional materials	We continue to strive for ways to lift up the good things happening for students in the Architecture academy. In addition to the academy selection website and the Architecture academy website, we know that the more transparent we can be with current and future students and families, the more they will take advantage of these opportunities
Continue to invest in a robust pathway exposure and specialization experience for students (including a 9th grade wheel as a on-ramp for the 10-12 CTE program of study)	Sufficient sections of the 9th grade wheel to support a growing enrollment, which includes higher English-level students in the 9th grade Newcomer program and all students 10-12th grades regardless of program.
Pathway Budget Analysis of 2020-2021 Measure N Budget	
Impact of 2020-2021 Budget Expenditures - How did distance learning impact your budget expenditures? - What did you find was the most effective use of resources towards your goals and strategic actions and why?	
The majority of our site's Measure N budget will be allocated to areas of our program that are needed across all pathways and SLC's (i.e. support staff, WBL, student stipends, etc.). The remaining funds will go towards purchasing much needed materials for CTE classes that can be utilized both in-person or through remote learning	
Pathway Budget Expenditures	
2021-2022 Pathway Budget	

Budget Justification: <i>Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.</i> - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Hire a Teacher, at 1.0 FTE as the CTE Architecture Teacher to provide a full teaching line to mainstream and newcomer students to ensure all students have access to the Architecture CTE Program of Study.	\$103,805.00	1105	Teacher Salaries	TCHR 1112	1.0 FTE	Architecture Academy
Equipment & Materials: Purchase of wood, tools, and/or power tools to support 9th grade wheel construction projects.	\$14,661.55	4410	Equipment			Architecture Academy

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)	<p>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.</p> <p>We have an open process for recruiting students for our AP courses. Rubrics are aligned 9-12 for cross curricular CTE projects.</p> <p>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.</p> <p>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.</p> <p>Advisory Board members provide quarterly feedback on our program of study.</p>	<p>Increase of Cross curricular projects outside of English and CTE.</p> <p>Practice with presentations need to be done throughout the pathway outside of CTE class (prior to 12th grade Capstone Defense)</p>	<p>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.</p>
CTE (pages 3,4,5 of rubric)	<p>We have a stabilized CTE sequence to match projected industry growth. All rubrics are aligned 9-12 for cross curricular CTE projects.</p> <p>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.</p> <p>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.</p>	<p>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.</p>	<p>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.</p>

<p>WBL (page 6 of rubric)</p>	<p>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.</p> <p>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</p>	<p>Overcoming access and equity challenges. Some Newcomer students and Special Education students have been excluded previously from school year and summer WBL opportunities. Over the past few years we have had greater integration of SpEd and Newcomer students in school year WBL experiences, and equitable numbers of both groups participating in summer paid internships. Not all students and staff see value in CTE WBL opportunities.</p>	
<p>Comprehensive Student Supports (page 7 of rubric)</p>	<p>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.</p> <p>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</p>	<p>With only one case manager assigned to our pathway we are in desperate need of a way to provide more impactful interventions.</p>	<p>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.</p>

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 mainstream 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 cohorts 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	Enter object code at left.	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	Enter object code at left.	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	Enter object code at left.	N/A	N/A	Media

2021-2022: YEAR TWO ANALYSIS

Pathway Strategic Goals		
<i>Pathway Quality Strategic 3 Year Goal</i>	What actions did you take that improved outcomes? How do you know you were successful?	What will you do different next year to continue to improve?
Embed a stronger entrepreneurship mindset and WBL opportunities within our CTE courses	Distance learning actually has afforded many opportunities for guest speakers and working with guest professionals. Through the Ed Fund we partnered with tech company Okta to have professionals sit on panels about the hiring process, give students feedback on resumes, model interview skills, and conduct mock interviews. We continued the partnership with KQED to have students go through their Perspectives curriculum to pitch and produce youth voice stories in 10th grade Multimedia CTE. We are on track to relaunch the Media Summer Institute as well as place academy students in a myriad of other summer internship and college CTE class opportunities.	Launch school-year afterschool internship program, especially exploring the use of the new studio facilities to produce local and community client projects such as marketing and social media assets (logos, posters, websites, graphics, videos, etc.). Revisit events such as Pop-Up Shops and Winter Market which academy students produced work for and marketed pre-pandemic.
Accommodate all students on campus who seek a career in Digital Media so that they may enjoy the full CTE sequence.	Graduation requirements, credit recovery, and scheduling conflicts with other elective courses such as student leadership have often made it challenging for seniors in the academy to be placed in the 12 grade CTE class Advanced Digital Filmmaking. This year's shift to a split quarter schedule made it difficult to further address or rectify.	In the planning and design of next year's master schedule, we can make sure it is on the radar of the working group. We will also present to the current 11th graders/rising 12th graders the importance of the 3-course CTE sequence and the skills and knowledge they will gain from completing it.
Industry Specific CTE Certification	Working toward Adobe certification via Adobe Education Exchange and scaffolding toward it; Researching Southwest Air's Communication Skills for Business certificate that we are considering. Laney College has an Augmented Reality (AR)/Virtual Reality (VR) certification program, which the academy director is going through currently to stay abreast of the current and emerging technologies in the media industry, to then be able to provide students with explorations and experiences with those tools and directions.	Identify which certifications might be best suited to embed in which CTE grade level courses: i.e. business communication may be relevant for 10th grade, Adobe PhotoShop for 11th grade, etc.. Potentially pilot a small group of students to gain one of the certifications as a on-campus internship or after school program.
Pathway Strategic Actions		
2020-2021 Strategic Actions	Impact of 2020-2021 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?	

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.	The PD partnership with KQED brought 2 sessions in spring 2020 to the small learning community team. For 2020-21 it was put on hold by the pandemic. We continued to communicate workshop opportunities for teachers on the team to voluntarily opt in. However, the deeper dive into distance learning resulted in many more teachers in the SLC producing and organizing materials on Google Classroom, Google Sites, and creating instructional videos and other teaching media. We hope to build on this shared experience moving forward by routinely sharing curricular media in the SLC space for feedback and improvement (and celebration), bringing back KQED for further shared learning and training, and continually working to draw explicit connections between the media production process and curricular concepts and pedagogy.
Increase College Exploration	Distance learning has made this more challenging. Still, we have an active college & career center led by our College & Career Readiness Specialist (CCRS) and other staff and partners running college and financial aid workshops, drop in support, and referring to events and opportunities with partner postsecondary institutions. Our March Career Week will include presentations to all 11th grade advisory students about college options.
Implementation of Summer Institute for Rising 10th Grade Students taught by Media CTE Teachers,	Summer 2020 Media Institute was planned and facilitated by all 3 Media CTE teachers in conjunction with the district ECCCO program. They held production teams in Video, Audio, and Graphic Design - a total of 17 students. Students produced podcasts, posters, logos, t-shirt design, and short films. Two students' films landed slots in the Fruitvale Short Film Series Festival in Sept 2020, also resulting in a feature in news magazine The Oaklandside "Fremont High Media Academy: The best-kept secret in East Oakland." The team is planning to run the Institute again for Summer 2021 with more capacity for interns, and ideally with some on-campus use of the new production facilities if safety permits.
For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:	
Strategic Actions What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Develop academy handbook and promotional materials	We continue to strive for ways to lift up the good things happening for students in the Media academy. In addition to the academy selection website and the Media academy website, we know that the more transparent we can be with current and future students and families, the more they will take advantage of these opportunities
Continue to improve entrepreneurship and development of Media academy students as professionals	The number of students who complete the work permit process and secure employment each semester. This has been a long standing goal of the Media academy and school and we are excited to allocate funds to it for the coming year. Our plan is to have a faculty or staff member from each SLC hold career transition / job placement roles.

Pathway Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures

- How did distance learning impact your budget expenditures?
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

The majority of our site's Measure N budget will be allocated to areas of our program that are needed across all pathways and SLC's (i.e. support staff, WBL, student stipends, etc.). The remaining funds will go towards purchasing much needed materials for CTE classes that can be utilized both in-person or through remote learning

Pathway Budget Expenditures

2021-2022 Pathway Budget

Budget Justification: Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable. - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? - What need does this specific expenditure or service type address?						
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	
\$118,926.00	1105	Teacher Salaries	TCHR 1112	1.0 FTE	Media Academy	

Equipment: Purchase of cameras, lenses, and/or other photography equipment or supplies to support the 9th Grade wheel media projects.	\$14,661.11	4410	Equipment			Media Academy
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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 <i>What are the 3-5 key strategic actions for to improve 9th grade and the integration with pathways?</i>		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
2021-2022: YEAR TWO ANALYSIS							
9th Grade Strategic Goals							
9th Grade Quality Strategic 3 Year Goal		What actions did you take that improved outcomes? How do you know you were successful?			What will you do different next year to continue to improve?		
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.							
Strengthen articulation of students from middle to high schools							
9th Grade Strategic Actions							

2020-2021 Strategic Actions	Impact of 2020-2021 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?					
Improve alignment of 9th grade CTE wheel with 10th-12th grade pathway program of study						
9th grade team helps to equitably finalize pathway selection in the spring of the 9th grade year						
For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:						
Strategic Actions are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	-What	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?				
9th Grade Budget Analysis of 2020-2021 Measure N Budget						
Impact of 2020-2021 Budget Expenditures - How did distance learning impact your budget expenditures? - What did you find was the most effective use of resources towards your goals and strategic actions and why?						
9th Grade Budget Expenditures						
2021-2022 9th Grade Budget						
Budget Justification: Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable. - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)



Measure N 2021-2022 Education Improvement Plan Assessment

Fremont High School

Checklist of Required Elements:

- ✓ Submitted Measure N Education Improvement Plan
- ✓ Submitted Measure N Budget
- ✓ Completed Measure N EIP Presentation
- ✓ Submitted Linked Learning 4 Pillars Pathway
- ✓ Silver Certification Status

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) <ul style="list-style-type: none">• Rigorous Academics Integrated in Pathway• Integrated Students Supports• Work Based Learning• Industry Theme and CTE Sequence	Score: 4 Rationale: <ul style="list-style-type: none">• There is evidence of all key pillars of Linked Learning pathways• Site is dedicating additional resources in Work-Based Learning and providing more students access to these opportunities Feedback for continued progress monitoring: <ul style="list-style-type: none">• N/A			



Criteria 2: Quality of the Measure N Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Strategic Goals <ul style="list-style-type: none"> 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 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 	Score: 3 Rationale: <ul style="list-style-type: none"> School has continued to build on CTE and individual student experiences in the CTE courses Media Academy is still working to ensure that all 12th grade students have access to the Advanced Digital Filmmaking CTE course. Feedback for continued progress monitoring: <ul style="list-style-type: none"> Consider how you may/may not need to adapt strategic goals after a year of distance learning and the potential return to in-person instruction beginning the Fall of 2021 			
Strategic Actions <ul style="list-style-type: none"> 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 	Score: 3 Rationale: <ul style="list-style-type: none"> Pathway strategic actions are aligned to pathway strategic goals, specifically in the area of Rigorous Academics While students have had robust and hands-on experiences in CTE courses in spite of distance learning, the virtual context has negatively impacted plans for collaboration between CTE and academic core courses Feedback for continued progress monitoring: <ul style="list-style-type: none"> Consider how you may/may not need to adapt strategic actions after a year of distance learning and the potential return to in-person instruction beginning the Fall of 2021 			



Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan

Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant <ul style="list-style-type: none">• Supplanting• Not Allowable 2	Missing 1
Budget <i>The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i> <ul style="list-style-type: none">• 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	Score: 4 Rationale: <ul style="list-style-type: none">• Measure N resources are allocated to provide supplemental services• All Measure N investments support outcomes in designated 4 pillars of Linked Learning. Site has a specific focus on Rigorous Academics, Work-Based Learning, Integrated Student Supports, and CTE courses.			

Final Recommendation

Fully Approved

*School is actively implementing Linked Learning as is evidenced by the establishment of all four pillars of Linked Learning
School is focused on the continuous improvement of the Linked Learning career academy and addressing the root causes of current student outcomes*



Strengths:

- Site took the context of distance learning as an opportunity to provide students access to work-based learning opportunities that provided financial compensation, as many students demonstrated a significant financial need during the COVID-19 pandemic
- Site continues to invest in strategies that allow more students to have access to CTE and pathway experiences, such as hiring more CTE teachers and funding more stipends for pathway aligned internships.
- Site continues to invest Measure N resources into compensation for Case Managers to provide wrap-around services and other integrated student supports.

Key Questions:

- How might you need to adapt your pathway strategic goals and actions after a year of distance learning given the potential return to in-person instruction in the Fall of 2021?
- How will you approach integrated project planning upon returning to in-person instruction? Will this require adjustment to any of your strategies? If so, how will you adjust?
- You have significantly increased your investment in work-based learning opportunities for your students. Did these investments support your outcomes? Why or why not? What adjustments will you make for the subsequent year?

Budget Feedback:

- Consider if and how you will be able to maintain the significant investment your site has made to support compensation for students participating in work-based learning experiences.
- Continue to use the questions or prompts that were created by the Measure N Commission and Staff to explicitly describe the expenditure when creating the strategic action. This information will ensure you create a proper justification - it is required for all Measure N approval requests. The questions are in the Measure N EIP, under Budget Justification. Measure N Staff can also share them if need be.

Next Steps:

What	Suggested Lead	Deliverable	Date
Ensure when entering Measure N expenditures in Escape that you include a justification that is aligned with your Measure N EIP. Additionally, attach all of the supporting documents required for submission and approval.	Principal Administrative Assistant Pathway Coach		Ongoing FY 2021-2022