

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Mandela High School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Mandela High School.

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

Discussion:

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

Fiscal Impact:

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

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Mandela High School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Fremont High School

0125716

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

The Fremont campus is being transformed from three separate schools into a vibrant and nurturing school which maximizes the potentials of all our students in achieving academic, social, and personal excellence. We make all school decisions and actions to promote campus safety and the enduring well being of all in a diverse and productive environment. We have extraordinary teachers and staff who care deeply about promoting each students, academic excellence, accountability, proactiveness, and social responsibility. We value each student and provide individualized attention to further develop their strengths and meet their needs. In doing this, we offer many opportunities and support, in and out of the classroom: * Wrap around services for 9th graders: engaging and relevant curriculum, tutoring, counseling, medical services, intervention programs and extracurricular activities * Opportunity to join Architecture, Law and Public Service or Media academies * Internships in real world work places including: Architecture, Construction, Law and Public Service and Media * College preparatory Advisory curriculum and an array of other college support programs including Upward Bound, College Summit and Mills Educational Talent Search * An onsite health clinic including medical, social and emotional counseling services * English Language Learner support: Newcomer program, ELD classes and literacy support * OAL Sports: Football, basketball, soccer, volleyball, softball, baseball, bad mitten, cheerleading, wrestling, * A variety of after school activities including academic tutoring in all subject areas * Award winning newspaper * Student leadership that participates in the district student council, campus planning activities and impact campus policy * A network of alumni support * Overnight fieldtrips and other study tour opportunities * 8 computer labs * Opportunity to help plan a \$70 million dollar school renovation project * Opportunity for parent involvement including volunteering, participating in social and cultural events and having an authentic voice on campus.

VISION

Vision: Create a sustainable collaborative community of high expectations and high support which engages all students to maximize their

potentials to achieve academic excellence, be accountable, be proactive and be socially responsible. In practice sustainability means: To make decisions, take actions and use language which promote the enduring ability of all to achieve their fullest potentials in a productive and diverse school community Mission: Our campus community will engage all students in a rigorous curriculum that will challenge and support them to achieve their fullest potential in a sustainable school culture that meets the needs of all students to become college ready and workplace prepared.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

Parent and Community (Valenzuela, Vasquez) ? Parent Center ? Staff PD in areas such as parent communication training and cultural competency ? Create Fremont HS Community Coalition to centralize communication of all service providers & community members Discipline Task Force (Hurst, Sanchez, Vasquez, Dubois) ? School wide attendance policy ? School wide Advisory/Intervention Referral ? School wide classroom management strategies Academic Support, Intervention and Advisory Task Force (Marston, Totten-Harris, Mazzotta) ? New grade level requirement ? each student participates in an after school activity ? Online systems for teachers to communicate about student academic progress ? Consistent advisory curriculum at each grade level Newcomer/ELD Task Force (Segura, Lobaco, Sanchez) ? Appropriate placement for ALL students at ALL times ? Real world opportunity for students to practice their English skills ? Structures for students to support students Linked Learning Project Task Force (Nepomuceno, Paraiso, Jackson) ? Campus wide Senior Project ? Comprehensive internship/community service program ? 9th Grade Explore Your Passions Strategies Best Teaching Practice Task Force (Arabia, Mazzotta) ? Three teaching strategies which promote students to actively engage in learning ? Three Academic Literacy strategies ? Teacher Action Plan that supports teachers to reflect and improve practice ASAP Center Purpose: Through the strategic examination of the ASAP attributes, identify, diagnose and provide appropriate services to students who are not successfully engaging in school. Staff: Case Manager, Kaiser Grant Program Manager, Teacher on Special Assignment Monitored by: Hurst, Vasquez Strategies: ? Conflict mediation ? Medical referrals ? Round table/SST meetings ? Social/Emotional counseling referrals ? Academic Intervention referrals ? Family social services referrals ? Intervention program referrals (Libre, Joven Noble, Manhood Development, 180, etc) ? Individual mentorship referrals ? Collaborate with parent groups ASAP Attributes: The staff will promote and support our students? commitment to achieve Academic excellence by: ? Increasing confidence in students to maximize their potentials ? Challenging students to think critically and problem solve ? Engaging students in self assessment and goal setting ? Provoking curiosity and a drive to learn ? Having appropriate assessment criteria ? Rewarding perseverance and hard work The staff will promote our students? Social responsibility by taking responsibility for getting them to: ? Actively appreciate the contributions of others ? Think about the consequences of their decisions to themselves and others ? Respect all members of the community ? Help to sustain a safe environment ? Demonstrate kindness, courtesy and compassion ? Consider other people?s needs and perspectives ? Get involved in improving our community The staff will promote our students? Accountability by taking responsibility for getting them to: ? Come to class on time ? Attend school regularly ? Complete and turn in their class work and homework ? Do their own work ? Respect teachers and classmates ? Follow directions ? Be prepared and organized ? Follow school rules ? Meet academic goals ? Honor their promises and obligations The staff will promote our students? Proactiveness by taking responsibility for getting them to: ? Solve problems on their own ? Seek adult support when needed ? Keep trying when it

gets tough ? Work hard ? Ask questions about their learning ? Challenge themselves and take the initiative to meet their goals ? Become role models and leaders ? Seek experience building opportunities beyond the classroom

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Fremont High School

Principal: DANIEL HURST

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

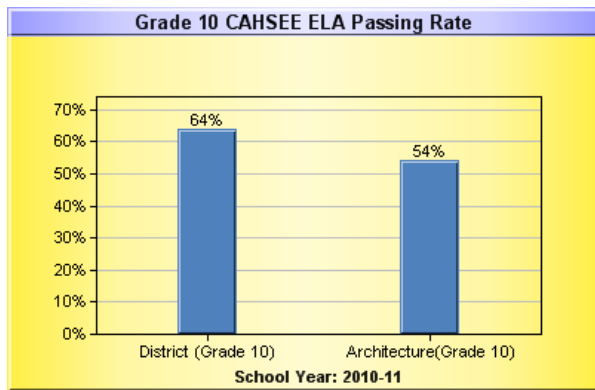
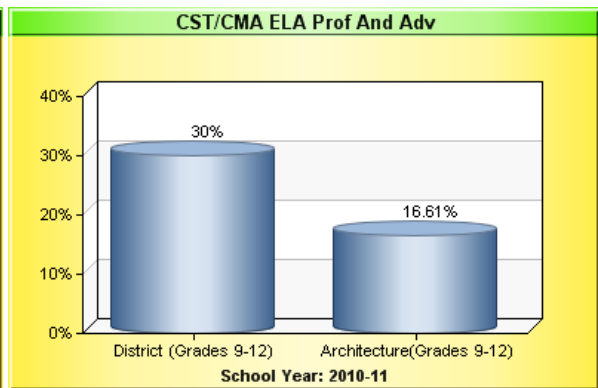
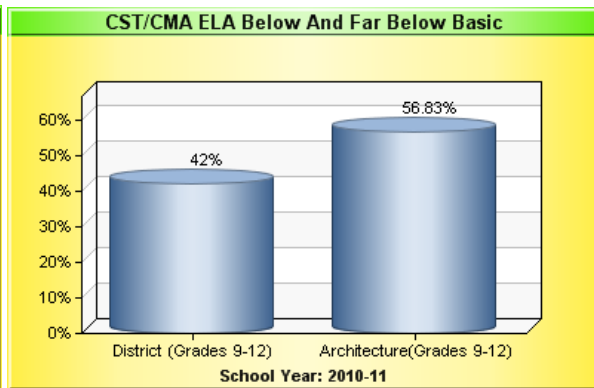
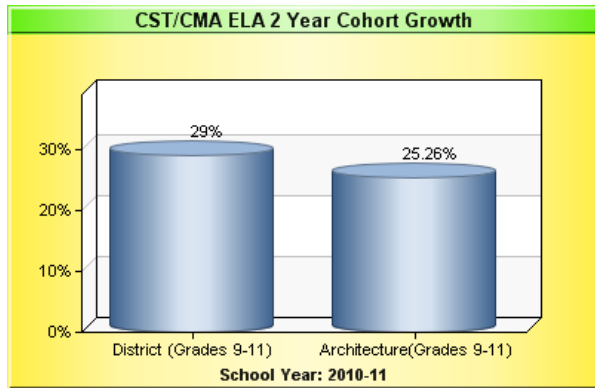
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



Theory Action

- Our overarching theory of action is that by collaborating on all levels to hold high expectations and high support for all students, our students will achieve and maximize their potentials
- Specific to Literacy, by building a collaborative team focused on building literacy skills across the curriculum, we have designed a Humanities course which builds the literacy skills students will need in all subjects.
- We will concentrate on the 9th grade, with a collaborative team of ELA, Humanities, and literacy specialist, who will have an additional collaboration period
- Cross curricular projects dealing with student relevant subject matter create the passion necessary for student engagement in a rigorous curriculum
- Quality PD for teachers focus on specific teaching and learning strategies will lead to increase student achievement

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
create a common release period for two ELA teachers.	gpa, cst, attendance,	FBB, BB and BAS	August 2012-June 2013	Daniel Hurst	5/14/2012	339SQ11A4187	ELA release period for teacher collaboration targeting B, BB, and FBB students	3010-Title I		T11TSA9999	0.2	\$17,777.84
create a common release period for two ELA teachers.	gpa, cst, attendance,	FBB, BB and BAS	August 2012-June 2013	Daniel Hurst	5/14/2012	339SQ11A4188	ELA release period for teacher collaboration targeting B, BB, and	3010-Title I		T11TSA9999	0.2	\$17,777.84

							FBB students						
create an additional section of ELD 1 for students CELDT 1-4	CELDT, gpa, teacher assessment	English Learners	August 2012-June 2013	Patricia Segura	5/14/2012	339SQI1A4190	block ELD 1 and ELD 11, block ELD 4 and ELD 44 for ELL students in CELDT 1-4	7091-EIA - LEP		T11TSA9999	0.5	\$44,444.60	
create an additional section of ELD 1 for students CELDT 1-4	CELDT, gpa, teacher assessment	English Learners	August 2012-June 2013	Patricia Segura	5/14/2012	339SQI1A4191	block ELD 2 ELD 22, block ELD 3 and ELD 33 for ELL students in CELDT 1-4	7091-EIA - LEP		T11TSA9999	0.5	\$44,444.60	
increase literacy skills of ELL students through content based practice of ELA skills in Humanities course addressing ELL language acquisition needs	CELDT, gpa, teacher assessment	English Learners	August 2012-June 2013	Patricia Segura	5/14/2012	339SQI1A4196	Newcomer Humanities course and SEI World History courses	7090-EIA - SCE		T11TSA9999	0	\$0.00	
strategic intervention to remediate reading and literacy gaps	lexile score		August 2012-June 2013	Deborah Juarez	5/14/2012	339SQI1A4260	literacy specialist to teach literacy intervention course and coach 9th grade teacher team	Centralized Services			0	\$0.00	
create three campus wide Academic Literacy strategies that will be implemented consistently in all courses on campus	gpa, cst, cahsee, teacher observation		August 2012-June 2013	Sarah Mazzotta	5/14/2012	339SQI1A4263	summer intervention to create the 3 academic literacy strategies	N/A			0	\$0.00	
Teacher Action Plan that promotes teachers to reflect and improve practice	effective implementation of school wide teaching strategies		August 2012-June 2013	Sarah Mazzotta	5/14/2012	339SQI1A4264	summer professional development, year long PD	Non-SSC approved			0	\$0.00	
school wide projects which promote academic excellence, social responsibility, accountability, and proactiveness	senior project scores		August 2012-June 2013	John Nepomunceno	5/14/2012	339SQI1A4267	scaffolding up to the senior project, UDHR work	N/A			0	\$0.00	
Create a Humanities curriculum which builds the literacy skills required for success in high school, which also fulfills A-G requirement	gpa, cst, cahsee, teacher observation		August 2012-June 2013	Daniel Hurst	5/14/2012	339SQI1A4335	hire a .4 Humanities teacher	7090-EIA - SCE		T11TSA9999	0.4	\$35,555.68	
use supplemental materials to provide differentiation and enhanced access to the core curriculum	gpa, cst, cahsee, teacher observation		August 2012-June 2013	Daniel Hurst	5/14/2012	339SQI1A4511	auxiliary duplication materials	7090-EIA - SCE	5610-EQUIP MAINTENANCE AGREEMT		0	\$8,000.00	
use supplemental materials to provide differentiation and enhanced access to the core curriculum	gpa, cst, cahsee, teacher observation		August 2012-June 2013	Daniel Hurst	5/14/2012	339SQI1A4512	instructional aids	3010-Title I	4310-SUPPLIES		0	\$14,128.67	
create curriculum and reading options to enhance student	gpa, cst, cahsee, teacher observation		August 2012-June 2013	Daniel Hurst	5/14/2012	339SQI1A4514	purchase supplemental books	7090-EIA - SCE			0	\$10,000.00	

engagement													
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Fremont High School

Principal: DANIEL HURST

School Quality Standards relevant to this Strategic Priority
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

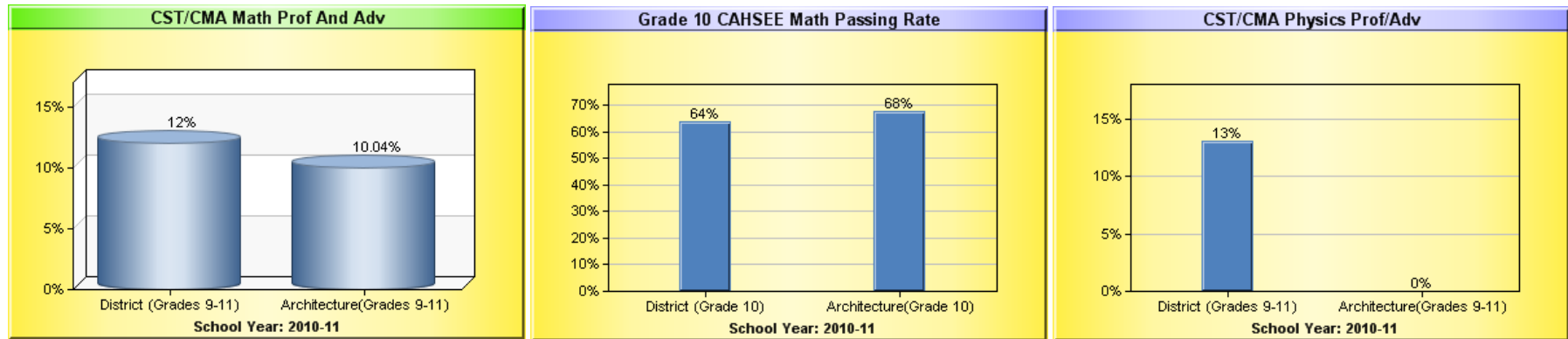
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

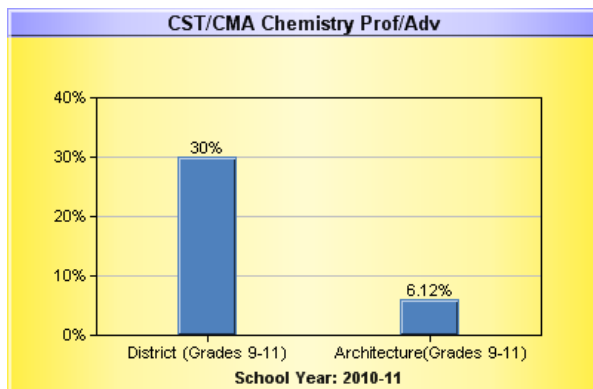
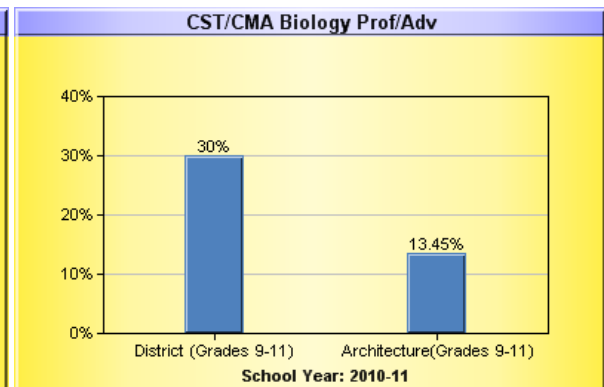
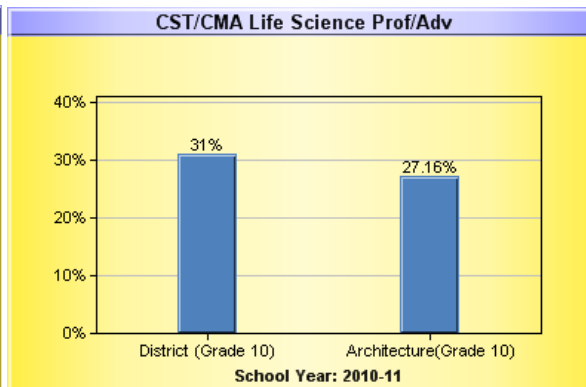
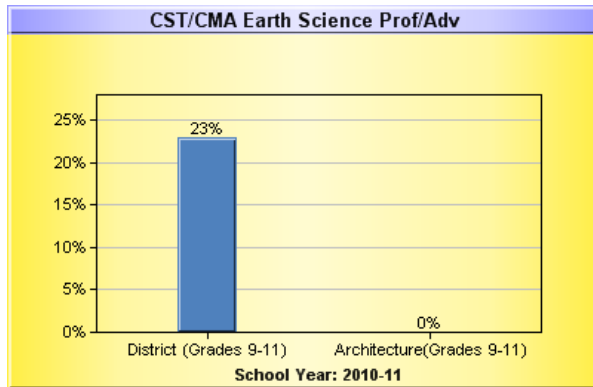
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





Theory Action

- Our overarching theory of action is that by collaborating on all levels to hold high expectations and high support for all students, our students will achieve and maximize their potentials
- Specific to STEM, by building a collaborative team focused on building numeracy skills and the scientific process across the curriculum, students will increase those capacities through a rigorous application of the skill and methodology
- Cross curricular projects dealing with student relevant subject matter create the passion necessary for student engagement in a rigorous curriculum
- Create a 9th grade team including math and science teachers with a common collaboration period in addition to the regular conference period
- Create a "Explore Your Passions" curriculum with a specific emphasis on motivating students of color to pursue math and science career pathways

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
create a 9th grade team who collaborate to meet the needs of all students	gpa, attendance, cst, cahsee, teacher observation	All Students	August 2012-June 2013	Daniel Hurst	5/14/2012	339SQ11B4274	create an additional collaboration period for the 9th grade team: math teacher	3010-Title I		T11TSA9999	0.2	\$17,777.84
create a 9th grade team who collaborate to meet the needs of all students	gpa, attendance, cst, cahsee, teacher observation	All Students	August 2012-June 2013	Daniel Hurst	5/14/2012	339SQ11B4275	create an additional collaboration period for the 9th grade team, math teacher	3010-Title I		T11TSA9999	0.2	\$17,777.84
create a 9th grade	gpa, attendance,		August				create an additional					

team who collaborate to meet the needs of all students	cst, cahsee, teacher observation	All Students	2012-June 2013	Daniel Hurst	5/14/2012	339SQ11B4276	collaboration period for the 9th grade team: sciene teacher	3010-Title I		T11TSA9999	0.2	\$17,777.84
create a 9th grade team who collaborate to meet the needs of all students	gpa, attendance, cst, cahsee, teacher observation	All Students	August 2012-June 2013	Daniel Hurst	5/14/2012	339SQ11B4277	create an additional collaboration period for the 9th grade team: sciene teacher	3010-Title I		T11TSA9999	0.2	\$17,777.84
lower class size in math classes and offer 4th year of math for enhanced college access	gpa, attendance, cst, cahsee, teacher observation, college acceptances	All Students	August 2012-June 2013	Emiliano Sanchez	5/14/2012	339SQ11B4278	create a .2 math position	3010-Title I		T11TSA9999	0.2	\$17,777.84
lower class size in math classes and offer 4th year of math for enhanced college access	gpa, attendance, cst, cahsee, teacher observation, college acceptances	All Students	August 2012-June 2013	Emiliano Sanchez	5/14/2012	339SQ11B4279	create a .2 math position	3010-Title I		T11TSA9999	0.2	\$17,777.84
lower class size in math classes and offer 4th year of math for enhanced college access	gpa, attendance, cst, cahsee, teacher observation, college acceptances	All Students	August 2012-June 2013	Emiliano Sanchez	5/14/2012	339SQ11B4280	create a .2 math position	3010-Title I		T11TSA9999	0.2	\$17,777.84
lower class size in math classes and offer 4th year of math for enhanced college access	gpa, attendance, cst, cahsee, teacher observation, college acceptances	All Students	August 2012-June 2013	Emiliano Sanchez	5/14/2012	339SQ11B4281	create a .2 math position	7090-EIA - SCE		T11TSA9999	0.2	\$17,777.84
Design and Implement "Explorer" curriculum designed to tap the math and science potentials of our students	attendance, gpa, increased choice of College of Science for underrepresented student demographics	All Students	August 2012-June 2013	9th grade teacher team	5/14/2012	339SQ11B4282	summer professional development, year long PD	N/A			0	\$0.00
use of technology to provide access and remediation to students in math and science	gpa, cst, cahsee, teacher observation		August 2012-June 2013	Daniel Hurst	5/14/2012	339SQ11B4510	purchase computers and technology	7090-EIA - SCE	4420-Computer \$500-4,999		0	\$10,000.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Fremont High School

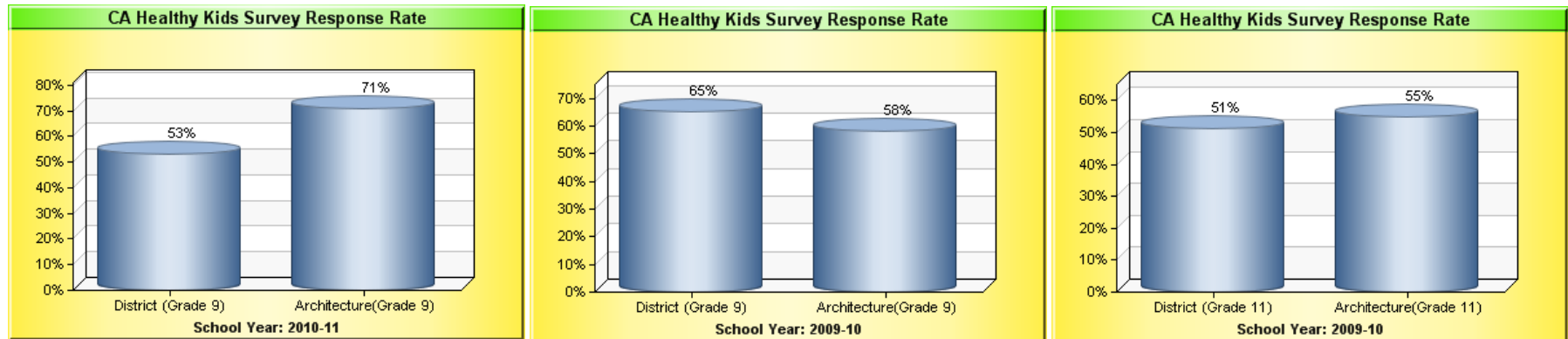
Principal: DANIEL HURST

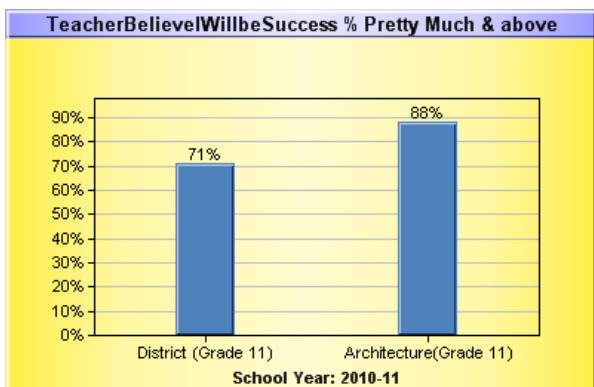
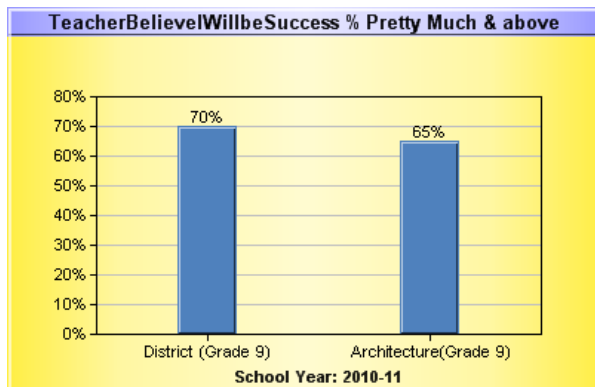
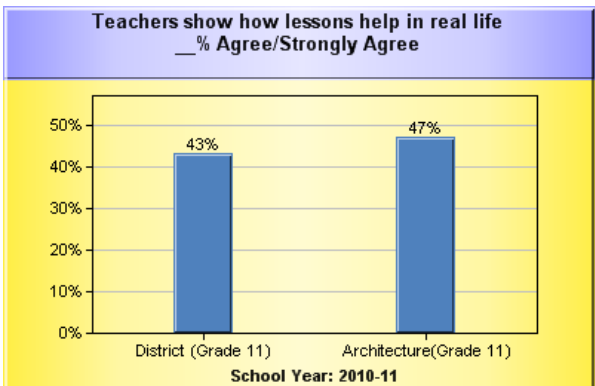
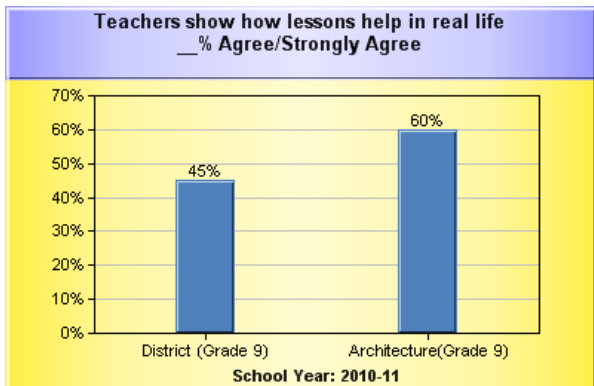
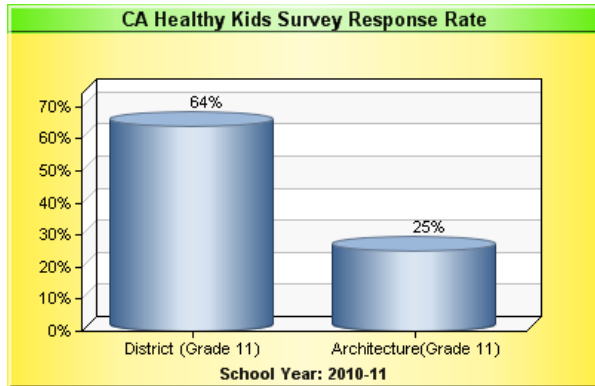
School Quality Standards relevant to this Strategic Priority
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.





Theory Action

- In order to create more authentic choices and increase student motivation, we will create two main pathways in our schools: the College of Science and the College of Humanities
- We will use the 9th Grade SLC to have students explore their passions and potentials
- Understanding that many students have not dedicated themselves to a specific career, we will allow them the choice of exploring the spectrum of careers in either Science or Humanities
- By implementing a high quality exploration curriculum, we will increase the percentage of underrepresented student demographics in career choices.
- By placing students in authentic internship positions, we will increase student motivation and achievement

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We will create and implement an Explorer curriculum so that at the end of their 9th grade year, all students will be able to make informed and authentic choices about career pathways they will pursue	student surveys, college pathway choices		May, 2013	9th grade team	5/7/2012	339SQT1C4283	summer professional development, year long PD	N/A			0	\$0.00

Place 100% of seniors in internships and create a scaffolded pathway to build toward senior internship	internship placement data	All Students	August 2012-June 2013	Michael Jackson, Phong Hoang, Patty Arabia	5/7/2012	339SQI1C4284	summer planning time, year long PD	N/A			0	\$0.00
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Fremont High School

Principal: DANIEL HURST

School Quality Standards relevant to this Strategic Priority

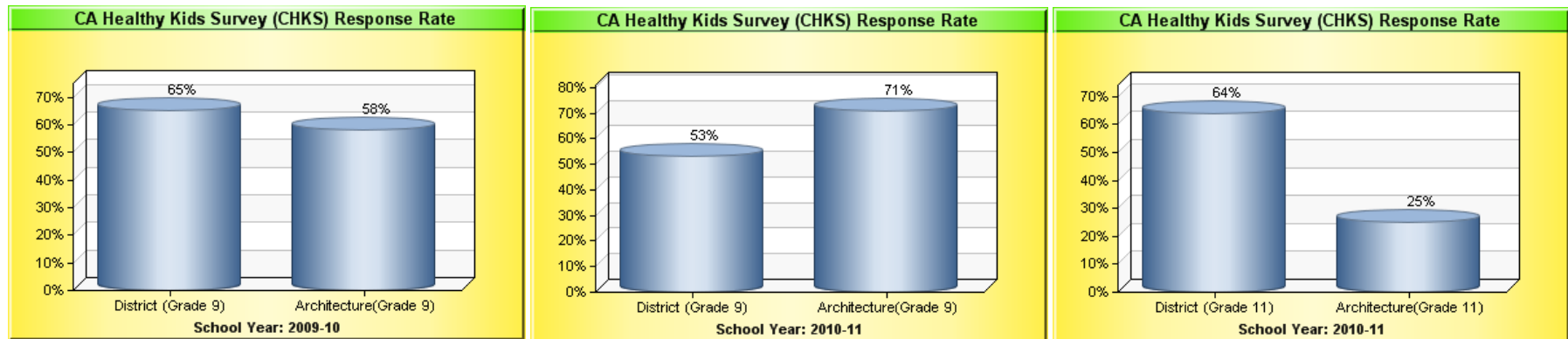
A quality school...

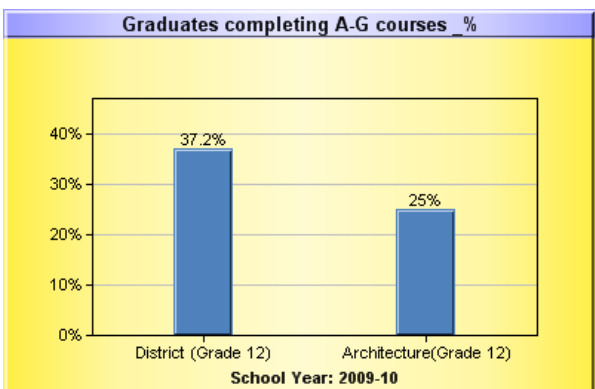
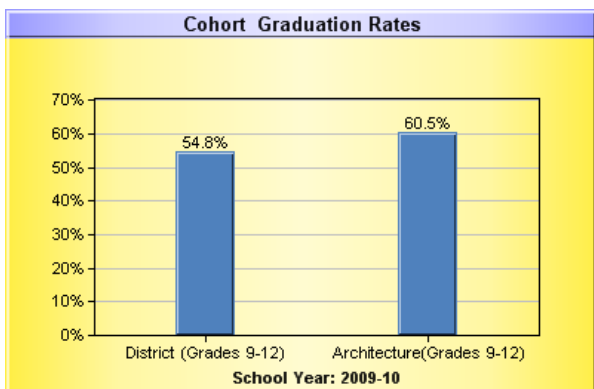
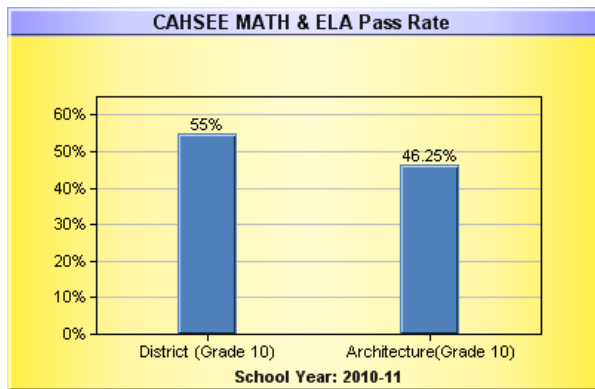
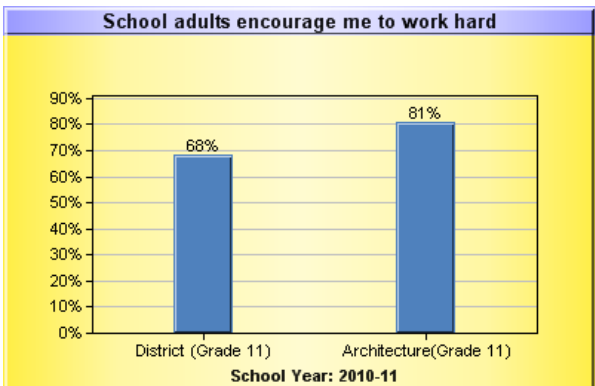
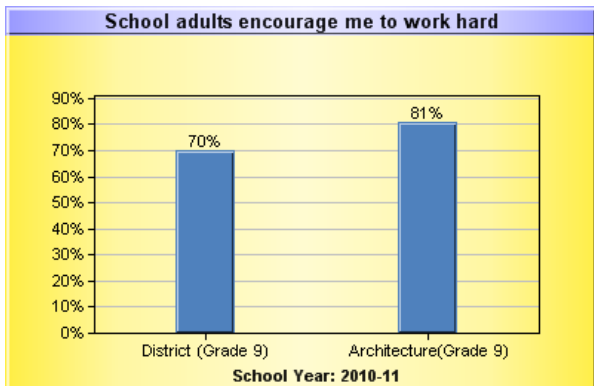
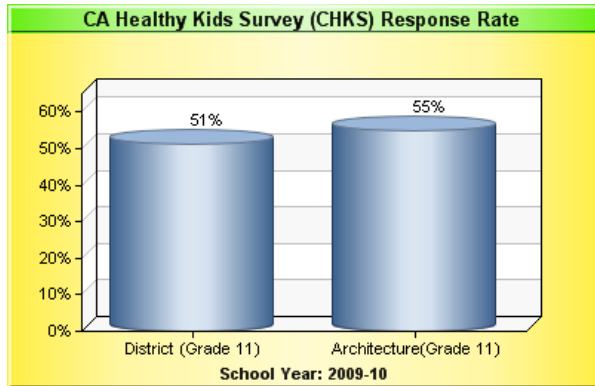
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)





Theory Action

- Use of the senior project and other cross curricular student work will lead to greater student achievement and preparedness for college and career.
- Creating more relevant and engaging CTE lab classes will increase student motivation and achievement

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Create and implement a campus wide senior project which has a larger audience, both live and digital.	senior project scores, graduation rates	All Students	June, 2013	John Nepomuceno	5/7/2012	339SQ1D4285	summer planning time, year long PD	N/A			0	\$0.00
revise and improve CTE course offerings. Rework the curriculum and align with the corresponding College of Science or Humanities	CPA course selection data, student survey, A-G eligibility		August 2012-June 2013	Daniel Hurst	5/7/2012	339SQ1D4286	summer planning time, year long PD	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Fremont High School

Principal: DANIEL HURST

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

Theory Action

- Students who manifest dysfunctional behaviors and/or do not achieve their potentials have an underlying issues which must be addressed before the student can achieve his or her potentials
- We will create a system for identifying, diagnosing, and providing the appropriate interventions for students achieving below their potentials
- In order to meet the spectrum of need and maximize the spectrum of assets on our campus, we will partner with a wide spectrum of service providers

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Create the ASAP Center designed to promote Academic Excellence, Social Responsibility, Accountability, and Proactiveness in all students	gpa, attendance, cst, cahsee, teacher observation, college acceptances	All Students	August 2012-June 2013	Nidya Baez	5/14/2012	339SQI1E4287	hire a case manager for the ASAP Center referrals	3010-Title I		CSEMGR0007	0.6	\$54,779.89
Create the ASAP Center designed to promote Academic Excellence, Social Responsibility, Accountability, and Proactiveness in all students	gpa, attendance, cst, cahsee, teacher observation, college acceptances	All Students	August 2012-June 2013	Nidya Baez	5/14/2012	339SQI1E4288	hire a TSA to classroom manage the ASAP Center so that students have an alternative to suspension	Non-SSC approved			0	\$0.00
Create the ASAP Center designed to promote Academic Excellence, Social Responsibility, Accountability, and Proactiveness in all students	gpa, attendance, cst, cahsee, teacher observation, college acceptances	All Students	August 2012-June 2013	Nidya Baez	5/14/2012	339SQI1E4289	hire a TSA to create and monitor interventions plans for 9th grade at risk students and coordinate with the ASAP Center	7090-EIA - SCE		T11TSA9999	0.4	\$35,555.68

partner with AAMA to identify and program students into Manhood Development	gpa, cst, cahsee, teacher observation	Ethnicity	August 2012-June 2013	Ana Vasquez	5/14/2012	339SQI1E4290	implement Manhood Development	Centralized Services			0	\$0.00
organize all support provider services on campus	gpa, attendance, cst, cahsee, teacher observation, college acceptances	All Students	August 2012-June 2013	Nidya Baez	5/14/2012	339SQI1E4291	hire community school manager to create the system for referral and outreach to outside providers	Funded by Community Partner			0	\$0.00
Partner with outside agencies to offer specific intervention ans support classes	gpa, cst, cahsee, teacher observation	Ethnicity	August 2012-June 2013	Ana Vasquez	5/14/2012	339SQI1E4292	Create Joven Noble class	Funded by Community Partner			0	\$0.00
Partner with outside agencies to offer specific intervention ans support classes	gpa, cst, cahsee, teacher observation	Ethnicity	August 2012-June 2013	Ana Vasquez	5/14/2012	339SQI1E4293	Create Libre intervention Advisory section	Funded by Community Partner			0	\$0.00
provide the necessary materials and supplies to engage students in effective intervention programs	gpa, cst, cahsee, teacher observation		August 2012-June 2013	Emiliano Sanchez	5/14/2012	339SQI1E4513	intervention materials and supplies	7090-EIA - SCE	4310-SUPPLIES		0	\$9,802.27

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Fremont High School

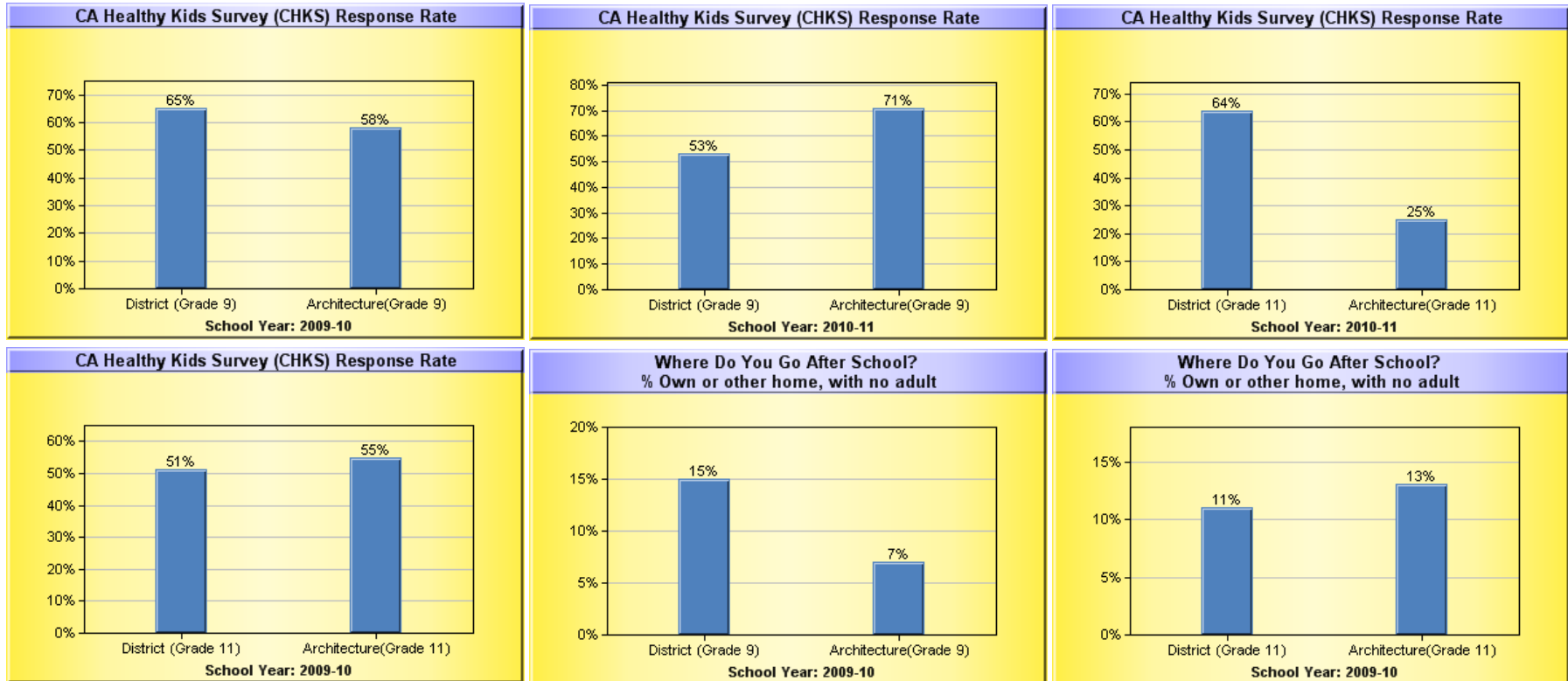
Principal: DANIEL HURST

School Quality Standards relevant to this Strategic Priority
A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



Theory Action

- Partnership with an outside agency will bring a variety of resources and funding opportunities to create a more robust After School Program
- Flex funding and staffing to offer credit recovery and intervention to create more options for students
- create authentic community service opportunities which lead to increased student connection to the community, mentorship, and internship

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Partner with Alternative In Action to offer an after school program which bolsters academic success of students, provides intervention services, and offers a variety of high interest activities of students.	attendance at ASP, gpa, cst, cahsee, teacher observation	All Students	August 2012-June 2013	Veronica Garcia and Roxanne Isaguirre	5/7/2012	339SQI1F4294	hire 2 site coordinators to plan, implement, and search for grants and funding to expand the program moving forward	Funded by Community Partner			0	\$0.00
Partner with Alternative In Action to offer an after school program which bolsters academic success of students, provides intervention services, and offers a variety of high interest activities of students.	attendance at ASP, gpa, cst, cahsee, teacher observation	All Students	August 2012-June 2013	Veronica Garcia and Roxanne Isaguirre	5/7/2012	339SQI1F4295	hire ASP tutors	Funded by Community Partner			0	\$0.00
Partner with Alternative In Action to offer an after school program which bolsters academic success of students, provides intervention services, and offers a variety of high interest activities of students.	attendance at ASP, gpa, cst, cahsee, teacher observation	All Students	August 2012-June 2013	Veronica Garcia and Roxanne Isaguirre	5/7/2012	339SQI1F4296	hire ASP activity instructors	Funded by Community Partner			0	\$0.00
Partner with Alternative In Action to offer an after school program which bolsters academic success of students, provides intervention services, and offers a variety of high interest activities of students.	attendance at ASP, gpa, cst, cahsee, teacher observation	All Students	August 2012-June 2013	Veronica Garcia and Roxanne Isaguirre	5/7/2012	339SQI1F4297	offer digital credit recovery	Funded by Community Partner			0	\$0.00
Partner with Alternative In Action to offer an after school program which bolsters academic success of students, provides intervention services, and offers a variety of high interest activities of students.	attendance at ASP, gpa, cst, cahsee, teacher observation	All Students	August 2012-June 2013	Veronica Garcia and Roxanne Isaguirre	5/7/2012	339SQI1F4298	partner with AIA to find grants and funding from outside sources	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Fremont High School

Principal: DANIEL HURST

School Quality Standards relevant to this Strategic Priority
A quality school...

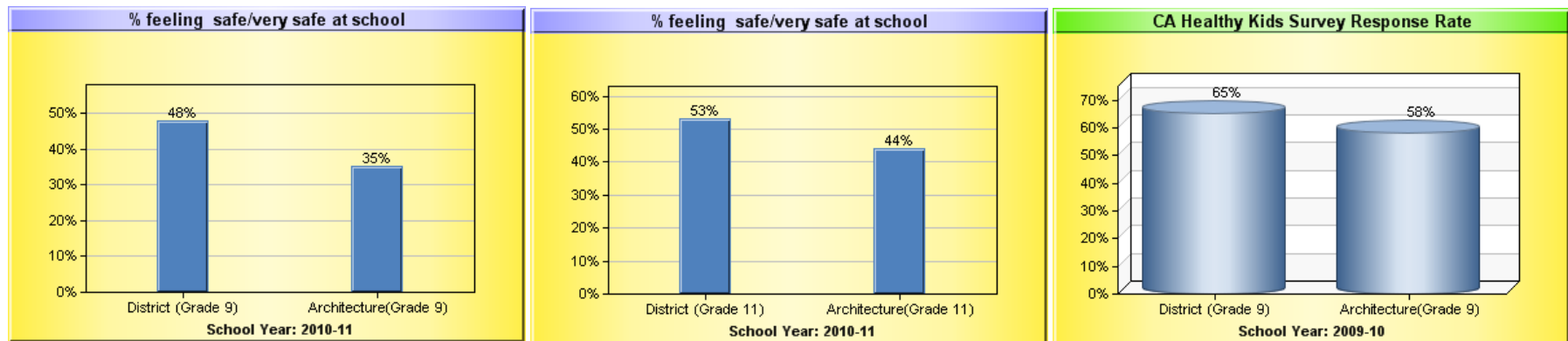
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

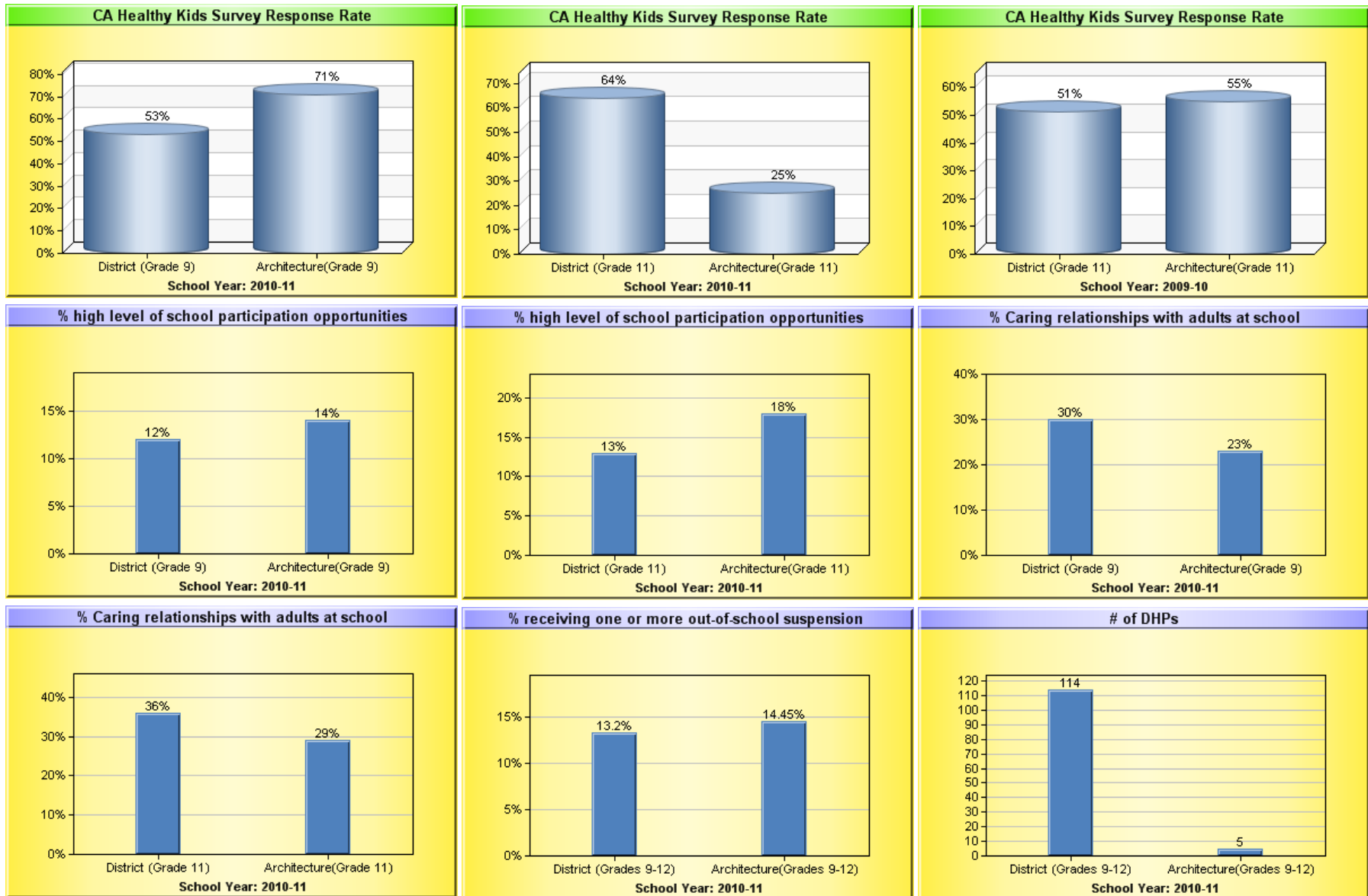
From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





Theory Action

- We will promote student academic excellence, social responsibility, accountability, and proactiveness by developing and implementing systems which meet student need

- When students do not engage successfully in school, we respond by diagnosing the root issue for the student and providing the corresponding service or strategy
- We will create a culture in which all involved, students, parents, teachers, staff and community, collaborate to maximize the potentials of all

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
we will create a vibrant and interactive parent partnership	increased parent involvement	All Students	August 2012-June 2013	Ana Vasquez	5/7/2012	339SQI2A4309	create a parent center	9901-Title I - Parent Participation	4300-MATERIALS & SUPPLIES		0	\$3,000.00
we will create a vibrant and interactive parent partnership	increased parent involvement	All Students	August 2012-June 2013	Ana Vasquez	5/7/2012	339SQI2A4310		N/A			0	\$0.00
The ASAP center will partner with a variety of community organizations to offer students opportunities beyond our walls	student involvement in extracurricular activities		August 2012-June 2013	Emiliano Sanchez	5/7/2012	339SQI2A4311	ASAP outreach	N/A			0	\$0.00
Partner with OCO to increase the safety and learning conditions on campus so that students feel valued, supported, and respected.	student surveys, suspensions, dhp referrals,	All Students	August 2012-June 2013	Daniel Hurst	5/7/2012	339SQI2A4312	OCO/parent/faculty meetings	Non-SSC approved			0	\$0.00
Promote student leadership and sense of community	# of student activities, # of students in extracurricular activities, surveys	All Students	August 2012-June 2013	Nidya Baez	5/7/2012	339SQI2A4323	leadership class	Funded by Community Partner			0	\$0.00
Promote student leadership and sense of community	# of student activities, # of students in extracurricular activities, surveys	All Students	August 2012-June 2013	Nidya Baez	5/7/2012	339SQI2A4325	partnership with community based organizations	Funded by Community Partner			0	\$0.00
Promote student leadership and sense of community	# of student activities, # of students in extracurricular activities, surveys	All Students	August 2012-June 2013	Nidya Baez	5/7/2012	339SQI2A4326	expand the "Den", a student center which promotes student voice, life beyond the classroom, and wide variety of positive and supportivie activities	Funded by Community Partner			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Fremont High School

Principal: DANIEL HURST

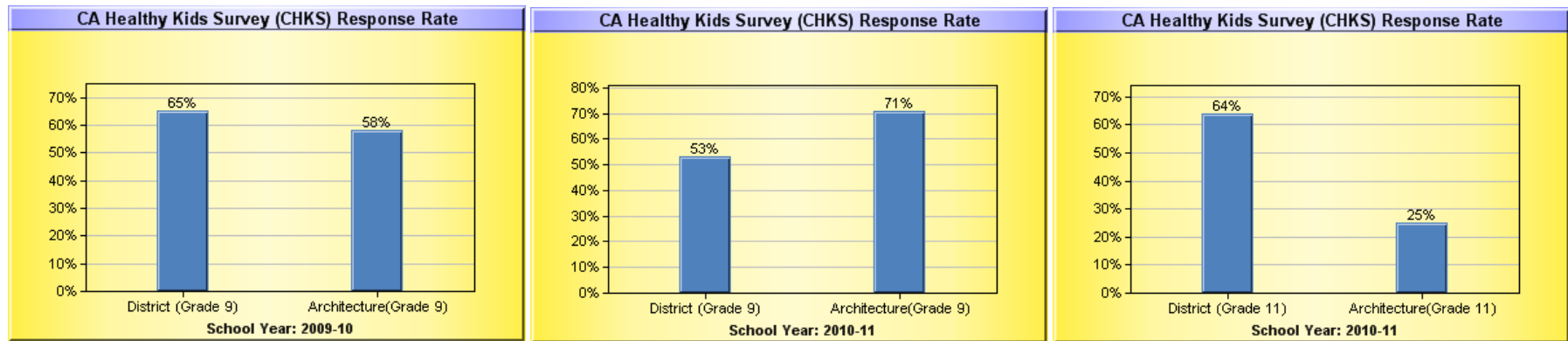
School Quality Standards relevant to this Strategic Priority

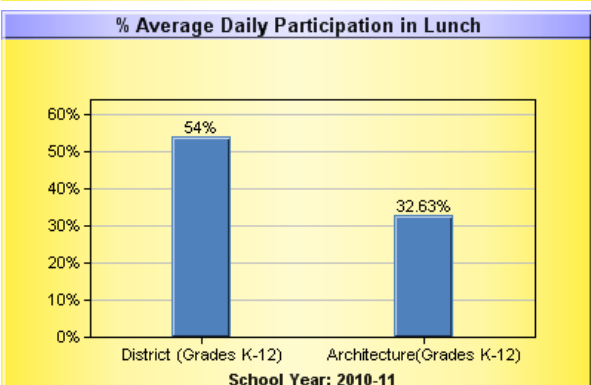
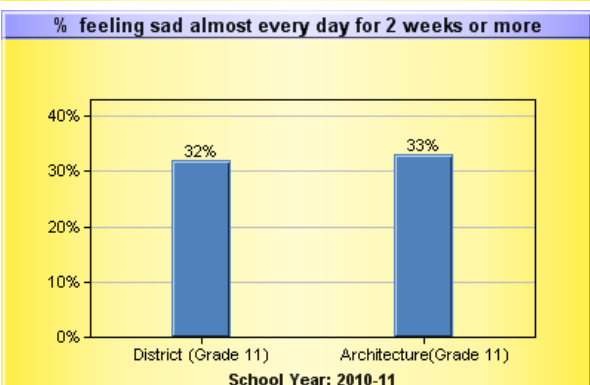
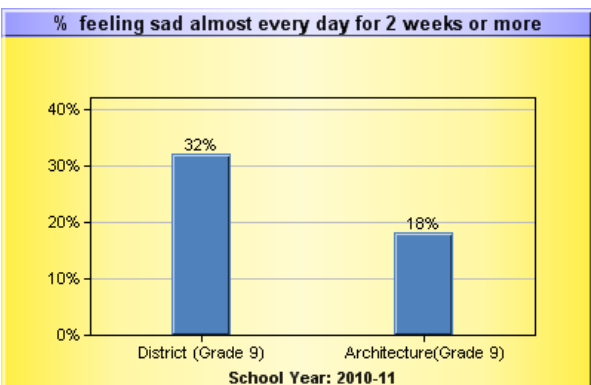
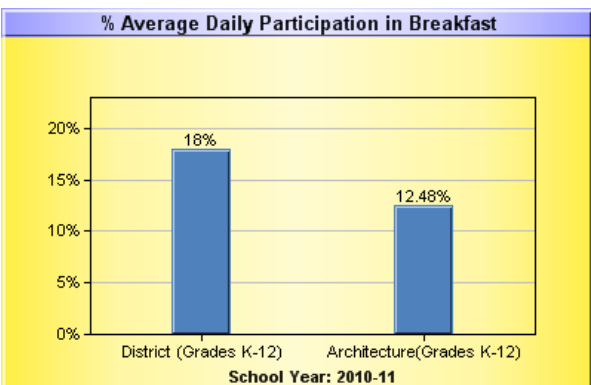
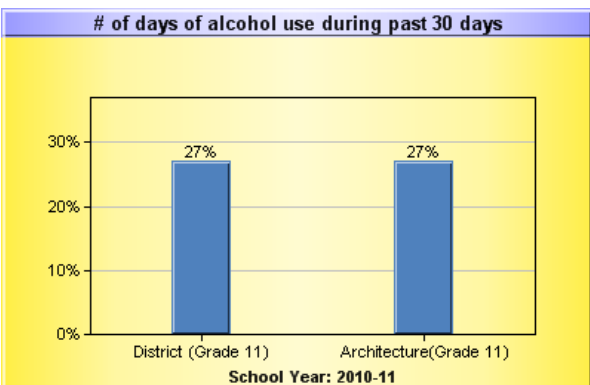
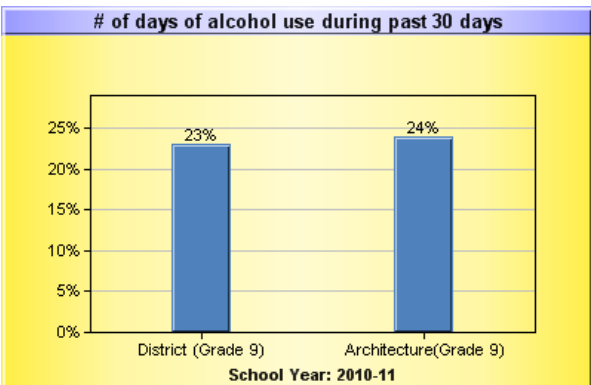
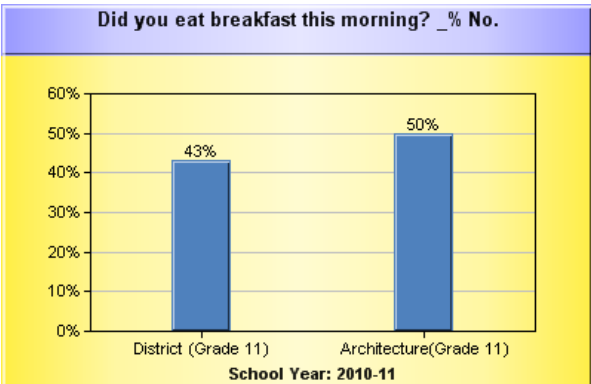
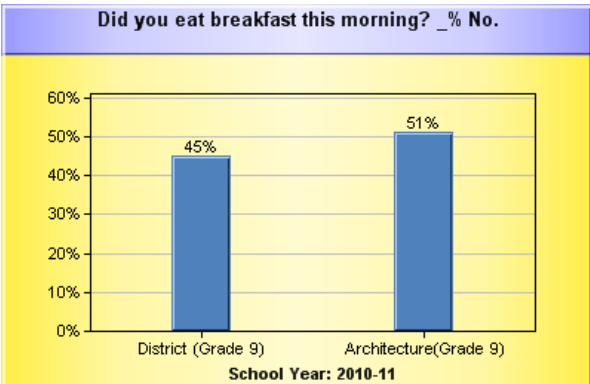
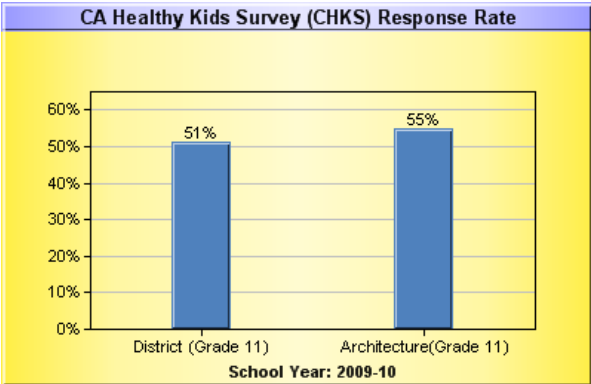
A quality school...

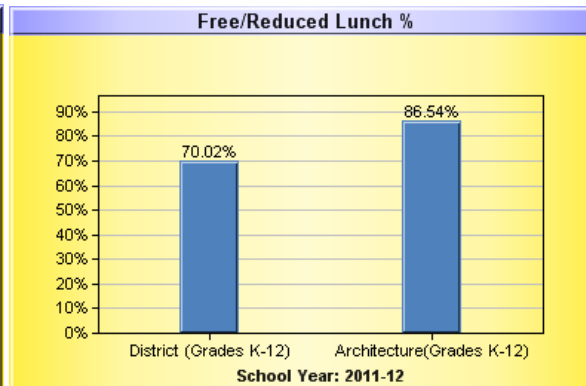
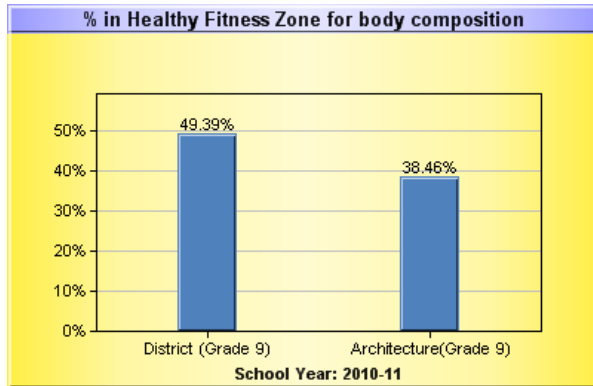
1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.







Theory Action

- Students achieve at higher levels when they are in facilities which are clean, orderly, and aesthetically appealing
- Student achievement opportunities increase when their various physical, emotional, and social needs are met on campus

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Partner with Facilities to design a new facility which intentionally creates physical conditions that better meet student need.	gpa, cst, cahsee, teacher observation		next four years	Daniel Hurst, Tim White	5/7/2012	339SQI2B4314	on going planning meetings	Centralized Services			0	\$0.00
Partner with the Tiger Clinic to provide medical and psychological services to students	CHKS		August 2012-June 2013	Nidya Baez	5/7/2012	339SQI2B4315	regular coordination of services meeting with the ASAP Center	Funded by Community Partner			0	\$0.00
Until the new buildings are constructed, work with Buildings and Grounds to provide classroom space which is conducive to learning	teacher and student report	All Students	August 2012-June 2013	Daniel Hurst, Tim White	5/7/2012	339SQI2B4319	strategic meetings to assess current classroom conditions	Centralized Services			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Fremont High School

Principal: DANIEL HURST

School Quality Standards relevant to this Strategic Priority

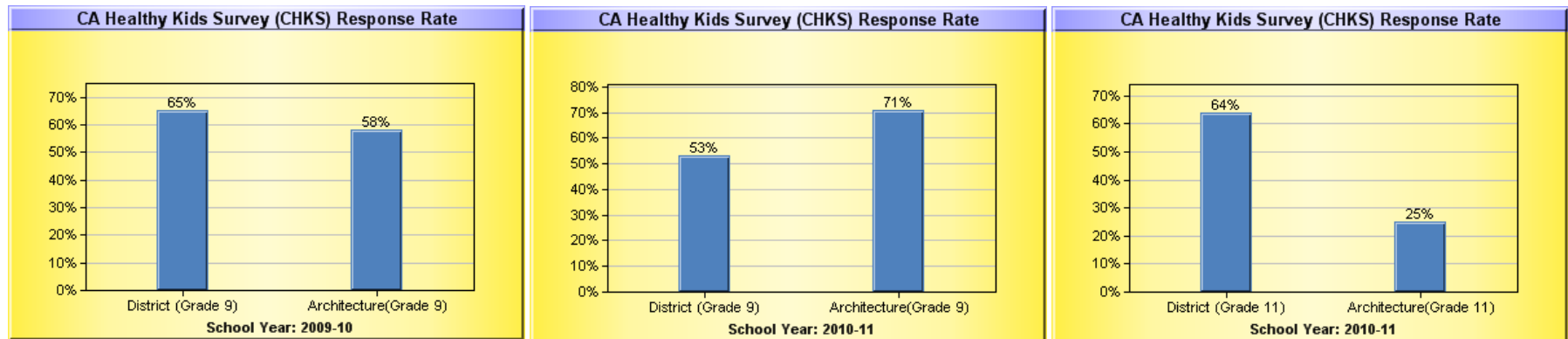
A quality school...

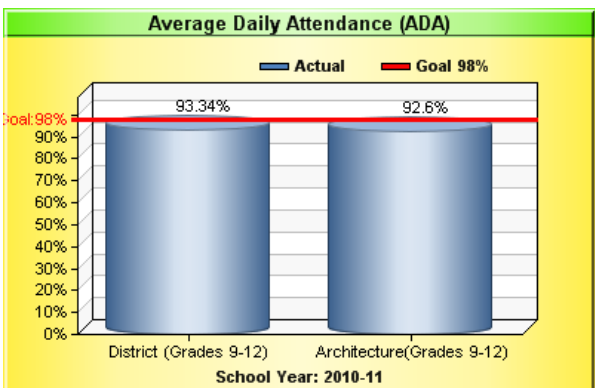
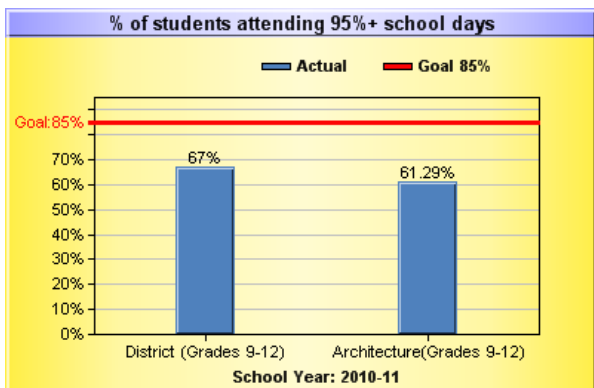
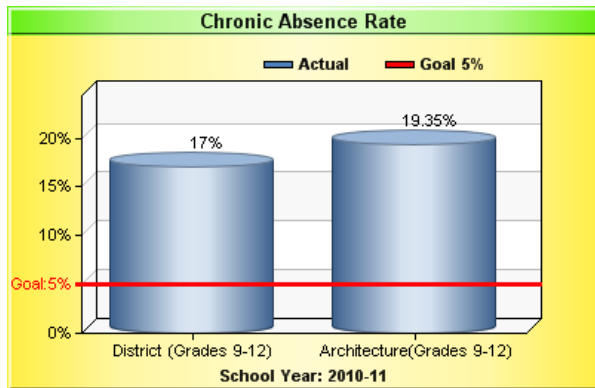
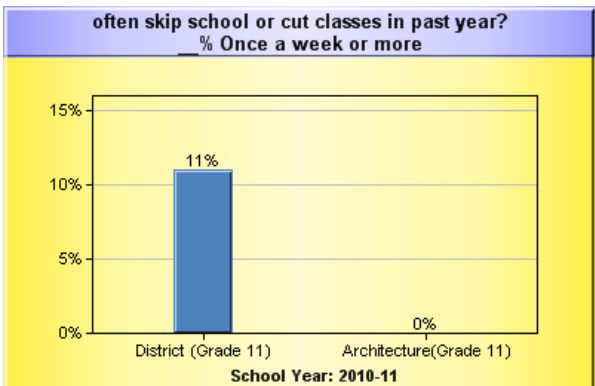
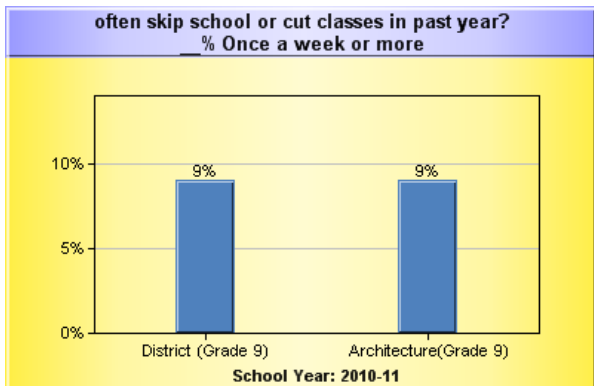
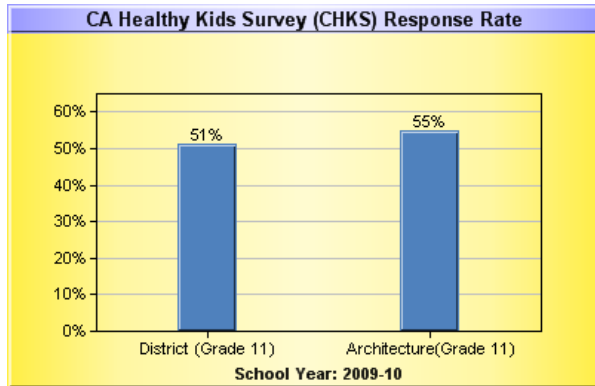
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





Theory Action

- If identified students are appropriately supported in the ASAP Center, their attendance and achievement will increase
- If parents are authentically involved and communicated with on a consistent basis, student attendance and achievement will increase.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Students with attendance inconsistencies will be referred to the ASAP Center for assessment and support.	attendance	All Students	August 2012-June 2013	Joanna Brownson	5/7/2012	339SQI2C4320	ASAP intervention	Non-SSC approved			0	\$0.00
Parent center designed to allow parents greater and easier access to their children's school data including attendance.	attendance		August 2012-June 2013	Carlos Rojas	5/7/2012	339SQI2C4321	create a system so that parents can easily monitor student attendance	Non-SSC approved			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Fremont High School

Principal: DANIEL HURST

School Quality Standards relevant to this Strategic Priority

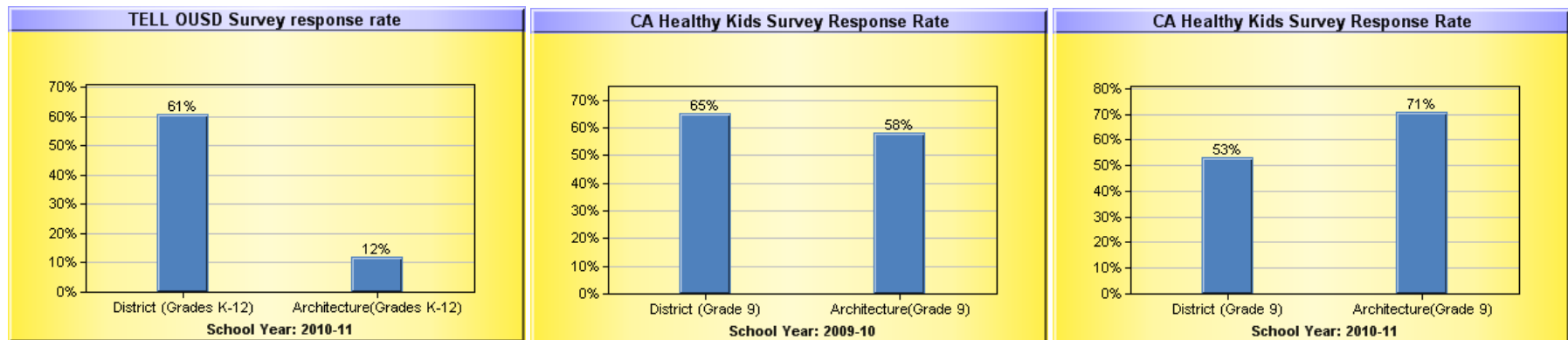
A quality school...

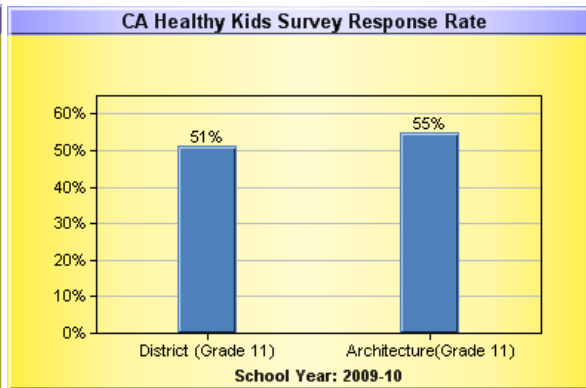
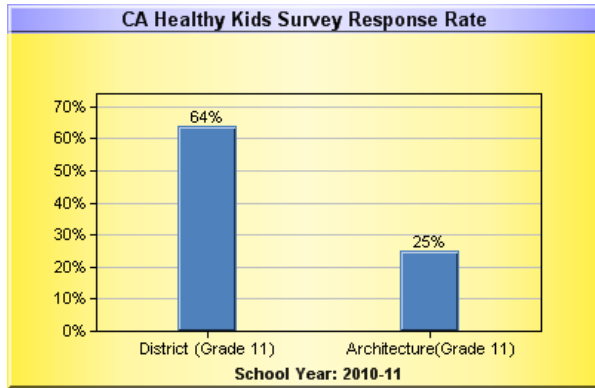
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers





Theory Action

- By creating a collaborative learning community, we will create engaging and high quality professional development which increases our capacity to maximize the potentials of our students
- by holding high expectations and giving high support to one another, we will break through the barriers of the classroom walls and establish the conditions for teachers to achieve their potentials

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
create faculty teams in a variety of configurations, including the three mains structures: 9th Grade SLC, College of Science, College of Humanities. Also, configurations of departments, California Partnership Academies, and various committees.	# of PD sessions per year, faculty survey	All Students	June 2012- June 2013	Sarah Mazzotta	5/7/2012	339SQI3A4328	summer professional development, year long PD	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$20,000.00
create faculty teams in a variety of configurations, including the three mains structures: 9th Grade SLC, College of Science, College of Humanities. Also, configurations of departments, California Partnership Academies, and various committees.	# of PD sessions per year, faculty survey	All Students	June 2012- June 2013	Sarah Mazzotta	5/7/2012	339SQI3A4329	partnership with outside consultant to lead staff retreat	3010-Title I	5825-CONSULTANTS		0	\$10,000.00
create faculty teams in a variety of configurations, including the three mains structures: 9th Grade SLC, College of Science, College of Humanities. Also, configurations of departments, California Partnership Academies, and various committees.	# of PD sessions per year, faculty survey	All Students	June 2012- June 2013	Sarah Mazzotta	5/7/2012	339SQI3A4330	create teacher/staff handbook and plan new staff induction activities	Non-SSC approved			0	\$0.00

Engage in systematic PD which examines and promotes the concept of high expectations for fellow faculty and the strategies for high support	faculty survey	All Students	June 2012- June 2013	Daniel Hurst	5/7/2012	339SQI3A4331	summer professional development, year long PD	Non-SSC approved			0	\$0.00
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School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Fremont High School

Principal: DANIEL HURST

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

Theory Action

- Based on our core operating principle of collaboration, we will partner with families and community to create high quality learning conditions, effective intervention and leverage resource
- By creating a parent center, we will offer parent leadership opportunity and increase parent involvement
- By partnering with parents and community representatives, we will create collaborative meeting agendas designed to give voice and active roles to parents and community reps

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
create a parent center with resources and technology for outreach	parent attendance at school meetings and activities	All Students	August 2012-June 2013	Carlos Rojas	5/9/2012	339SQI4A4367	parent center	N/A			0	\$0.00
create formal and informal meeting opportunities for parents, staff, and community members	data on types of parent meetings		August 2012-June 2013	Daniel Hurst	5/9/2012	339SQI4A4368	create calendar of parent/community involvement opportunities, ranging from SSC to "The Principal's Coffee" to Town Hall meetings	N/A			0	\$0.00
create formal and informal meeting opportunities for parents, staff, and community members	data on types of parent meetings		August 2012-June 2013	Daniel Hurst	5/9/2012	339SQI4A4369	food for parent meetings	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$3,016.78
create formal and informal meeting opportunities for parents, staff, and	data on types of parent meetings		August 2012-June 2013	Daniel Hurst	5/9/2012	339SQI4A4370	translation equipment for parent meetings	7091-EIA - LEP	4410-Equipment \$500-4,999		0	\$808.45

community members												
create formal and informal meeting opportunities for parents, staff, and community members	data on types of parent meetings		August 2012-June 2013	Daniel Hurst	5/9/2012	339SQI4A4371	outreach materials for parents	7090-EIA - SCE	5610-EQUIP MAINTENANCE AGREEMT		0	\$3,000.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Fremont High School

Principal: DANIEL HURST

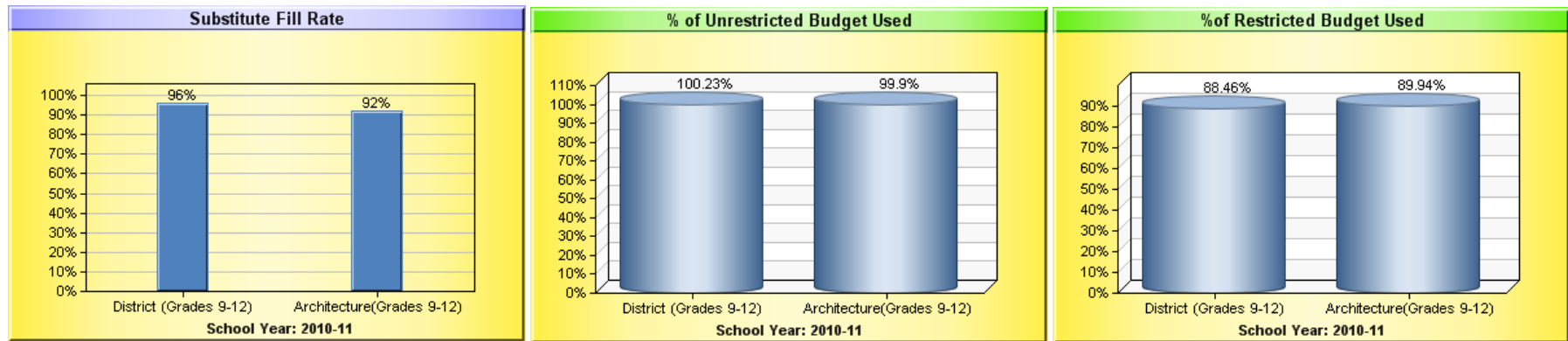
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



Theory Action

- Implement professional development which provides support for teachers to plan curriculum which uses a spectrum of strategies to effectively engage students in a rigorous curriculum
- Implement a system and culture of high expectation and high support among the faculty.
- participate in professional development designed to increase the quantity and quality of collaboration in our faculty and school community.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
summer professional development focused on collaborative curriculum	classroom observation		August 2012-June 2013	Daniel Hurst	5/14/2012	339SQI5A4508	consultant contract for outside PD provider	3010-Title I	5825-CONSULTANTS		0	\$5,000.00

training and materials for ASAP center staff	gpa, cst, cahsee, teacher observation		August 2012-June 2013	Nidya Baez	5/14/2012	339SQI5A4509	in service and tmaterials for ASAP center staff	7090-EIA - SCE			0	\$20,000.00
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Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

**School Site: Fremont High
Site Number: 302**

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 5/1/5/12.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 5/15/12.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

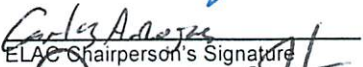
Attested:



 SSC Chairperson's Signature

SSC Chairperson's Name (printed)

5-15-12
Date



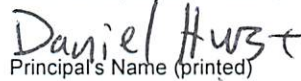
 ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

5/15/12
Date



 Principal's Signature



 Daniel Hurst
 Principal's Name (printed)

5/15/12
Date



 Executive Officer's Signature



 MATT [unclear]
 Executive Officer's Name (printed)

5/15/12
Date

Director, State & Federal Compliance Signature

Director, State & Federal's Name (printed)

Date

School Site Council Membership Roster – High School

School Name: Fremont High School School Year 2012/13

Chairperson : Azel Gratsy	Vice Chairperson: Carlos Rojas
Secretary:	<u>DAC Representative:</u>

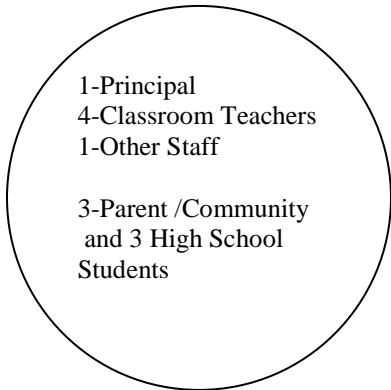
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Azel Gratsy	3924 Penniman Ave				X	
Carlos Rojas	1546 77 th Ave				X	
Alejandra Baez	1546 77 th Ave				X	
Daniel Hurst	4610 Foothill Blvd	X				
Emiliano Sanchez	4610 Foothill Blvd			X		
Sara Mazzotta	4610 Foothill Blvd		X			
Mikel Calderon	4610 Foothill Blvd		X			
Patricia Segura	4610 Foothill Blvd		X			
Patty Arabia	4610 Foothill Blvd		X			
Da' Janique White	5215 Bancroft Ave					X
Martin Rios	1659 28 th Ave Apr 5					X
D'Shane Kirk	5542 Holway St					X
DAC Representative						
Home Ph.	Email:					

Meeting Schedule	
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SSC Legal Requirements:

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. There must be equal number of students and parents/community members
4. Majority of school staff members must be classroom teachers;
5. **Students are required members of the High School SSC**
6. Parent/community members cannot be employees at the site



Title I School Parental Involvement Policy 2012 - 2013

Fremont High School

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Fremont High School agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
(*Briefly describe or bullet how this happens at your school.*)
- Offer a flexible number of meetings for parents.
 1. Report card nights at the first marking period and semester
 2. Back to school night in the first marking period
 3. Monthly SSC/ELAC meetings
 4. Monthly informal meetings with principal, including "Coffee Morning with the Principal"
 5. On going strategy meetings in partnership with OCO
 6. Community engagement meetings
 7. Bi weekly facilities meetings
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
In conjunction with the SSC/ELAC parents, students, and faculty will discuss the array of needs at our school and strategize how to address them.

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

During regularly scheduled SSC/ELAC meetings, information about Title 1 programs is presented and discussed. As timely matters arise, special meetings are convened.

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

At regularly scheduled SSC/ELAC meetings, we will examine data and discuss how to interpret the data. We will conduct in services about graduation and college entrance requirements.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Report card nights at the first marking period and semester
- Back to school night in the first marking period
- Monthly SSC/ELAC meetings
- Monthly informal meetings with principal, including "Coffee Morning with the Principal"

- On going strategy meetings in partnership with OCO
- Community engagement meetings
- Bi weekly facilities meetings

School-Parent Compact

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

Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California’s academic content standards
 - 2) The State of California’s student academic achievement standards
 - 3) The State of California’s and Oakland Unified School District’s academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child’s progress
 - Report card nights at the first marking period and semester
 - Back to school night in the first marking period
 - Monthly SSC/ELAC meetings
 - Monthly informal meetings with principal, including “Coffee Morning with the Principal”
 - On going strategy meetings in partnership with OCO
 - Community engagement meetings
 - Bi weekly facilities meetings
- 1. Provides materials and training to help Title I Program Parents work with their children to improve their children’s academic achievement.

All materials necessary to academic achievement and admission to college and post secondary opportunities will be available in English and Spanish. As necessary, we will provide translation into other languages.

 - Report card nights at the first marking period and semester
 - Back to school night in the first marking period
 - Monthly SSC/ELAC meetings
 - Monthly informal meetings with principal, including “Coffee Morning with the Principal”
 - On going strategy meetings in partnership with OCO
 - Community engagement meetings
 - Bi weekly facilities meetings

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

Maintain and promote a parent center

Report card nights at the first marking period and semester
Back to school night in the first marking period
Monthly SSC/ELAC meetings
Monthly informal meetings with principal, including “Coffee Morning with the Principal”
On going strategy meetings in partnership with OCO
Community engagement meetings
Bi weekly facilities meetings

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

Create and promote interactive activities for parents
Report card nights at the first marking period and semester
Back to school night in the first marking period
Monthly SSC/ELAC meetings
Monthly informal meetings with principal, including “Coffee Morning with the Principal”
On going strategy meetings in partnership with OCO
Community engagement meetings
Bi weekly facilities meetings

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

- Send mailings about pertinent opportunities
- Outreach via telephone
- Report card nights at the first marking period and semester
- Back to school night in the first marking period
- Monthly SSC/ELAC meetings
- Monthly informal meetings with principal, including “Coffee Morning with the Principal”
- On going strategy meetings in partnership with OCO
- Community engagement meetings
- Bi weekly facilities meetings

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

- Report card nights at the first marking period and semester
- Back to school night in the first marking period
- Monthly SSC/ELAC meetings
- Monthly informal meetings with principal, including “Coffee Morning with the Principal”
- On going strategy meetings in partnership with OCO
- Community engagement meetings
- Bi weekly facilities meetings

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Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
- Report card nights at the first marking period and semester
- Back to school night in the first marking period
- Monthly SSC/ELAC meetings
- Monthly informal meetings with principal, including “Coffee Morning with the Principal”
- On going strategy meetings in partnership with OCO
- Community engagement meetings
- Bi weekly facilities meetings

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Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (name of school) School Site Council on (mm/dd/yy) and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Fremont High School ‘s notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal’s Signature)

(Date)