

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H –
College & Career Readiness Commission**

David Kakishiba, Chair
kakishiba@gmail.com

Marc Tafolla, Vice Chair
marctafolla@gmail.com

Katy Nuñez-Adler, Secretary
katynunez.adler@gmail.com

James. Harris, Member
james@510media.com

Gary Yee, Member
Yeega125@gmail.com

Board Office Use: Legislative File Info.	
File ID Number	24-0729
Introduction Date	5/21/24
Enactment Number	
Enactment Date	

Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date

Subject 2024-2025 Measure N/Measure H Education Improvement Plan & Assessment
Services For: Fremont High School 302

**Action Requested and
Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2024-2025 Measure N/Measure H Education Improvement Plan and Assessment for Fremont High School as “Approved,” with a total allocation not to exceed \$1,006,400.00.

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
Measure H

Attachments

- 2024-2025 Measure N/Measure H Education Improvement Plan – Fremont
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment – Fremont

2024-2025 MEASURE H BUDGET			
Effective: July 1, 2024 - June 30, 2025			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$1,006,400.00	\$1,006,400.00	\$0.00

**Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (1184) multiplied by the per pupil amount of \$850.*

School: **FREMONT HIGH SCHOOL**

Site #: **302**

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
302-1	Supervisor & Administrator Salaries: 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. PCN 3520 - Andrea Garcia (Salary and Benefit costs included)	\$89,562.77	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
302-2	Classified Support Salaries: 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. PCN 3839 - Jaliza Collins (Salary and Benefit costs included)	\$139,793.79	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School
302-3	Teacher Salaries: Hire a STIP Substitute, at 1.0 FTE. The STIP Substitute will 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. PCN 8294 - Zulma Tayun Ixcoy (Salary and Benefit costs included)	\$89,562.77	1105	Teacher Salaries	STIP Substitute	1.0 FTE	Media/Arch.
302-4	Pupil Support Salaries / Counselor: Hire an additional Counselor at .50 FTE. The additional counselor will be beyond the 2.5 FTE base allocation assigned by the district (per site one-pager). The additional .50 FTE is to reduce the dropout rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school. PCN 8301 - Tania Padilla (Salary & Benefit costs included)	\$44,139.37	1205	Pupil Support Salaries / Counselor	Counselor	.50 FTE	Whole School
302-5	Meeting Refreshments: For 60-80 industry partners who donate their time for Mock Interview Day. All 11th graders, general ed, Newcomers, and students with IEPs, are interviewed by an industry professional. Industry partners donate thousands of dollars of in-kind support by spending at least 3 hours on commuting and interviewing. Light breakfast refreshments will be provided by Cafe Gabriela.	\$1,023.57	4311	Meeting Refreshments			Whole School
302-6	Conference Expenses: Conference & travel expenses for 4 staff members to attend the Linked Learning Alliance Conference 2025. A team of 2 - 2 staff for each pathway will attend and present about the pathway work at Fremont. The pathway team will return to campus and share their learnings with the pathway small learning community to make progress towards Gold Certification. Budget: 2 registrations x \$615 = 1,230.19	\$1,230.19	5220	Conference Expenses			Whole School
302-7	Admissions Fees For students to attend College and Career Exploration Visits, pathway field trips and integrated learning opportunities. Students who participate will learn about careers and post-secondary opportunities.	\$720.17	5829	Admission Fees			Whole School

302-8	Transportation Charter Bus Rentals for visits to colleges and universities with specific aligned pathway aligned programming for 9th graders and NEST program students. This opportunity will increase student exposure to post-secondary and CTE aligned careers as they will have the opportunity to engage with students from Architecture and/or Media fields. This expenditure supports our strategic action of continued investment in pathway event programming, as well as recruitment for our pathways. (3 charter buses @ \$1,833.00 = \$5,499)	\$5,499.00	5826	Transportation			Whole School
302-9	Teacher Salaries Stipends: Extended Contracts for Pathway Lead Teachers, Advisory Curriculum Lead Teachers and ELD Teachers to participate in the school leadership team, facilitate weekly pathway/Small Learning Community collaboration meetings, plan advisory curriculum aligned with pathway student goals, collect and organize data to monitor student performance by pathway and to plan outside their contracted hours. Pathway/Small Learning Community Lead Teachers are our primary structure for student intervention and student retention. 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). Advisory leads are responsible for planning curriculum aligned with pathway outcomes and lead Advisory grade level meetings twice a month for teacher teams. All 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 collaboration time to support individual students. Small learning community/pathway teams meet bi-weekly with the primary objective of increasing student intervention and support. With the growing number of LTEs and Newcomers engaged in the Pathways, there is also a need to compensate teacher planning time to collaborate on literacy strategies with Pathway Leads and CTE teachers at least once a marking period. (133 hours per teacher x 38.50/hour = \$5,120.50 + 25% benefits = \$6,400.63 x 10 teachers = \$64,006.25)	\$64,006.25	1120	Teacher Salaries/Stipends			Whole School
302-10	Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE. 75% of this teacher's time is dedicated to providing a teaching line (4 sections of Advanced Film) to mainstream and newcomer students, and students with IEPs. The remaining 25% of this teacher's time is dedicated to planning and leading the bi-weekly SLC collaboration meetings, budgeting for California Partnership Academy, and coordinating internships. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 3101 - Jasmene Miranda (Salary and Benefit costs included)	\$142,848.28	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Media Academy
302-11	Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE to provide a full teaching line (2 Introduction to Multimedia classes and 3 Introduction to Film classes) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 1902 - Nicolas Basta (Salary and Benefit costs included)	\$139,954.06	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Media Academy

302-12	<p>Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE to provide a full teaching line (4 sections of Introduction to Multimedia, 1 section of Yearbook) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 9102 - Kunishi Kevin (Salary and Benefit costs included)</p>	\$158,113.19	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Media Academy
302-13	<p>Teacher Salaries: Hire a CTE Architecture Academy Teacher, at 1.0 FTE to provide a full teaching line (2 Sections of Design Build, 2 sections of Construction 2/DE) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 9102 - Andrew Prober (Salary and Benefit costs included)</p>	\$129,946.60	1105	Teacher Salaries	CT Teacher	1.0 FTE	Architecture

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: **FREMONT HIGH SCHOOL**

Site #: **302**

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	\$967,300.00	\$967,300.00	\$0.00

*Funding Allocation is based on school's 2022-23 student enrollment count, Oakland Residents only (1,138) multiplied by the per pupil amount of \$850.

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
302-1	Pupil Support Salaries / Counselor: Hire an additional Counselor at .50 FTE. The additional counselor will be beyond the 2.5 FTE base allocation assigned by the district (per site one-pager). The additional .50 FTE is to reduce the dropout rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school. PCN 8301 - Tania Padilla (Salary & Benefit costs included)	\$41,262.55	1205	Pupil Support Salaries / Counselor	Counselor	.50 FTE	Whole School
302-2	Classified Support Salaries: 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. PCN 3839 - Jaliza Collins (Salary and Benefit costs included)	\$132,896.20	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School
302-3	Supervisor & Administrator Salaries: 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. PCN 3520 - Vacant (Salary and Benefit costs included)	\$89,205.44	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School

302-4	<p>Teacher Salaries Stipends: Extended Contracts for Pathway Lead Teachers, Advisory Curriculum Lead Teachers and ELD Teachers to participate in the school leadership team, facilitate weekly pathway/Small Learning Community collaboration meetings, plan advisory curriculum aligned with pathway student goals, collect and organize data to monitor student performance by pathway and to plan outside their contracted hours.</p> <p>Pathway/Small Learning Community Lead Teachers are our primary structure for student intervention and student retention. 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). Advisory leads are responsible for planning curriculum aligned with pathway outcomes and lead Advisory grade level meetings twice a month for teacher teams. All 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 collaboration time to support individual students. Small learning community/pathway teams meet bi-weekly with the primary objective of increasing student intervention and support. With the growing number of LTELs and Newcomers engaged in the Pathways, there is also a need to compensate teacher planning time to collaborate on literacy strategies with Pathway Leads and CTE teachers at least once a marking period. (\$38.50 per hour x 133 hours + 25% benefit costs x 16 teachers = \$102,410.00)</p>	\$102,410.00	1120	Teacher Salaries Stipends			Whole School
302-5	<p>Meeting Refreshments: For 60-80 industry partners who donate their time for Mock Interview Day. All 11th graders, general ed, Newcomers, and students with IEPs, are interviewed by an industry professional. Industry partners donate thousands of dollars of in-kind support by spending at least 3 hours on commuting and interviewing. Light breakfast refreshments will be provided by Big Apple.</p>	\$1,023.57	4311	Meeting Refreshments			Whole School
302-6	<p>Teacher Salaries: Hire a STIP Substitute, at 1.0 FTE. The STIP Substitute will 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. PCN 8294 - Yesenia Araiza (Salary and Benefit costs included)</p>	\$86,718.93	1105	Teacher Salaries	STIP Substitute	1.0 FTE	Media/Arch.
302-7	<p>Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE to provide a full teaching line (2 Introduction to Multimedia classes and 3 Introduction to Film classes) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 1902 - Nicolas Basta (Salary and Benefit costs included)</p>	\$128,952.05	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Media Academy

302-8	<p>Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE. 75% of this teacher's time is dedicated to providing a teaching line (4 sections of Advanced Film) to mainstream and newcomer students, and students with IEPs. The remaining 25% of this teacher's time is dedicated to planning and leading the bi-weekly SLC collaboration meetings, budgeting for California Partnership Academy, and coordinating internships. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes.</p> <p>PCN 3101 - Jasmene Miranda (Salary and Benefit costs included)</p>	\$140,025.40	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Media Academy
302-9	<p>Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE to provide a full teaching line (4 sections of Introduction to Multimedia, 1 section of Yearbook) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes.</p> <p>PCN 9102 - Kunishi Kevin (Salary and Benefit costs included)</p>	\$115,828.02	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Media Academy
302-10	<p>Teacher Salaries: Hire a CTE Architecture Academy Teacher, at 1.0 FTE to provide a full teaching line (3 sections of Construction 1, 2 sections of Construction 2) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes.</p> <p>PCN 7440 - Andrew Prober (Salary and Benefit costs included)</p>	\$128,977.84	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Architecture Academy

School Name:	Fremont High School	Site #:	302
---------------------	----------------------------	----------------	------------

Pathway Name(s):	The Media Academy, The Architecture Academy
-------------------------	--

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

2023-24 Total Enrollment Grades 9-12								1195		% Current Newcomers
										24.3%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe	
	54.6%	45.4%	99.1%	98.9%	53.7%	21.4%	8.3%	2.6%		
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported	
	15.9%	0.5%	2.4%	73.5%	0.5%	1.9%	3.3%	0.7%	1.3%	
Focal Student Population	Which student population will you focus on in order to reduce disparities?					English Learner (EL)				

SCHOOL PERFORMANCE GOALS AND INDICATORS

Please refer to this [Data Dictionary](#) for definitions of the indicators.

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	68.7%	76.0%	70.0%	TBD	75.0%		80.0%
Four-Year Cohort Dropout Rate	23.5%	21.3%	20.0%	TBD	18.0%		16.0%
A-G Completion Rate (12th Grade Graduates)	53.2%	62.2%	56.0%	TBD	59.0%		62.0%
On Track to Graduate - 9th Graders	68.9%	61.3%	61.0%	66.3%	65.0%		65.0%
9th Graders meeting A-G requirements	56.3%	45.1%	60.0%	60.1%	60.0%		60.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	4.2%	2.5%	8.0%	TBD	10.0%		12.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	29.1%	30.0%	20.0%	33.1%	22.0%		25.0%
Percentage of 10th-12th grade students in Linked Learning pathways	96.4%	96.8%	99.0%	99.9%	99.0%		99.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	40.9%	22.6%	45.0%	TBD	50.0%		55.0%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	14.5%	TBD	15.0%	TBD	20.0%		20.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	18.0%	TBD	15.0%	TBD	20.0%		20.0%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	51.7%	65.0%	56.0%	TBD	61.0%		66.0%
Four-Year Cohort Dropout Rate	37.1%	32.5%	35.0%	TBD	33.0%		30.0%
A-G Completion - 12th Grade (12th Grade Graduates)	47.9%	60.0%	53.0%	TBD	55.0%		57.0%
On Track to Graduate - 9th Graders	64.9%	62.4%	60.0%	67.4%	60.0%		60.0%
9th Graders meeting A-G requirements	55.2%	46.2%	60.0%	62.6%	60.0%		60.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	3.1%	0.9%	4.1%	TBD	5.0%		7.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	17.5%	23.9%	10.0%	16.3%	12.0%		15.0%
Percentage of 10th-12th grade students in Linked Learning pathways	96.7%	98.2%	99.0%	100.0%	99.0%		99.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	31.5%	9.8%	30.0%	TBD	32.0%		35.0%

College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	12.7%	TBD	13.0%	TBD	14.0%		15.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	9.9%	TBD	10.0%	TBD	10.0%		10.0%

ROOT CAUSE ANALYSIS
 Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

Indicator <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	Strengths <i>What is our site doing well that's leading to improvements in this indicator?</i>	Challenges <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)	Why is our grad rate 68.7? - AB2121 allowed exemptions for our newcomers to graduate with exceptions	Why is our drop out rate 23.5%? - We serve a lot of newcomers, some of whom drop out to work before graduation. - There are students who aren't compatible with the way our school system is set-up, which does not address their economic needs or they are significantly behind and feel discouraged to return after one or two semesters of high school.
A-G Completion - 12th Grade	- We offer rigorous academics to get students ready for work and college - Counselors meet with students who are close to being A-G Eligible to create a "recovery" plan, where they then enroll in a course to repeat it for a C- or higher or in a credit recovery options targeted for 12th graders (History, science, math, English/Grad Writing).	Why are half of our students not on track & meeting A-G? - Mismatch in postsecondary goals: Completing A-G does not serve these students' personal goals (work vs college). - Language barriers make it more challenging to access content for our EL students - A lot of students are below grade level for reading, and reading plays a huge part in being able to access content. - A-G courses does not always align with industry expectations - Students that work: Not all 12th graders complete 3rd year of CTE to reduce the number of classes during senior year - Need to increase in communication to all staff the requirements needed to graduate A-G eligible
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)	- Supported students that were failing math in 1st semester and complete a recovery effort (distance learning year 20-21) with help of OUSD Home and Hospital teachers. - Continuing a relationship with CAR team and Math Department from district to help some students recover S1 math credit during advisory period - Continued relationship with CORE Districts: Team at Fremont is at its 4th year working on Process-Design-Study-Act (PDSAs) to improve 9th grade on-track data by implementing strategies with 9th grade teachers (ie. Power Hour twice a marking period, Developmental Relationship Surveys three times a year, Summer Bridge, gradebook analysis, empathy interviews)	- Incoming students enter with academic deficiencies - Overall GPAs are below the 2.0 - Even though students are showing up and earning the credit, they may be earning D's or GPA too impacted to be considered "on-track" - Student motivation post-pandemic is at an all time low: students' GPA does not relate to income and does not solve their problems - A lot of students have good grades, but the one F in the critical class puts them off-track - Off-track data is a pattern: most 9th grader are not ready for high school A-G courses - Have done interventions with an extra hour of math and failed with that effort with 9th graders...better results for 11th graders.
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)	- Increased efforts to connect with HBCUs and access to HBCUs - Increase in teachers chaperones to colleges and college fairs - Strong alumni connections: students who initially drop out of college but have informed us that they are returning to college (e.g. to get certification related to their work)	- Unfair that data is based on whether student has enrolled within 1 semester of graduation and we know many students take time off after high school and wait to pursue a post-secondary education due to economic needs (employment) - Post-pandemic, many teachers pushed 4-year college enrollment less
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience		
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12		
Percentage of 10th-12th grade students in Linked Learning pathways	- Students get cohorted into different academies and they get support by virtue of being in one of the SLC's - We offer newcomers increased access into pathways while most schools do not - Some of our newcomers matriculate into advanced classes. (some success with mainstreaming into CTE sequence) - Upper grade students presenting to 9th graders builds excitement and gives confidence to younger students.	- Students not tagged are likely in our SPED program (or are transfers, or etc...clerical issue.) - Some students come in late and don't quite complete the early requirements
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		

2023-2024: YEAR ONE ANALYSIS

Whole School Strategic Actions (to address enabling conditions for high quality pathway development)

2023-24 Strategic Actions
 Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?

Provide multiple professional learning opportunities (aligned at all levels: whole staff, common collaboration period of departments, and additional work days) for teachers to backwards plan from standard-aligned assessments that meet students' literacy needs.

Increase the quantity and improve the quality of college and career exploration opportunities for all students.

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).

Support students in finding, securing, and keeping a job.

Define mastery across grade-levels and content areas to communicate to students, families, teachers what college and career readiness looks like at Fremont HS.

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<p>Pupil Support Salaries / Counselor: Hire an additional Counselor at .50 FTE. The additional counselor will be beyond the 2.5 FTE base allocation assigned by the district (per site one-pager). The additional .50 FTE is to reduce the dropout rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school. PCN 8301 - Tania Padilla (Salary & Benefit costs included)</p>	\$41,262.55	1205	Pupil Support Salaries / Counselor	Counselor	.50 FTE	Whole School
<p>Classified Support Salaries: 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. PCN 3839 - Jaliza Collins (Salary and Benefit costs included)</p>	\$132,896.20	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School
<p>Supervisor & Administrator Salaries: 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. PCN 3520 - Vacant (Salary and Benefit costs included)</p>	\$89,205.44	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
<p>Teacher Salaries Stipends: Extended Contracts for Pathway Lead Teachers, Advisory Curriculum Lead Teachers and ELD Teachers to participate in the school leadership team, facilitate weekly pathway/Small Learning Community collaboration meetings, plan advisory curriculum aligned with pathway student goals, collect and organize data to monitor student performance by pathway and to plan outside their contracted hours. Pathway/Small Learning Community Lead Teachers are our primary structure for student intervention and student retention. 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). Advisory leads are responsible for planning curriculum aligned with pathway outcomes and lead Advisory grade level meetings twice a month for teacher teams. All 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 collaboration time to support individual students. Small learning community/pathway teams meet bi-weekly with the primary objective of increasing student intervention and support. With the growing number of LTELs and Newcomers engaged in the Pathways, there is also a need to compensate teacher planning time to collaborate on literacy strategies with Pathway Leads and CTE teachers at least once a marking period. (\$38.50 per hour x 133 hours + 25% benefit costs x 16 teachers = \$102,410.00)</p>	\$102,410.00	1120	Teacher Salaries Stipends			Whole School
<p>Meeting Refreshments: For 60-80 industry partners who donate their time for Mock Interview Day. All 11th graders, general ed, Newcomers, and students with IEPs, are interviewed by an industry professional. Industry partners donate thousands of dollars of in-kind support by spending at least 3 hours on commuting and interviewing. Light breakfast refreshments will be provided by Big Apple.</p>	\$1,023.57	4311	Meeting Refreshments			Whole School

Teacher Salaries: Hire a STIP Substitute, at 1.0 FTE. The STIP Substitute will 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. PCN 8294 - Yesenia Araiza (Salary and Benefit costs included)	\$86,718.93	1105	Teacher Salaries	STIP Substitute	1.0 FTE	Media/Arch.
---	-------------	------	------------------	-----------------	---------	-------------

2024-2025: YEAR TWO

Strategic Actions

2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions <i>For the Year 1 Strategic Actions, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
Provide multiple professional learning opportunities (aligned at all levels: whole staff, common collaboration period of departments, and additional work days) for teachers to backwards plan from standard-aligned assessments that meet students' literacy needs.	On track structures to provide professional learning opportunities - common collab in departments is well attended by most of the departments. continued to work on district interim assessments and launching of new OUSD curriculum. We will be adding more deliverables by admin to support the departments meet school literacy needs. Whole staff PD has been about "student talk" , literacy opportunities
Increase the quantity and improve the quality of college and career exploration opportunities for all students.	Increased number of exploration opportunities to colleges/univ. since 22-23 including 9th grade
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).	On track as evident by our Master Schedule. Due to hiring 22-23, we added a 4th CTE teacher to Media but not to Architecture which has made courses larger. For the 24-25, there will be more students placed in Media by design.
Support students in finding, securing, and keeping a job.	We are on track with this goal. Our Transition Specialist has been working with students with interview prep, resume building, sharing job list, and support during the application process. There is communication with local business for open positions for our Newcomer population as well as grade and attendance checks to be able to maintain active work permits. We currently have 43 active work permits
Define mastery across grade-levels and content areas to communicate to students, families, teachers what college and career readiness looks like at Fremont HS.	Some teams are on track, (Math is working on common assessments) working towards alignment with OUSD that is standards aligned. Smaller teacher teams are not calibrating, it is inconsistent across departments. Inconsistent implementation of district curriculum. Now with the district curriculum coming in we can make a push for how we define mastery to then be able to communicate it to the community.

Whole School Strategic Actions (to address enabling conditions for high quality pathway development)

2024-2025 Strategic Actions In the Whole School tab, schools develop school wide strategic actions. These actions are meant to be in support of all pathways and are elements of the "enabling conditions" for ongoing pathway development. <i>Based on a review of the challenges from the root cause analysis (rows 39-48 above) and reflection on this year's strategic actions (rows 82-88), what are 3-5 new or revised, school wide strategic actions for 24-25 that will support school-wide improvement to directly address the challenges identified above?</i>
Alignment: Work with OUSD leadership to align district initiatives and site plans to help all department chairs and Pathway directors lead their teams to define mastery (grade-level achievement + standards-aligned content).
Inclusion: Increase college and career exploration visits that are supported by non CTE teachers and increase access to visits SpEd and newcomer students.
Collaboration: Design of smaller teacher teams that will then design smaller scaled projects (pathway specific project/or a literacy focused project) before the capstone.
Adult Teaming: Implement a scope and sequence for teams to analyze and monitor student achievement data.
Work-Readiness: Support students in finding, securing, and keeping a job, as well as preparing them for interviews and applications.

Budget Expenditures

Effective July 1, 2024 - June 30, 2025

2024-2025 Budget: Enabling Conditions Whole School

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) (protected cells below to be completed by MN/H staff only)	Conditionally Approved (Justification Form is required) (protected cells below to be completed by MN/H staff only)
<p>Supervisor & Administrator Salaries: 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. PCN 3520 - Andrea Garcia (Salary and Benefit costs included)</p>	\$89,562.77	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School	Approved	
<p>Classified Support Salaries: 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. PCN 3839 - Jaliza Collins (Salary and Benefit costs included)</p>	\$139,793.79	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School	Approved	
<p>Teacher Salaries: Hire a STIP Substitute, at 1.0 FTE. The STIP Substitute will 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. PCN 8294 - Zulma Tayun Ixcoy (Salary and Benefit costs included)</p>	\$89,562.77	1105	Teacher Salaries	STIP Substitute	1.0 FTE	Media/Arch.	Approved	
<p>Pupil Support Salaries / Counselor: Hire an additional Counselor at .50 FTE. The additional counselor will be beyond the 2.5 FTE base allocation assigned by the district (per site one-pager). The additional .50 FTE is to reduce the dropout rate by providing counseling, tutoring, mentoring and other intensive support services to students in danger of not graduating high school. PCN 8301 - Tania Padilla (Salary & Benefit costs included)</p>	\$44,139.37	1205	Pupil Support Salaries / Counselor	Counselor	.50 FTE	Whole School	Approved	
<p>Meeting Refreshments: For 60-80 industry partners who donate their time for Mock Interview Day. All 11th graders, general ed, Newcomers, and students with IEPs, are interviewed by an industry professional. Industry partners donate thousands of dollars of in-kind support by spending at least 3 hours on commuting and interviewing. Light breakfast refreshments will be provided by Cafe Gabriela.</p>	\$1,023.57	4311	Meeting Refreshments			Whole School	Approved	
<p>Conference Expenses: Conference & travel expenses for 4 staff members to attend the Linked Learning Alliance Conference 2025. A team of 2 - 2 staff for each pathway will attend and present about the pathway work at Fremont. The pathway team will return to campus and share their learnings with the pathway small learning community to make progress towards Gold Certification. Budget: 2 registrations x \$615 = 1,230.19</p>	\$1,230.19	5220	Conference Expenses			Whole School	Approved	
<p>Admissions Fees For students to attend College and Career Exploration Visits, pathway field trips and integrated learning opportunities. Students who participate will learn about careers and post-secondary opportunities.</p>	\$720.17	5829	Admission Fees			Whole School	Approved	
<p>Transportation Charter Bus Rentals for visits to colleges and universities with specific aligned pathway aligned programming for 9th graders and NEST program students. This opportunity will increase student exposure to post-secondary and CTE aligned careers as they will have the opportunity to engage with students from Architecture and/or Media fields. This expenditure supports our strategic action of continued investment in pathway event programming, as well as recruitment for our pathways. (3 charter buses @ \$1,833.00 = \$5,499)</p>	\$5,499.00	5826	Transportation			Whole School	Approved	

<p>Teacher Salaries Stipends: Extended Contracts for Pathway Lead Teachers, Advisory Curriculum Lead Teachers and ELD Teachers to participate in the school leadership team, facilitate weekly pathway/Small Learning Community collaboration meetings, plan advisory curriculum aligned with pathway student goals, collect and organize data to monitor student performance by pathway and to plan outside their contracted hours.</p> <p>Pathway/Small Learning Community Lead Teachers are our primary structure for student intervention and student retention. 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). Advisory leads are responsible for planning curriculum aligned with pathway outcomes and lead Advisory grade level meetings twice a month for teacher teams. All 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 collaboration time to support individual students. Small learning community/pathway teams meet bi-weekly with the primary objective of increasing student intervention and support. With the growing number of LTELs and Newcomers engaged in the Pathways, there is also a need to compensate teacher planning time to collaborate on literacy strategies with Pathway Leads and CTE teachers at least once a marking period. (133 hours per teacher x 38.50/hour = \$5,120.50 + 25% benefits = \$6,400.63 x 10 teachers = \$64,006.25)</p>	\$64,006.25	1120	Teacher Salaries/Stipends			Whole School	Approved	
--	-------------	------	---------------------------	--	--	--------------	----------	--

Pathway Name:	Media Academy	Program #:	3851
----------------------	----------------------	-------------------	-------------

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.

PATHWAY QUALITY ASSESSMENT

Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category

	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
--	------------------------------	-------------------------	---

<p>Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation</p>	<p>The Media Academy has a strong focus on academic rigor and collaboration among teachers, case managers, and industry partners. We are able to ensure that approximately 80 percent or more of our students have completed the CTE sequence. Our Small Learning Community meets monthly to maintain consistent grading and class structure throughout the academy. This helps ensure that all students receive a high-quality education, regardless of which teacher they have or which classes they take. Teachers, case managers, and industry partners meet regularly in the Small Learning Community to collaborate about more effective interventions for struggling students, as well as opportunities for student celebrations, academy-wide initiatives, and curricular collaborations.</p> <p>We continue to offer media centered dual enrollment classes in addition to English 1A. This provides students with the opportunity to earn college credit while still in high school, which can be a significant advantage when it comes to pursuing higher education or entering the workforce.</p>	<p>The offering of cross-curricular projects focused on media literacy, to help students understand how media works, including how to critically analyze and evaluate media messages, identify sources of bias or manipulation, and understand how media shapes our perceptions of the world.</p>	<p>To increase media literacy in non CTE classes we will provide training for teachers and resources to help them effectively teach media literacy skills. This will include workshops, online courses, and student voice centered panels.</p>
---	---	---	--

<p>Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>The Media Academy continues to provide students with opportunities to gain industry exposure through internships, school year work based learning opportunities such as the New York Times Editorial project published in September of 2022, the media summer institute, academy produced photo exhibits as well as a industry mentor led television and short film festival. We have increased the amount of industry related guest speakers by partnering with employees of emerging tech hubs. This provides students with the opportunity to learn from professionals who are working in the industry and gain insights into current trends and best practices. We continue to build upon the portfolio model by integrating artifacts from non cte courses to help students identify their personal interests, information, and skills necessary for informed career decision making. This approach helps students develop a clearer sense of their strengths and interests, and better understand how they can apply those skills in their chosen careers. Our College and Career Information Center, as well as partnerships with local school partners and media based programs in southern california support student career development opening doors for students to engage with college students entering into the film and television industry. We are involving industry partners in the assessment process to help students develop a clearer sense of what employers are looking for in terms of skills and competencies, and provide them with insights into current trends and best practices in the industry. Our 12th grade students produce sizzle reels an industry standard and our 11th grade students are required to participate in mock interviews, create resumes, and/or LinkedIn accounts to prepare students for the job market. These skills are essential for success in any career, and providing students with the opportunity to practice them in a supportive environment has proven to be highly beneficial.</p>	<p>Providing equitable access for Special Education and newcomer students who face barriers to participating in school year and summer internship opportunities. Increase the amount of communication to whole staff strategically communicating with provide more information about the benefits of these opportunities, such as increased employability, improved communication and teamwork skills, and greater confidence in one's abilities.</p>	<p>A three year goal for the academy is to create a school year based WBL position for marginalized students to train as communication managers for student, community members, and partners as strategy for promoting equity and inclusion. This will provide an opportunity for marginalized students to develop valuable communication and leadership skills while also giving them a voice in the academy's decision-making processes.</p> <p>Staff will begin collecting testimonials from students who have participated in CTE WBL experiences to demonstrate the value of these opportunities and promote their importance to all stakeholders. These testimonials can be used to develop a calendar of WBL opportunities and stockpile content for delivery to parents, department heads, partners, and community members. This will help ensure that all stakeholders are aware of the opportunities available and can provide input and feedback on how to best support marginalized students in accessing these opportunities.</p>
--	---	---	--

<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>The Media Academy has a Pathway Case Manager who performs wellness checks, home visits, and interventions for students who may be facing challenges outside of school that are impacting their ability to succeed academically. We offer strategic Power Hour offerings and after-school office hours, which provide students with opportunities to make up work and receive additional support as needed. We continue to hold Student Led Conferences twice a year with parents and guardians. This approach provides students with the opportunity to take ownership of their learning and share their progress with their families. The academy offers celebratory lunches for students to connect with trained peer leaders from College Summit/Peer Forward providing them with role models and mentors who can help guide them through their academic and personal challenges. The College & Career center and college program partners like METS co-host exploration field trips for 10th-12th grade students. This provides students with the opportunity to explore different career paths and gain exposure to post-secondary education options.</p>	<p>Leveraging our limited resources to provide impactful interventions for students.</p>	<p>A third year goal is to partner with community organizations that provide services and support to students. These organizations can offer additional resources and support to students that can supplement the work of the case manager. It is our goal within year one to develop a student mentorship program where upperclassmen can support and mentor underclassmen. This can help students build connections and receive support from their peers, which can be just as impactful as support from a case manager.</p>
--	---	--	--

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals
Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

<p>Goal #1: By 2026</p>	<p>By 2026 we will have data from our school year based WBL positions for at promise students and English Language Learners to train as communication managers for student, community members, and partners facing media content as a strategy for promoting equity and inclusion. The data will inform our strategic goals for the Pathway. We will develop clear goals and metrics for our school year based WBL positions. This could include metrics such as the number of students who participate, the types of projects they work on, and the feedback they receive from community members and partners.</p>
<p>Goal #2: By 2026</p>	<p>By 2026 we will have a consistent Media CTE teacher team that designs assessments to ensure equitable opportunities for all students to demonstrate expected knowledge and skills.</p>
<p>Goal #3: By 2026</p>	<p>By 2026 we will integrate projects in specific courses and grade levels to promote a more holistic and well rounded experience for students.</p>

Pathway Strategic Actions

Strategic Actions for 2023-24
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

<p>Strategic Actions for Goal #1</p>	<p>We will identify a team of teachers to continuously monitor and evaluate our school year based WBL positions to ensure they are meeting our goals and making a positive impact on at-promise students and English language learners.</p>
	<p>Establish a data collecting process.</p>
	<p>Conduct three professional development workshops for teachers to develop strategies to conduct surveys, interviews, or focus groups with students, community members, and partners.</p>
	<p>Continue to collaborate with the newcomer 10th grade and 11th grade advisors.</p>

Strategic Actions for Goal #2	The media CTE teacher team by reviewing and revising their current assessment methods to ensure they are inclusive of diverse learning styles and abilities. We can also explore alternative assessment methods, such as project-based assessments, performance tasks, and portfolios, that allow students to demonstrate their knowledge and skills in different ways.
	Collaborate to design and plan a student exhibition, including selecting the medium (e.g., video, photography, graphic design), determining the format (e.g., physical gallery, online exhibition), and establishing evaluation criteria. Throughout the process, we will seek feedback and input from industry professionals to ensure that the final product meets industry standards and expectations. This can be done through formal reviews or informal discussions with industry partners.
Strategic Actions for Goal #3	Evaluate the effectiveness of cross curricular projects by collecting data on student outcomes, such as academic performance, engagement, and post production success. Use this data to make informed decision about how to improve and refine projects for the future.
	Work with teachers to develop project ideas that integrate multiple subjects and align with academic and CTE standards. Encourage teachers to collaborate with industry/community partners to design projects that are relevant and engaging to students.
	Provide professional development for teachers on how to design and implement cross-curricular projects, including how to assess student learning and provide feedback.

Pathway Budget Expenditures

2023-2024 Pathway Budget

BUDGET JUSTIFICATION						
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions .						
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.						
- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)						
We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>						
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME	
\$128,952.05	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Media Academy	<p>Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE to provide a full teaching line (2 Introduction to Multimedia classes and 3 Introduction to Film classes) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 1902 - Nicolas Basta (Salary and Benefit costs included)</p>
\$140,025.40	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Media Academy	<p>Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE. 75% of this teacher's time is dedicated to providing a teaching line (4 sections of Advanced Film) to mainstream and newcomer students, and students with IEPs. The remaining 25% of this teacher's time is dedicated to planning and leading the bi-weekly SLC collaboration meetings, budgeting for California Partnership Academy, and coordinating internships. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 3101 - Jasmene Miranda (Salary and Benefit costs included)</p>
\$115,828.02	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Media Academy	<p>Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE to provide a full teaching line (4 sections of Introduction to Multimedia, 1 section of Yearbook) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 9102 - Kunishi Kevin (Salary and Benefit costs included)</p>

2024-2025: YEAR TWO

Pathway Strategic Goals

<p>Pathway Quality Strategic 3 Year Goal</p>	<p>Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?</p>
<p>By 2026 we will have data from our school year based WBL positions for at promise students and English Language Learners to train as communication managers for student, community members, and partners facing media content as a strategy for promoting equity and inclusion. The data will inform our strategic goals for the Pathway. We will develop clear goals and metrics for our school year based WBL positions. This could include metrics such as the number of students who participate, the types of projects they work on, and the feedback they receive from community members and partners.</p>	<p>In the Media team, there has been no progress toward this goal because we have not been able to move forward without a WBL person.</p>
<p>By 2026 we will have a consistent Media CTE teacher team that designs assessments to ensure equitable opportunities for all students to demonstrate expected knowledge and skills.</p>	<p>In the Media team, there has been a lot of progress here. The team has been using shared and aligned rubrics with emphasis on using industry-aligned language. There has been an emphasis on teaching for mastery. This has been supported by and with more communication with Dual Enrollment teachers and Media Academy teachers.</p>
<p>By 2026 we will integrate projects in specific courses and grade levels to promote a more holistic and well rounded experience for students.</p>	<p>In the Media team, we know what the key projects are in each grade level, and make clear the grade level outcomes for each grade. We will be working on getting input from students at each grade level, to document the student experience and look for opportunities for integrated projects. Next school year we are beginning with 10th grade to eventually have a "defense" at each grade level/ and our end of the year portfolio project.</p>

Pathway Strategic Actions Reflection

<p>2023-2024 Strategic Actions</p>		<p>Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p>
<p>23-24 Strategic Actions for Goal #1</p>	<p>We will identify a team of teachers to continuously monitor and evaluate our school year based WBL positions to ensure they are meeting our goals and making a positive impact on at-promise students and English language learners.</p> <p>Establish a data collecting process.</p> <p>Conduct three professional development workshops for teachers to develop strategies to conduct surveys, interviews, or focus groups with students, community members, and partners.</p> <p>Continue to collaborate with the newcomer 10th grade and 11th grade advisors.</p>	<p>We need lots of help, looking to incorporate a Transition Specialist (work-plan around WBL monitoring, job permits). Slowly becoming more integrated in the team. Just received approval for a Student-Run Enterprise with E14. For the 2024-25 school year, we'll have a biweekly check-in with the Transition Specialist - we need support with the tracking of student internship participation.</p>
<p>23-24 Strategic Actions for Goal #2</p>	<p>The media CTE teacher team by reviewing and revising their current assessment methods to ensure they are inclusive of diverse learning styles and abilities. We can also explore alternative assessment methods, such as project-based assessments, performance tasks, and portfolios, that allow students to demonstrate their knowledge and skills in different ways.</p> <p>Collaborate to design and plan a student exhibition, including selecting the medium (e.g., video, photography, graphic design), determining the format (e.g., physical gallery, online exhibition), and establishing evaluation criteria. Throughout the process, we will seek feedback and input from industry professionals to ensure that the final product meets industry standards and expectations. This can be done through formal reviews or informal discussions with industry partners.</p>	<p>We are on track. We've had two exhibitions so far this year. Working towards Media Day at Oakstop this year. This will also be an online event, live streamed for families. Visitors that participated in the winter exhibition with E14 have agreed to join the advisory board. The exhibition provided a platform for the community to give feedback on student media work and offer connections to their networks. Connected with a Yoga studio who wants to hire Media Academy students to create promotional material.</p>

23-24 Strategic Actions for Goal #3	Evaluate the effectiveness of cross curricular projects by collecting data on student outcomes, such as academic performance, engagement, and post production success. Use this data to make informed decision about how to improve and refine projects for the future.	We are on track. We've had two exhibitions so far this year. Working towards Media Day at Oakstop this year. This will also be an online event, live streamed for families. Visitors that participated in the winter exhibition with E14 have agreed to join the advisory board. The exhibition provided a platform for the community to give feedback on student media work and offer connections to their networks. Connected with a Yoga studio who wants to hire Media Academy students to create promotional material.
	Work with teachers to develop project ideas that integrate multiple subjects and align with academic and CTE standards. Encourage teachers to collaborate with industry/community partners to design projects that are relevant and engaging to students.	
	Provide professional development for teachers on how to design and implement cross-curricular projects, including how to assess student learning and provide feedback.	

Pathway Strategic Actions 2024-2025

2024-2025 Strategic Actions
 Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

Goal #1: By 2026	By 2026 we will have data from our school year based WBL positions for at promise students and English Language Learners to train as communication managers for student, community members, and partners facing media content as a strategy for promoting equity and inclusion. The data will inform our strategic goals for the Pathway. We will develop clear goals and metrics for our school year based WBL positions. This could include metrics such as the number of students who participate, the types of projects they work on, and the feedback they receive from community members and partners.	New or Revised Strategic Actions for Goal #1	No access or input to Measure H/N money. School year internships put on pause.
Goal #2: By 2026	By 2026 we will have a consistent Media CTE teacher team that designs assessments to ensure equitable opportunities for all students to demonstrate expected knowledge and skills.	New or Revised Strategic Actions for Goal #2	The CTE teacher team will also highlight their accomplishments and be able to showcase their achievements
Goal #3: By 2026	By 2026 we will integrate projects in specific courses and grade levels to promote a more holistic and well rounded experience for students.	New or Revised Strategic Actions for Goal #3	10th grade will have a 10th grade defense, where they will defend their body of work which will include; CTE, English, and Humanities + integrated projects. Include mini-capstone leading up to 12th grade. There will be a clear definition of what a capstone is within SLC

Pathway Budget Expenditures
 Effective July 1, 2024 - June 30, 2025

2024-2025 Pathway Budget

BUDGET JUSTIFICATION								Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)				
<p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><small>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</small></p>									

<p>Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE. 75% of this teacher's time is dedicated to providing a teaching line (4 sections of Advanced Film) to mainstream and newcomer students, and students with IEPs. The remaining 25% of this teacher's time is dedicated to planning and leading the bi-weekly SLC collaboration meetings, budgeting for California Partnership Academy, and coordinating internships. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 3101 - Jasmene Miranda (Salary and Benefit costs included)</p>	\$142,848.28	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Media Academy	Approved	
<p>Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE to provide a full teaching line (2 Introduction to Multimedia classes and 3 Introduction to Film classes) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 1902 - Nicolas Basta (Salary and Benefit costs included)</p>	\$139,954.06	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Media Academy	Approved	
<p>Teacher Salaries: Hire a CTE Media Academy Teacher, at 1.0 FTE to provide a full teaching line (4 sections of Introduction to Multimedia, 1 section of Yearbook) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 9102 - Kunishi Kevin (Salary and Benefit costs included)</p>	\$158,113.19	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Media Academy	Approved	

Pathway Name:	Architecture Academy	Program #:	3861
----------------------	-----------------------------	-------------------	-------------

Mission and Vision

Vision statement: The Architecture Academy of Fremont High School will challenge students to become independent, creative and critical thinkers with the skills to succeed and excel in careers or college after graduation. They will develop an understanding of how design can affect people and their experiences, and how they can use the design process to improve their environment and lives.

Mission statement: Students in the Architecture Academy will acquire transferable skills through career experiences in the Architecture, Building & Construction, and Woodworking fields and create original products using the principles of design. Through the use of technology and cross-curricular learning around academy themes, students will develop and demonstrate their ability to produce research, projects and presentations that are relevant and responsive to the needs of their community.

PATHWAY QUALITY ASSESSMENT

<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	All students take variety of architecture and construction classes. Consistent grading and class structure throughout the academy. Teachers meet regularly in Small Learning Community for interventions, student celebrations, academy-wide initiatives, and curricular collaborations. Dual enrollment classes offered.	Student selection of the academy process could use some tweaks to further emphasize the importance of student choice.	We are currently simplifying course offerings to better facilitate student choice and support newcomers and SPeD students.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Many integrated industry 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 do not 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. Also, some students also miss the opportunity to participate in WBL experiences due to attendance concerns. Lastly, students who are required to participate in Summer school are typically unable to participate in Summer internships due to time constraints.	Our goal is to create an academy "Pocket Guide" or even digital app/website 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 advisory.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	Many examples of career focused curriculum. Frequent student conferences by teachers and case managers. College center supports students with applications/financial aid.	Data keeping for post secondary outcomes is less than ideal. Advisory classes are not with students' preferred industry sectors/interests	Developing better promotional materials to celebrate successful post-secondary achievements.

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals
Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

Goal #1: By 2026	By 2026 students will have a clear path toward specialization in the pathway strands, and mapping career goals. Each CTE teacher will have an introduction class and an advanced class to support students in advancing their skill sets in their CTE sequences and gain mastery in the specific pathway strands. At the end of the second semester, students will be surveyed to identify their interest of mastery for the following school year, this will ensure all students get to take an introductory class and also an advanced class to gain mastery in the pathway strand they choose.
Goal #2: By 2026	By 2026, we aim to hire an additional CTE teacher for a total of 4 to teach sections 10-12th. At the moment, we do not have enough CTE sections to teach all NEST students, therefore, to ensure all students can take our CTE classes, we are required to expand our program by hiring a 4th CTE teacher.
Goal #3: By 2026	By 2026 we will have integrated projects in specific courses and grade levels. By creating these integrated projects/crossed curricula projects, our academic core classes and career technical learning is more seamless. Teachers in all content areas will have experienced learning from an industry/community partner, collaborating with teammates in other courses to design, plan, and implement projects. SLC directors will support teachers in SLC PD to design and implement cross-curricular projects to ensure students see the connections between core academy classes and their CTE classes.

Pathway Strategic Actions

Strategic Actions for 2023-24
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

- Development of a reflection, selection and placement process at the end of the second semester for 9th, 10th, and 11th grade students.

Strategic Actions for Goal #1	- Develop a comprehensive introduction and advance CTE classes for all 3 strands, and ensure 21st century skills development are aligned between CTE classes.
	- Create a CTE website to showcase projects from each class and the potential career paths students can obtain. This will enable students to make informed decisions on choosing the class they want to take.
Strategic Actions for Goal #2	- Promote and make the Architecture Academy more visible to widen the candidate pool of qualified candidates.
	- Provide more sections for 10th - 12th graders in the three strands to ensure all NEST students are able to take CTE classes.
	- Work closely with NEST teachers to implement appropriate accommodations to ensure EL students are able to develop skills in CTE classes while continuing to learn and practice to become a professional.
Strategic Actions for Goal #3	- Develop a common baseline and agreement on the SLC team for what a CTE-aligned pathway-related project entails.
	- Provide additional SLC PD focusing on integrating quality integrated projects between academic core classes and career technical classes.
	- Provide professional development for teachers on how to assess student learning and provide feedback.

Pathway Budget Expenditures

2023-2024 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions .						
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME	
<p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>						
\$128,977.84	1105	Teacher Salaries	CTE TEACHER	1.0 FTE	Architecture Academy	

2024-2025: YEAR TWO

Pathway Strategic Goals	
Pathway Quality Strategic 3 Year Goal	<p>Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?</p>
By 2026 students will have a clear path toward specialization in the pathway strands, and mapping career goals. Each CTE teacher will have an introduction class and an advanced class to support students in advancing their skill sets in their CTE sequences and gain mastery in the specific pathway strands. At the end of the second semester, students will be surveyed to identify their interest of mastery for the following school year, this will ensure all students get to take an introductory class and also an advanced class to gain mastery in the pathway strand they choose.	In Architecture, class sequencing has gotten better and it should improve students experience. Students have Construction 1, Architecture, leading the way up to Design Build. Students are advancing their skills in every step. We also have a Dual Enrollment course for students wanting to advance their skill set.
By 2026, we aim to hire an additional CTE teacher for a total of 4 to teach sections 10-12th. At the moment, we do not have enough CTE sections to teach all NEST students, therefore, to ensure all students can take our CTE classes, we are required to expand our program by hiring a 4th CTE teacher.	In Architecture, this goal has hit a stop pending space and funding. There is not enough funding to hire another full time CTE teacher. There is a potential of there being funds if some fte is shifted from other funds but right now the other positions meet priority for the whole school. However, recruitment for another CTE teacher is continuing informally in case the opportunity were to open up to hire another teacher.

By 2026 we will have integrated projects in specific courses and grade levels. By creating these integrated projects/crossed curricula projects, our academic core classes and career technical learning is more seamless. Teachers in all content areas will have experienced learning from an industry/community partner, collaborating with teammates in other courses to design, plan, and implement projects. SLC directors will support teachers in SLC PD to design and implement cross-curricular projects to ensure students see the connections between core academy classes and their CTE classes.	In Architecture, this goal is on track. Projects have been done at a smaller scale but now with the support of admin next year we will have a pilot year to have the support to have a true cross-curricular project. With a cohort teacher schedule for 10th grade CTE teacher and a team of core teachers will plan out a project for 10th grade.
---	---

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
------------------------------------	--

23-24 Strategic Actions for Goal #1	- Development of a reflection, selection and placement process at the end of the second semester for 9th, 10th, and 11th grade students.	The first two on this have been accomplished. The CTE website has been created, it just needs to be updated to share more texts and make it more student and family facing. There is also the potential to have more social media presence.
	- Develop a comprehensive introduction and advance CTE classes for all 3 strands, and ensure 21st century skills development are aligned between CTE classes.	
	- Create a CTE website to showcase projects from each class and the potential career paths students can obtain. This will enable students to make informed decisions on choosing the class they want to enroll in each year.	

23-24 Strategic Actions for Goal #2	- Promote and make the Architecture Academy more visible to widen the candidate pool of qualified candidates.	Recruitment conversations are still happening for a CTE teacher however, due to lack of funds in the budget another CTE teacher will not be hired so more sections will not open up for NEST students.
	- Provide more sections for 10th - 12th graders in the three strands to ensure all NEST students are able to take CTE classes.	
	- Work closely with NEST teachers to implement appropriate accommodations to ensure EL students are able to develop skills in CTE classes while continuing to learn and practice to become a proficient English speaker and writer.	

23-24 Strategic Actions for Goal #3	- Develop a common baseline and agreement on the SLC team for what a CTE-aligned pathway-related project entails.	There will be opportunity for teacher teams to be a part of PBL institute this summer. Teachers will be able to focus on a CTE aligned project and receive support throughout the school year.
	- Provide additional SLC PD focusing on integrating quality integrated projects between academic core classes and career technical classes.	
	- Provide professional development for teachers on how to assess student learning and provide feedback.	

Pathway Strategic Actions 2024-2025

2024-2025 Strategic Actions
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

Goal #1: By 2026	By 2026 students will have a clear path toward specialization in the pathway strands, and mapping career goals. Each CTE teacher will have an introduction class and an advanced class to support students in advancing their skill sets in their CTE sequences and gain mastery in the specific pathway strands. At the end of the second semester, students will be surveyed to identify their interest of mastery for the following school year, this will ensure all students get to take an introductory class and also an advanced class to gain mastery in the pathway strand they choose.	New or Revised Strategic Actions for Goal #1	Making sequencing more clear Constrc 1(10) Arc 1(11) - MC3 (12).
Goal #2: By 2026	By 2026, we aim to hire an additional CTE teacher for a total of 4 to teach sections 10-12th. At the moment, we do not have enough CTE sections to teach all NEST students, therefore, to ensure all students can take our CTE classes, we are required to expand our program by hiring a 4th CTE teacher.	New or Revised Strategic Actions for Goal #2	If no additional teacher, potentially adding another course for Arch, if funding is available. To support NEST students going through the Arch pathway. Current CTE teacher to support with a new section by extended contract
Goal #3: By 2026	By 2026 we will have integrated projects in specific courses and grade levels. By creating these integrated projects/crossed curricula projects, our academic core classes and career technical learning is more seamless. Teachers in all content areas will have experienced learning from an industry/community partner, collaborating with teammates in other courses to design, plan, and implement projects. SLC directors will support teachers in SLC PD to design and implement cross-curricular projects to	New or Revised Strategic Actions for Goal #3	By 2026, 10th grade will have an integrated project that will be highlighted by a cohort teacher team. Cohort teachers will receive time in their schedule to meet and plan project Progress toward coming up with a Senior Capstone that has elements of Architecture CTE courses will happen with the support of SLC and Senior Teachers.

support teachers in SLC PD to design and implement cross-curricular projects to ensure students see the connections between core academy classes and their CTE classes.

FOR GOAL #3

Pathway Budget Expenditures
Effective July 1, 2024 - June 30, 2025

2024-2025 Pathway Budget

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
<p>Teacher Salaries: Hire a CTE Architecture Academy Teacher, at 1.0 FTE to provide a full teaching line (2 Sections of Design Build, 2 sections of Construction 2/DE) to mainstream and newcomer students, and students with IEPs. Additional duties include: Attend and participate in bi-weekly SLC collaboration meetings; participate in long-term pathway design and planning with CTE team; share ideas and collaborate on solutions to help solve dilemmas/challenges/conflicts that impede progress towards Pathway goals; and plan and support interdisciplinary projects with core classes. PCN 9102 - Andrew Prober (Salary and Benefit costs included)</p>	\$129,946.60	1105	Teacher Salaries	CT Teacher	1.0 FTE	Architecture	Approved	

MEASURE N 2022-2023 CARRYOVER PLAN

School Name	FREMONT HIGH SCHOOL	Site Number	302
Why were you unable to expend all your funds in the 2022-2023 school year?	1) Pathway Coach vacancy continued as Site Personnel Committee did not select a candidate, which left us with \$84,627.00 unspent moved to carryover. 2) The end of 2022-23 was challenging as the OEA Strike took place and interrupted May, and our priority was to return to instructional time and testing, instead of executing college visits. 3) ECCCO summer internships were paid for by OUSD Summer Expanded Learning. 4) We did not budget any transportation cost or engagement cost for our 9th graders and need to now that we do not have the 9th grade Wheel Class, as we must do additional education on our Career Pathways for them to select by February 2024.		
Total Measure N Funds Received in Fiscal Year 2022-2023 <i>(including accumulated carryover from previous years)</i>	\$1,087,411.43	Projected Carryover Amount from Fiscal Year 2022-2023	\$248,698.12
Projected Carryover Amount from Fiscal Year 2022-2023	\$248,698.12	Total Budgeted Amount	\$248,698.12
Percentage of 2022-2023 Carryover to Measure N Funds	22.9%	Remaining Amount	\$0.00

NOTE:	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.
Directions:	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N/H Justification Examples - A Resource for EIP Development document linked below.
Resources:	2023-2024 Measures N and H Permissible Expenses Measures N and H Justification Examples - A Resource for EIP Development

BUDGET JUSTIFICATION							
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.							
For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Budget Expenditure Instructions							
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.							
- How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions?							
We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.							
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?
Conference Expenses: Conference expenses for staff to attend the Educators 4 Careers Conference 2024. Lodging & registration for 12 attendees. A team for each pathway comprised of the CTE teachers and at least one core subject teacher and one counselor will attend the E4C Conference. The pathway team will return to campus and share their learnings with their pathway small learning community. While this is a required conference for our CPA teachers, both pathways will send members to the E4C Conference to work on Strategic Action #3 for the Media Academy and Strategic Action #3 for the Architecture Academy. (12 x 3 nights x \$246 = \$8,856.00 + \$555 x 12 = \$6,660.00 + \$160 Anticipated expenses x 12 = \$1,920; Grand total = \$17,436.00)	\$17,436.00	5220	Conference Expense			Architecture Pathway / Media Pathway	Rigorous Academics (Integrated Program)
Conference Expenses: Conference & travel expenses for 7 staff members to attend the Linked Learning Alliance Conference 2024. A team of 7 - Principal and staff for each pathway will attend and present about the pathway work at Fremont. The pathway team will return to campus and share their learnings with the pathway small learning community to make progress towards Gold Certification. Budget: ~\$650 Flights x 7 = \$4,500; ~\$996 Hotel x 7 = \$6,972; ~\$160 Anticipated Expenses x 7 = \$1,120; 7 registrations x \$650 = \$4,500; Grand Total = \$17,142.00	\$17,142.00	5220	Conference Expense			Architecture Pathway / Media Pathway	Rigorous Academics (Integrated Program)

<p>Consultant Contracts: Contract with Bay Area Community Resources (BACR) to process and pay-out the Student Internship Stipends for participating in the Work-Based Learning (WBL) career preparation and training experiences, through June 30, 2024.</p> <p>The 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). Students acquire 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. This allocation is not an existing allocation anywhere in our 2023-24 school budget. Student interest is high and we are confident we can spend these funds to support 31 students. Internship stipends have increased the participation of students in our pathways. Budget: 30 stipends at \$1,000 per student + 15% Agency Admin Fees = \$34,500.00</p>	\$34,500.00	5825	Consultant Contracts			Architecture Pathway / Media Pathway	Work-Based Learning
<p>Classsuppt Salaries Overtime: ET/OT qualified clerical staff to provide Interpretation Services for Pathway specific parent meetings.</p> <p>Our Pathways will need interpretation services from OUSD for 7 meetings with parents about pathway outcomes and goals, and post-secondary options. 1 of the 7 meetings is for 9th grade parents to learn about both career pathways and help their student decide their pathways. Pathway teams will prepare 3 meetings per pathway and 1 joint meeting for 9th grade parents. These services support our Whole School Goal of defining mastery across grade-levels and content areas to communicate to students, families, teachers what college and career readiness looks like at Fremont HS. Budget: \$50.72 hour rate x 2 hours + 25% benefit costs x 7 meetings = \$888.00.</p>	\$888.00	2225	Classsuppt Salaries Overtime			Architecture Pathway / Media Pathway	Enabling Conditions
<p>Meeting Refreshments: Refreshments for two 12th Grade Capstone Events.</p> <p>For 120 industry partners who donate their time for two 12th Grade Capstone Days. All 12th graders, general ed, Newcomers, and students with IEPs, present their 12th grade Action Capstone Project to various industry professionals and community partners. Industry partners donate thousands of dollars of in-kind support by spending at least 3 hours on commuting and interviewing. Light refreshments will be provided by Cafe Gabrielas. Budget: \$600.00 x 2 days = \$1,200.00</p>	\$1,200.00	4311	Meeting Refreshments			Architecture Pathway / Media Pathway	Rigorous Academics (Integrated Program)
<p>Meeting Refreshments: Light refreshments for 7 meetings with parents about pathway outcomes and goals, and post-secondary options.</p> <p>1 of the 7 meetings is for 9th grade parents to learn about both career pathways and help their student decide their pathways. Pathway teams will prepare 3 meetings per pathway and 1 joint meeting for 9th grade parents. These opportunities support our Whole School Goal of defining mastery across grade-levels and content areas to communicate to students, families, teachers what college and career readiness looks like at Fremont HS. Refreshment will be provided by Guadalajara Restaurant. Budget: \$175 x 7 meetings = \$1,225.00</p>	\$1,225.00	4311	Meeting Refreshments			Architecture Pathway / Media Pathway	Integrated Student Supports
<p>Meeting Refreshments: Refreshments for our Pathway has monthly after school events for students including guest speakers and workshops, film screenings, etc.</p> <p>We provide simple snacks for each of these events (juice, granola bars). These meetings benefit Pathway students by exposing them to a variety of community partners and industry professionals in our Architecture, the Trades, and Media. These events support our Whole School Goal of defining mastery across grade-levels and content areas to communicate to students, families, teachers what college and career readiness looks like at Fremont HS. Budget: 5 events per Pathway theme = 10 events over the course of the Spring Semester, \$100 per event = \$1,000.00.</p>	\$1,000.00	4311	Meeting Refreshments			Architecture Pathway / Media Pathway	Integrated Student Supports

<p>Professional Contracted Bus Services: Charter bus rentals for Architecture students to attend College and Career Exploration Visits (UC/CSU). Funding for transportation costs for students to participate in College and Career Exploration visit field trips. Students will explore academic programs that align with their pathway and the linked learning pillars to support successful post-secondary transitions. These experiences will increase student engagement by providing interactive, real world opportunities that directly relate to pathway development. Funding will be used for transportation aligned with Architecture students for four trips, to include at least one Newcomer student cohort that participate in our CTE courses. (3 charter buses @ \$2,000.00 = \$6,000.00)</p>	\$6,000.00	5826	Professional Contracted Bus Services			Architecture Pathway	Rigorous Academics (Integrated Program)
<p>Professional Contracted Bus Services: Charter bus rentals for the Media Pathway students to attend College and Career Exploration Visits (UC/CSU). Funding for transportation costs for students to participate in College and Career Exploration visit field trips. Students will explore academic programs that align with their pathway and the linked learning pillars to support successful post-secondary transitions. These experiences will increase student engagement by providing interactive, real world opportunities that directly relate to pathway development. Funding will be used for transportation aligned with Media students for four trips, to include at least one Newcomer student cohort that participate in our CTE courses. (3 charter buses at \$2,000.00 = \$6,000.00)</p>	\$6,000.00	5826	Professional Contracted Bus Services			Media Pathway	Rigorous Academics (Integrated Program)
<p>Classified Support Salaries: Hire 1 Newcomer Assistant, at 1.0 FTE from January to June 2024. The Newcomer Assistant will support instruction and learning for all students, including Students with Interrupted and Formal Education, in all ELD literacy classes and 9th/10th grade Newcomer classes, chaperone all college and career exploration visits, facilitate academic interventions, and facilitate with the Counselors the Pathway placement for 24-25. New Position, at 1.0 FTE, \$75,000.00</p>	\$75,000.00	2205	Classified Support Salaries	Newcomer Assistant	1.0 FTE	Architecture Pathway / Media Pathway	Integrated Student Supports
<p>Teacher Salaries Stipends: Extended Contract to pay the Counselor to do Data Analysis. The Counselor will gather data from Aeries, Jupiter Grades, and OUSD Dashboards, to assemble reports for the Pathway leads and Principal. This extended contract is for the counselor to interpret data and present the data to help the Principal and the two Pathway teams and Newcomer program monitor student performance every marking period for all students enrolled in a Pathway and to determine if Measure N/H outcomes are being met. This work is to help model data and establish data collection protocols for the school, beyond the regular counseling duties. In addition, they will help create a Master Schedule Guide for the school that incorporates how teams use data to make master schedule decisions. Counselor Caitlin Martindale: \$38.50/hour x 220 hours + 25% benefits = \$10,587.50.</p>	\$10,587.50	1120	Teacher Salaries Stipends			Architecture Pathway / Media Pathway	Rigorous Academics (Integrated Program)
<p>AC Transit Tickets: For Career and College exploration Field Trips. AC Transit tickets for local WBL trips (e.g. KDOL, Laney College, PG&E, BART, etc) students get exposure to legal sector careers through exploration trips to increase high school students' readiness to succeed in college and career.</p>	\$1,448.45	4310	Supplies & Materials			Architecture Pathway / Media Pathway	Work-Based Learning
<p>Professional Contracted Bus Services: Charter bus rentals for the 9th Grade students to attend College and Career Exploration Visits (UC/CSU). Funding for transportation costs for students to participate in College and Career Exploration visit field trips. Students will explore academic programs that align with their pathway and the linked learning pillars to support successful post-secondary transitions. These experiences will increase student engagement by providing interactive, real world opportunities that expose 9th graders to post-secondary options. Funding will be used for transportation for students on-track the month before they select their Career Pathway. (2 charter buses at \$2,000.00 = \$4,000.00)</p>	\$4,000.00	5826	Professional Contracted Bus Services			9th Grade	Rigorous Academics (Integrated Program)

<p>Teacher Salaries Stipends: Extended Contracts for the Counselor and School Psychologist to coordinate pathway team capacity. Counselor and School Psychologist will deliver professional learning to all pathway teams around how to identify and support non-academic needs for students in the pathway. Topics include but are not limited to identifying issues of human trafficking, mental health and other needs impeding students' academic and overall success. Developing Pathway Team capacity to identify these needs and to then connect students to the support systems will help meet overall student needs and help improve academic outcomes. Counselor Jasmin Cartagena, School Psychologist Anthony Mack. Budget: \$38.50 per hour x 390 hours + 25% benefit costs x 2 employees = \$37,537.50. (Includes salary & benefits)</p>	\$37,537.50	1120	Teacher Salaries Stipends			Architecture Pathway / Media Pathway	Integrated Student Supports
<p>Teacher Salaries Stipends: Extended Contracts for 3 Teachers (1 Media & 1 Architecture, 1 additional teacher) to support the Exploring College, Career, & Community Opportunity Summer Program (ECCCO), through June 30, 2024. The 3 ECCCO teachers will support students from both the Architecture Academy and Media Academy in summer internships by providing work based learning curriculum to students, assisting them to find internships and work site visits. This expenditure is aligned to pathway development goals in the area of Work-Based Learning, supporting students to successfully complete career preparation experiences in the district-sponsored summer internships ECCCO program. Having summer teachers who are their CTE teachers improves students' engagement by having a familiar adult support and case manage them through onboarding and the challenges that may arise as a young person in a work environment. 20-25 students will be served by each of the summer teachers, for a total of 60-75 students. This addresses the need for a support infrastructure and advocacy for student success in off-site work experiences, as well as logistical needs for making students get paid and prepare for the district Demonstration of Mastery. Budget: 150 hours at \$38.50 per hour + 25% benefit costs x 3 teachers = \$21,656.25. (Salary & Benefit Costs Included)</p>	\$21,656.25	1120	Teacher Salaries Stipends			Architecture Pathway / Media Pathway	Work-Based Learning
<p>Correcting Negatives in Measure N & H accounts: These funds are to offset all of the negatives in Measure N - Resource 9333 & Measure H - Resource 9339. The negatives are usually the result of cost differences between what was initially budgeted by the site and the actual Salary & Benefit Costs, as well as Mid-Year Salary Adjustments. This justification is to cover negatives in the 1xxx-3xxx object codes only, throughout the 2023-24 fiscal year.</p>	\$13,077.42	1xxx & 3xxx	Salary & Benefit Costs Negatives			Whole School	

Measures N and H 2024-2025 Education Improvement Plan Assessment (Year Two of Three-Year Cycle)

[[Fremont HS](#)]

Checklist of Required Elements:

- ✓ Submitted Measures N and H Education Improvement Plan
- ✓ Submitted Three Domains of Linked Learning (one per pathway)

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2022-23) and Year 2 (2023-24)?
(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear high Analysis 1
<p>Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards</p> <p><i>Instructions:</i> Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:</p> <ul style="list-style-type: none"> Meaningful reflection about progress toward strategic goals (whole school and pathway) Clear articulation of connections between these reflections and new or adapted strategic actions Evidence of progress toward pathway programs' quality standards 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> The EIP presentation demonstrates deep reflection and clear identification of strengths/successes and areas of growth. The depth of reflection incorporated in the EIP presentation is not reflected in the EIP. There is substantial evidence of comprehensive pathway programs (Media and Architecture Academies). Academies align with Linked Learning Quality Standards. Pathways include an integrated program of study, work-based learning opportunities, and integrated student supports. The Media Academy provides opportunities for students to complete the CTE sequence, offering media-centered dual enrollment classes in addition to English 1A. They also offer cross-curricular projects focused on media literacy. Media Academy has high quality programming as evidenced by its designation as a CA Distinguished Academy. The Architecture program strongly emphasizes students 			

	<p>taking various architecture and construction classes, consistent grading and class structure, and opportunities for dual enrollment.</p> <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • Fremont might consider expanding work-based learning opportunities to include more industries and fields, providing students with a broader range of options for developing career-related skills for both pathways, paying particular attention to integration of internships/community-based experiences and core content coursework. • How can the Architecture Academy program of study shift so that all students are taking a CTE class with cohorted and integrated academics <i>in a single sector</i>? Architecture now has students enroll in Construction and Architecture classes, which span two sectors. This is not aligned with the College & Career for All Linked Learning Quality standards. • How can pathway teams leverage capstone as a reflection and progress monitoring process and artifact? • What steps need to be taken to achieve greater integration of the CTE theme in core classes? • What pathway systems need greater attention moving forward?
--	--

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): In what ways does the EIP clearly articulate new or revised actions that are grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions?				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>Strategic Actions</p> <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 three domains of Linked Learning <ul style="list-style-type: none"> • Integrated Program of Study • Work-Based Learning • Integrated Student Support • Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • The school has made significant progress on the explicit recommendations enumerated in the 23-24 EIP Assessment. This includes: <ul style="list-style-type: none"> o The school hired a pathway coach o SLC teams are developing CTE-aligned pathway-related projects 			

<ul style="list-style-type: none"> Coherence is evident as a clear theory of action that bridges their reflection logically into their actions 	<ul style="list-style-type: none"> The school ensures pathway teachers have access to professional development sessions to teachers on assessing student learning and providing effective feedback, which may include training on assessment tools and techniques, analyzing student work, and strategies for providing constructive feedback to students. The significant progress that the school has achieved is reflected by the Distinguished Academy honor received by the Media academy, double digit increases in A-G and graduation rates, enrollment increases, and staff retention. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> How might pathway teams intentionally and consistently support English Language Learners? The school may benefit from developing and sustaining stable team structures that promote regular student outcome data collection and analysis. The school continues to require closer attention to pathway access for Special Education and newcomer students. Pathway teams should continue to refine curricular scope and sequences. The school must invest in developing and maintaining cohorting and collaboration structures.
---	---

Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan				
Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
<p><i>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2024-25.</i></p> <p>Budget</p> <ul style="list-style-type: none"> A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan Expenditures provide clear justifications that demonstrate the alignment to the three 	<p>Score: 3</p> <p>Rationale: The budget is aligned with the Education Improvement Plan and the three domains of Linked Learning. Improved outcomes reflected by quantitative and qualitative data suggest that the Measure N/H investment has paid off. The school has effectively maximized funds.</p>			

- domains of Linked Learning
- Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)

Final Recommendation

Instructions: Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

Rating¹: Approved

Strengths:

¹Fully Approved

- School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning are evidenced for all students: Integrated Program of Study (a distinct CTE program plus integrated and cohorted core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School is deeply engaged in the strategic continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Approved

- School is **actively developing and implementing** a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Conditionally Approved

- School is **actively developing** a whole-school pathways model as evidenced by early implementation of key elements of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School does not demonstrate continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

- Dual enrollment and college and career field trips provide opportunities for students to gain awareness, knowledge, and skills necessary for post secondary success.
- Partnerships with external organizations offer an added layer of tier I and tier II supports.
- Work-based learning opportunities, including internships, college and career day, mock interviews, and college and internship fair, are available to students.
- Staff retention has prompted stability and continuity of progress
- Work-Based Learning has had a positive impact on students. Experiences include:
 - Mock Interview Day for all 11th graders
 - Summer Internships with ECCCO and others
 - Publications: KQED Youth Take Over (Podcasts), The New York Times Op-Ed and Lesson Plan, The Oaklandside,
 - Community Project Examples: Wahpepah Kitchen, Melrose Garden Improvements, Community Playhouses
 - SkillsUSA Carpentry competitions: Cabinetmaking, Carpentry, Electrical Trades
 - Business of Music Internship and Mentoring Program

Key Questions:

- What actions will pathway teams take to promote coherence and ensure decisions are made with a high degree of intentionality?
- What is the school’s vision for adult collaboration and how will that vision be implemented?
- How will pathway teams transform capstone from an activity that presents barriers for students to a meaningful way to celebrate student growth?
- With the school’s progress in mind, how will staff sustain progress and remain committed to continuous improvement?

Budget Feedback:

- Fremont High School utilizes Measure N/H funds appropriately and in service of students and pathways. Their work is aligned with Linked Learning domains.

Next Steps (for Conditionally Approved Sites) - add rows as needed

What	Suggested Lead	Deliverable	Date