

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

Louise Waters, Chairperson
louise.bay.waters@gmail.com

David Kakishiba, Vice Chair
kakishiba@gmail.com

Marc Tafolla, Secretary
marctafolla@gmail.com

James. Harris, Member
james@510media.com

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

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date _____

Subject 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment
Services For: Fremont High School

Action Requested and Recommendation Adoption by the Measures N and H – College and Career Readiness Commission of the 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for Fremont High School as “Fully Approved” in an amount not to exceed \$967,300.00.

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

- 2023-2024 Measure N/Measure H Education Improvement Plan
- 2023-2024 Measure N/Measure H Education Improvement Plan Assessment

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. 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. 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. 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									% Current Newcomers
2022-23 Total Enrollment Grades 9-12			1148						17.0%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	53.6%	46.3%	99.1%	97.2%	54.3%	21.0%	8.6%	3.2%	
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	15.6%	0.1%	2.4%	72.0%	0.5%	2.9%	3.9%	0.8%	1.7%
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%	TBD	70%		75.00%		80.00%		
Four-Year Cohort Dropout Rate	23.5%	TBD	20%		18.00%		16.00%		
A-G Completion Rate (12th Grade Graduates)	53.2%	TBD	56.00%		59.00%		62.00%		
On Track to Graduate - 9th Graders	68.9%	66.2%	61.00%		65.00%		65.00%		
9th Graders meeting A-G requirements	56.3%	60.8%	60.00%		60.00%		60.00%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	4.2%	TBD	8.00%		10.00%		12.00%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	10.8%	19.1%	20.00%		22.00%		25.00%		
Percentage of 10th-12th grade students in Linked Learning pathways	96.4%	98.7%	99.00%		99.00%		99.00%		
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%	TBD	45.00%		50.00%		55.00%		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	14.5%	TBD	15.00%		20.00%		20.00%		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	18.0%	TBD	15.00%		20.00%		20.00%		
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%	TBD	56.00%		61.00%		66.00%
Four-Year Cohort Dropout Rate	37.1%	TBD	35.00%		33.00%		30.00%
A-G Completion - 12th Grade (12th Grade Graduates)	47.9%	TBD	53.00%		55.00%		57.00%
On Track to Graduate - 9th Graders	64.9%	66.3%	60.00%		60.00%		60.00%
9th Graders meeting A-G requirements	55.2%	61.2%	60.00%		60.00%		60.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	3.1%	TBD	4.10%		5.00%		7.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	7.2%	14.4%	10.00%		12.00%		15.00%
Percentage of 10th-12th grade students in Linked Learning pathways	96.7%	99.1%	99.00%		99.00%		99.00%
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%	TBD	30.00%		32.00%		35.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	12.7%	TBD	13.00%		14.00%		15.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	9.9%	TBD	10.00%		10.00%		10.00%

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.

<i>Indicator</i>	<i>Strengths</i>	<i>Challenges</i>
<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>	<i>What is our site doing well that's leading to improvements in this indicator?</i>	<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. PowerHour 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 (<i>Analyze these two indicators together</i>)	- 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

BUDGET JUSTIFICATION	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. 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>						

<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
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<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
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<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.

Pathway Name:	Media Academy			Program #:	3851
Mission and Vision	<p>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.</p> <p>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.</p>				
PATHWAY QUALITY ASSESSMENT					
<p><i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i></p>	Evidence of Strengths	Areas For Growth	<p>Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i></p>		
<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>
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<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>
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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?	
Strategic Actions for Goal #1	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.
	Establish a data collecting process.
	Conduct three professional development workshops for teachers to develop strategies to conduct surveys, interviews, or focus groups with students, community members, and partners.
	Continue to collaborate with the newcomer 10th grade and 11th grade advisors.
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.
	Advocate for a CTE department planning period where we can regularly meet to plan to gather feedback from students and other stakeholders to ensure that their assessment methods are effective, equitable, and aligned with the needs of their students. This can involve using data analysis and evaluation to continually improve their assessment practices.
	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	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
<p>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>						

<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>	<p>\$128,952.05</p>	<p>1105</p>	<p>Teacher Salaries</p>	<p>CTE TEACHER</p>	<p>1.0 FTE</p>	<p>Media Academy</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>	<p>\$140,025.40</p>	<p>1105</p>	<p>Teacher Salaries</p>	<p>CTE TEACHER</p>	<p>1.0 FTE</p>	<p>Media Academy</p>
<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>	<p>\$115,828.02</p>	<p>1105</p>	<p>Teacher Salaries</p>	<p>CTE TEACHER</p>	<p>1.0 FTE</p>	<p>Media Academy</p>

Pathway Name:	Architecture Academy		Program #:	3861
Mission and Vision	<p>Vision statement: The Architecture Academy of Fremont High School will challenge students to become independent, creative and critical thinkers with the skills to succeed and excel in careers or college after graduation. They will develop an understanding of how design can affect people and their experiences, and how they can use the design process to improve their environment and lives.</p> <p>Mission statement: Students in the Architecture Academy will acquire transferable skills through career experiences in the Architecture, Building & Construction, and Woodworking fields and create original products using the principles of design. Through the use of technology and cross-curricular learning around academy themes, students will develop and demonstrate their ability to produce research, projects and presentations that are relevant and responsive to the needs of their community.</p>			
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				
<i>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.</i>				
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?

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.
	- 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 the
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
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

<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

<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. PCN 7440 - Andrew Prober (Salary and Benefit costs included)</p>	<p>\$128,977.84</p>	<p>1105</p>	<p>Teacher Salaries</p>	<p>CTE TEACHER</p>	<p>1.0 FTE</p>	<p>Architecture Academy</p>
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Measure N/H 2023-2024 Education Improvement Plan Assessment

Fremont High School

Checklist of Required Elements:

- ✓ Submitted Measure N/H Education Improvement Plan
- ✓ Submitted Measure N/H Budget
- ✓ Submitted 4 Pillars of Linked Learning (1 per Pathway)

Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway? <i>(NOTE: If you do not receive a 4 in this category, the highest final recommendation you 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.)</i>				
Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p>Evidence of Comprehensive Pathway Program(s) (2023-26 College and Career for All and Linked Learning Quality Standards)</p> <p><i>Instructions: Review Pathway Quality Assessments & Linked Learning 1-Page(s) for evidence of:</i></p> <ul style="list-style-type: none"> Integrated Program of Study Work Based Learning Integrated Students Supports 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> Based on the information provided, there is evidence of a comprehensive pathway program at the Media Academy that aligns with the 2023-26 College and Career for All and Linked Learning Quality Standards. The program includes 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. The Architecture program strongly emphasizes students taking various architecture and construction classes, consistent grading and class structure, and opportunities for dual enrollment. 			
	<p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> Fremont should 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 			

Criteria 2: Quality of the Measure N/H Education Improvement Plan

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>Instructions: Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</p> <p>Root Cause Analysis <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i></p> <ul style="list-style-type: none"> • School has identified a Focal Student population that is not achieving key outcome indicators. • School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach. • Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined • For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available. 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • 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 option targeted for 12th graders (History, science, math, English/Grad Writing). • Continued relationship with the CAR team and Math Department from the district to help some students recover Semester 1 math credit during the Advisory period. • Fremont has increased efforts to connect with HBCUs and has strong alumni connections. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • Provide more equitable access for Special Education and newcomer students who face barriers to participating in the school year and summer internship opportunities. • Simplifying course offerings to support student choice and SPeD students. 			
<p>Pathway Quality Assessment(s) <i>The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.</i></p> <ul style="list-style-type: none"> • Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains • Next steps have been identified to support the continuous quality improvement of the pathway(s) • Self-assessment provides evidence, such as concrete examples or specific data 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • The Media Academy has strengths in academic rigor and collaboration among teachers, case managers, and industry partners, as well as providing students with opportunities for industry exposure, media literacy, and work-based learning experiences. Additionally, the plan focuses on providing integrated student support, such as wellness checks, home visits, and interventions for students who may be facing challenges outside of school that are impacting their ability to succeed academically. • Small Learning Community that meets monthly to maintain consistent grading and class structure is an excellent way to ensure that all students receive a high-quality education. • The Architecture Pathway offers a variety of opportunities to students interested in integrated industries, including guest lectures by industry experts, career fairs, trades fairs, site visits, and projects that emphasize skills and career readiness. In addition, the program provides robust summer internship 			

	<p>programs in partnership with organizations such as Cypress Mandela, BART, and EBMUD</p> <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • Create a team responsible for creating the Pocket Guide or digital app/website. This team could consist of teachers, administrators, and students who can help identify the most important information to include. • Research and identify community organizations that align with the academy's mission and goals.
<p>Strategic Goals</p> <ul style="list-style-type: none"> • Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years • The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports) • Alignment is evident between schoolwide goals and Measure N/H priorities • For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other • For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • These goals are aligned with the purpose of Measure N/H, which is to provide funding for programs that improve student outcomes and support college and career readiness. Additionally, the goals align with the instructional focus for professional development in the upcoming years. They emphasize the importance of providing high-quality teaching and learning experiences that prepare students for college, career, and life. • Also, the goals demonstrate alignment between the Pathway and Whole School plans, ensuring that all students have access to equitable and high-quality educational opportunities. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • Use PD days for professional development workshops for teachers on developing strategies to conduct surveys, and interviews • Create focus groups with students, community members, and partners to promote equity and inclusion. • Discussion on the design of student exhibition
<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 3 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 so as to produce evidence of their enacting the theory of action and achieving the identified goals • Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 3</p> <p>Rationale:</p> <p>The strategic actions for each of the three goals in this plan aim to improve student outcomes and enhance the quality of Career and Technical Education (CTE) programs.</p> <ul style="list-style-type: none"> • A Team of teachers will be tasked with monitoring and evaluating Work-Based Learning (WBL) positions to ensure they positively impact at-promise students and English language learners. • Professional development workshops will be conducted to develop effective strategies for collecting data, such as surveys, interviews, or focus groups.

	<p>Collaboration with other advisors will also be maintained to ensure that the program remains aligned with the needs of students.</p> <ul style="list-style-type: none"> • The CTE department will review and revise their assessment methods to make them more inclusive and explore alternative assessment methods that allow students to demonstrate their knowledge and skills differently. • Teachers will be provided professional development on designing and implementing effective projects that integrate multiple subjects and align with academic and CTE standards. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • Communicate with community partners to assess the effectiveness of the WBL positions and analyze data to ensure WBL positions are meeting the needs of at-promise students and English language learners.
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Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant : Supplanting Not Allowable 2	Missing 1
<p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways.</p> <p>Budget</p> <ul style="list-style-type: none"> • A through line is evident between expenditures and the needs identified in the Education Improvement Plan • Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning • Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H • Expenditures are necessary due to the existence of Linked Learning pathways at the school site 	<p>Score: 4</p> <p>Rationale: Based on the information provided, the budget is aligned with the Education Improvement Plan and the three domains of Linked Learning.</p> <ul style="list-style-type: none"> • A Pathway Coach will be hired at 0.50 FTE to support restructuring pathways • STIP Substitute to cover the pathway director and the pathway teacher classes regularly • CTE Media Academy Teacher at 1.0 FTE for mainstream and newcomer students and students with IEPs. 			

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.

Rating: Fully Approved

- School has **fully implemented** *Linked Learning* as evidenced by the establishment of all three domains of *Linked Learning: Integrated Program* (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 is focused on the continuous improvement of the *Linked Learning* pathway(s) and addressing the root causes of current student outcomes

Strengths:

- Dual enrollment, CTE expo, and college field trips provide early college credit opportunities for students, which can increase their chances of success in college and career.
- Partnerships with external organizations, such as EBC partnership, to provide integrated student supports.
- Work-based learning opportunities, including internships, college and career day, mock interviews, and college and internship fair, are available to students, which can enhance their workplace readiness.

Key Questions:

- *How will the school address the need for improving Media pathway development?*
- *How does the school plan to increase the availability of career assessments for students, and what steps will be taken to provide more job shadowing opportunities to help students gain practical experience and exposure to potential career paths?*

Budget Feedback:

- N/A

Next Steps:

What	Suggested Lead	Deliverable	Date
Hire a Pathway Coach	Personnel Committee	New Hire	August 2023
SLC team to establish a common baseline and agreement on what a CTE-aligned pathway-related projects	SLC	CTE-Projects	April 2024
Provide 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.	SLC	PD Plan	August 2023