OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Quality School Development Proposal

Castlemont High School

Name of Applicant/Design Team	Castlemont High School
In-District or Charter Applicant	In-district
Grade Configuration	9-12
Model or Focus (e.g., Blended Learning, Dual Language, etc.	Linked Learning with interdisciplinary youth action research and project based learning across pathways
Name of Intensive Support School	Castlemont High School
Primary Contact (Name, email, mobile phone)	Principal - William Chavarin, (510) 866-3627 Vice Principal - Jorge Wahner, (707) 318-1291

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1. Culture

Vision: Our vision is that Castlemont High School will produce a cadre of leaders prepared to lead social change in their communities and beyond. We believe that education is essential to creating a just, equitable and democratic society where communities are safe, healthy, economically sustainable, beautiful places to live. Located on a campus that serves TK-12 students, Castlemont is part of a continuum that supports East Oakland's children from cradle to career. Alongside our community partners, our youth practice and develop the skills, agency and mindset to positively transform themselves and their community. Youth become compassionate and collaborative life-long learners with knowledge and love of self, family and community.

Mission: Castlemont High School's mission is to create a safe, healthy and engaging learning experience that prepares all of our students for college, career and community. Our Sustainable Urban Design and Public Health pathways make education relevant through authentic, community-centered action research, interdisciplinary projects and work-based learning. Partnering with the community provides our students with opportunities to positively transform their surroundings and increase their social awareness and civic responsibility as they develop into critical thinkers, problem solvers and community leaders.

All students will graduate from Castlemont High School:

- On the path to college and career
- Proficient in reading, writing, communication and math
- Able to use technology and other means to locate, evaluate, organize and apply new learning
- Engaged, active and self-directed learners
- Designers and leaders of solutions for community transformation

Community Involvement in the Proposal and Need
The Castlemont High School community has been involved in a year-long meaningful student and family engagement initiative that has held 10 engagements with over 200 hours of direct work with the community designed to review school data, identify the assets and needs of the school community. We communicated about and recruited for these meetings with phone calls and letters home. We have also drawn on parent and student voice from Castlemont and feeder schools through surveys, focus groups and representation in design team meetings. Among their biggest concerns was providing mental health support to students and families, reengaging students with chronic absenteeism, and making sure that ELL, special education and students

struggling academically get support to make progress and succeed. Data from the family and youth engagements clearly show that the community wants a safe campus with engaging instruction, relevant classes, social emotional learning, academic support, and caring teachers that prepare all students for college and career. Castlemont has collected 100 intent to enroll forms from feeder school students and families and 15 letters of supports from community partners. This proposal addresses the community needs through a linked learning approach that is academically rigorous and supports the socio-emotional and academic needs of all students.

2. Leadership

The transformative leader at Castlemont will facilitate a purposeful process through conversation and action to redesign the school into a collaborative community of learners where students are known well, learning is personalize and the stories and perspective our the communities we serve is central to the curriculum. The Castlemont transformative leadership team builds on the assets and resilience of the youth we serve while holding them to the highest academic expectations and placing them on the path to college, career, and community leadership. Some of the essential characteristics of Castlemont Leadership are:

- **Collaboration:** The ideal Castlemont school leader is skilled at fostering a culture of collaboration to shape a vision of academic success for all students.
- **Teamwork:** The school leader encourages teamwork by seeking and supporting the involvement of stakeholders at all levels of the school community.
- **Distributive Leadership:** The principal is a leader of leaders, using every opportunity to cultivate leadership in others.
- **Emotional Intelligence:** The Castlemont school leader perceives the needs and concerns of others, deals tactfully with others in emotionally stressful situations or in conflict, and models restorative justice practices with all members of the school community
- **Data Driven:** The leader is results-oriented and has the ability to seek, analyze, and interpret relevant data to inform high-quality, thoughtful decisions.

3. Education Plan

Castlemont high School will have a 9th grade house of approximately 225 students and two pathways with 225 students each (a possible third pathway to be rolled out in 2017-2018 will be considered after further research and depending on enrollment). Students will focus on developing foundational skills and knowledge to be successful in college and career. The key elements of our educational program are as follows:

- **Interdisciplinary Projects:** Project-based, integrated curriculum focused on youth action research and work based learning across pathways.
- **Collaboration:** Co-teaching and dedicated time for teacher collaboration within each pathway through professional learning communities.
- **Learning Center:** As a learning organization the school will have a Learning Center that focuses on the highest needs students: Special education, English language learners, newcomers and struggling students and also provides a space for independent student learning.
- **Block Schedule:** Flexible day schedules to incorporate projects/internships
- **Inclusion:** Newcomers and students in special education will be integrated into the pathways when possible and given the support they need to be successful.

- **Authentic and Personalized Assessments:** Students will have personalized learning profiles, plans and portfolios. Students will complete rigorous projects at each grade level and participate in portfolio defenses at the 10th and 12th grades.

4. Teaching

Coaching of teachers is largely recognized as the key-lever in student learning which means greater academic gains for the students of Castlemont High School. A professional teaching culture at Castlemont is supported by observation and coaching for all teachers with new teachers receiving additional support from veteran members of the faculty.

- **Teacher Performance Goals:** All teachers are required to create personal growth goals based on problems of practice within their own classrooms and their evaluation on the Teacher Growth and Development System (TGDS) rubric.
- **Professional Development:** Professional development for Castlemont High School is designed to improve instructional practice, support the SEL of students, increase collaboration among all members of the school community, and prepare faculty and staff for instructional leadership roles.
- **Teacher Collaboration:** To support collaboration among students and to fully leverage their potential, professional development opportunities are provided for teachers to plan interdisciplinary projects within pathway professional learning communities

5. Facilities

Castlemont is focused on the thoughtful use of its facilities to create an optimal and safe learning environment. Positioning of programs and classes is crucial to control student movement on campus, to ensure adequate supervision is provided and facilitate the learning of all students.

- **Location for 9th Grade House:** The 9th grade program will be contained on the hillside campus reducing the amount of student traffic and providing a tighter supervision area. It will also help the 9th grade class create strong class culture.
- **Capital Improvements:** Several major capital improvements will be necessary to improve our current pathway program.
- **Pathway Buildings:** As the Public Health pathway is planned and built and the SUDA pathway is expanded - adjustments to class locations will be necessary to better facilitate teacher collaboration and interdisciplinary work. We have been advised to design the new buildings that we will need in order to fully carry out our mission.

Quality School Development Pillars
Executive Summary

2   The Pillars of Quality School Development are to be considered throughout the school proposal. In the space
3   below please provide bullet points of elements of your proposal that align with each Pillar.

PILLARS	Elements of proposal that align to Pillars.
1. **Educator Development and Pipelines** – Successful schools will be led by effective leaders who work collaboratively to develop and nurture a cross-functional leadership team. The school will help educators develop through effective professional learning and recognize effective educators for their success.	• Distributive Leadership • Professional Learning Communities • Support for Emerging Teacher Leaders • Instructional Leadership Team • Feedback based on observations and student data • Coaching and mentoring for new and master teachers
2. **Strong School Culture** – The school will have a mission, vision, and values that are focused on high academic achievement for students while preparing them for college, career, and community success. The school will stress the importance of education as well as the social and emotional well-being of students. This feature must permeate all other components of the school and include restorative practices as a part of the approach to strengthening culture.	• Leaders model learning behaviors that are expected of teachers and students • Use restorative justice practices across the school community • Advisory supports a positive school culture • School wide routines and rituals that acknowledges and celebrates success in the community • Parent and student leaders are involved in school improvement
3. **Increased Time on Task** – Successful schools will intentionally use time to maximize student learning. Extended school days, weeks, and years are integral components. Additionally, the school must prioritize providing teachers' time for planning, collaboration, and professional learning.	• Collaborative planning time for teachers • Job embedded professional learning • Community partnerships that supports learning outside of the classroom • Block schedule to facilitate project based learning and learning outside the classroom
4. **Rigorous Academics** – Effective schools ensure teachers have access to foundational documents and instructional materials needed to help students achieve high growth. This includes data-driven inquiry cycles that support regularly assessing student progress, analyzing student progress, and re-teaching skills with the expectation that students master standards.	• Instructional Leadership team creates and monitors cohesive educational program across pathways • Pathway leaders lead cycles of inquiry with professional learning communities • Teacher leaders facilitate interdisciplinary planning and curriculum development • Instructional leadership sets learning goals, manages assessments and monitors growth
5. **Linked/Personalized Learning** – Students will be exposed throughout a K-12 program to different educational options that go beyond the "four walls" of the school in effective schools. This will include bringing relevance to students' lives and the world of real world of work through the curriculum, allowing students to innovate and create, having them concurrently enrolled in college classes, engaging them in internships, using online learning.	• Each pathway has dedicated leadership, coaches and counselors • Pathway coaches support cross curricular collaboration • Community and Industry partnerships support learning outside of the classroom • Professional learning communities in each pathway • Each pathway has concurrent enrollment opportunities • Each pathway offer work based learning opportunities

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<u>**SECTION 1: CULTURE**</u>

1A. VISION AND MISSION

Vision: Our vision is that Castlemont High School will produce a cadre of leaders prepared to lead
social change in their communities and beyond. We believe that education is essential to creating a
just, equitable and democratic society where communities are safe, healthy, economically sustainable,
beautiful places to live. Located on a campus that serves TK-12 students, Castlemont is part of a
continuum that supports East Oakland's children from cradle to career. Alongside our community
partners, our youth practice and develop the skills, agency and mindset to positively transform
themselves and their community. Youth become compassionate and collaborative life-long learners
with knowledge and love of self, family and community.

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experience that prepares all of our students for college, career and community. Our Sustainable
Urban Design and Public Health pathways make education relevant through authentic, community-
centered action research, interdisciplinary projects and work-based learning. Partnering with the
community provides our students with opportunities to positively transform their surroundings and
increase their social awareness and civic responsibility as they develop into critical thinkers, problem
solvers and community leaders.
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• Engaged, active and self-directed learners
• Designers and leaders of solutions for community transformation
1B. Targeted Student Population
Intensive Support School
The Castlemont quality school proposal aims to serve the youth of East Oakland by providing
them with an excellent high school option in the neighborhood where they live. According to the
2014-15 CBEDS annual counts, there were 3,824 students enrolled in Oakland public schools
living within the Castlemont Oakland Unified School District (OUSD) attendance area. OUSD
Live-Go Maps show that only 586 (15.3%) of those students were enrolled in Castlemont in
2013. Of the 586 students who attended Castlemont High School that year, 90% lived within the
school's attendance area. Based on this data, it is clear that Castlemont High School must
undergo dramatic transformation in order to win back the overwhelming number of families who
opt to send their children to schools outside of their neighborhood. Our goal is to partner with
the three schools on our campus – Castlemont Primary Academy, Castlemont Junior Academy
and Leadership Public R&D High School and build a collaborative and safe campus culture that
will become the number one option for East Oakland families from TK to 12th grade.
Community Context
African American and Latino families make up over 80% of the East Oakland community. Over
40% of young people are not enrolled in any school. One out of four residents live in poverty and

1   nearly half of households earn less than $30,000. Half of young black adults in East Oakland are
2   unemployed. Poverty in the Castlemont community is compounded by an epidemic of violence. The
3   murder rate is seven times higher than the national average, with homicide as the leading cause of
4   death for people under the age of 25. A resident in the Castlemont neighborhood of East Oakland
5   can expect to live 10 fewer years than someone living only 1.3 miles away in the Oakland hills.[1] But
6   despite the significant social obstacles East Oakland youth face, they also demonstrate untapped
7   potential and unspeakable resilience.

8   **Castlemont Student Demographics**

Race/Ethnicity	% of Population		Sub-groups	% of Population
Hispanic	53%		English Learners	28%
Asian	2%		Long Term ELL	43%
African American	39%		Gifted and Talented	5%
Hawaiian/Pacific Islander	6%		Special Education	22%
White	1%			
Multiple	1%			
Total	100%			

Academic Achievement Data	2013-2014
English Learner Reclassification	5.2%
10th Grade CAHSEE rate	36.6%
Dropout Rate	33%
Chronic Absenteeism	15.8%

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12   **Meeting the Needs of Our Youth and Community**
13   Since Castlemont was named an Intensive Support School in April 2014, the Castlemont school
14   community has held multiple meaningful student and family engagement forums where families
15   and youth have analyzed student achievement data and identified as their highest priority the
16   need for a safe, caring, relevant and engaging learning experience for all students. Among their
17   biggest concerns was providing mental health support to students and families, reengaging
18   students with chronic absenteeism, and making sure that ELL, special education and students
19   struggling academically get support to make progress and succeed.
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21   Our school community is disproportionately exposed to trauma, and we envision our school as a
22   safe place where students heal from the effects of trauma and gain the tools, knowledge and skills to

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[1] Achieving Community Transformation: Intentional Investment in People and Place. (2012). Youth UpRising publication. U.S. Census Data, 2010. Alameda County Public Health Department.

transform their lives and the conditions of their community. We will improve the social-emotional well-being of our students and families by providing an advisory and counseling program that supports both students and families with case managing for the highest needs students. We will also train teachers and staff on how to best support youth with a disproportionately high exposure to trauma, conduct mediations and practice a disciplinary system based on restorative justice practices.

With almost one third (28%) of Castlemont's students classified as English Language Learners, and with the addition of a newcomer program that will be serving up to 100 students who live in the East Oakland community, a highly structured, progressive ELL program will be instituted at Castlemont High School. This program will use a balanced literacy approach to language acquisition toward faster reclassification, and to increasing the leadership roles of our ELL students, their parents and families and greater sense of belonging to the Castlemont community.

Our vision is to create an inclusive learning environment where students with disabilities are fully integrated as much as possible into the 9th grade house and the linked learning program where all students can receive a a work-based, career and college preparatory education. Research on Linked Learning in California shows that in schools that have adopted the Linked Learning approach, attendance and student test scores are increasing, dropout rates are decreasing, and students are completing more A-G classes in the first two years of high school. [2] When done well, pathways make school more engaging and relevant, and provide personalization for struggling students as we have seen with our Sustainable Urban Design Academy.

Pathways can potentially put all students on the path to family-sustaining careers. By 2018-19 all Castlemont students will be enrolled in one of three career pathways, learning real-world skills they can apply toward the goal of community transformation and socioeconomic equity. Through postsecondary and employer partnerships, our high school students will have the opportunity to take early college classes and work toward industry-recognized certifications that lead quickly to solid jobs, such as medical assistant or union carpenter. While access to such careers will be transformative to many of our community's low-income families, we see them not as an endpoint but as the first rung on a ladder—certification will enable students to work while pursuing additional college and/or career advancement options.

1C. Family & Community Participation in the Proposal

Data from the family and youth engagements clearly show that the community wants a safe campus with engaging instruction, relevant classes, social emotional learning and academic support, and caring teachers that prepare all students for college and career. This proposal addresses the community needs through a linked learning approach that is academically rigorous and supports the socio-emotional needs of all students. The community also identified the need to organize and develop a strong parent and youth leadership base so that the proposal has the support it needs to be successfully implemented in 2016.

Partnering with Oakland Kids First and Youth Together, the Castlemont High School community has been involved in a year-long meaningful student and family engagement initiative that has held over 10 different engagements with over 200 hours of direct work with the community designed to review school data, identify the assets and needs of the school community. This process was guided

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[2] "Evaluation of the California Linked Learning District Initiative." SRI International, February 2014.

by the Meaningful Student and Family Engagement committee at Castlemont High School and facilitated by the Community School Manager in partnership with the two CBO partners. This committee has met weekly since September 2014 and has designed, planned and facilitated the various engagements. At these engagements, youth, families and community members participated in small group discussions and generated solutions that have informed the Castlemont redesign proposal. Castlemont's teachers have participated in a visioning process in which all were called on to contribute their ideas for the mission and vision of the proposal. We have compiled 8 data reports and a final report outlining how community needs and solutions are addressed and included in the proposal. In addition, members of the proposal writing team met with parents, teachers, students and community members to discuss aspects of the proposal as it was being developed. We recruited for these meetings with phone calls and letters home. We have also drawn on parent and student voice from Castlemont and feeder schools through surveys and representation in design team meetings. Over the last year, a group of parent leaders has emerged and has begun to meet every two weeks as the start of a parent leadership base positioned to support the implementation of the proposal. This parent leads committee will continue to evolve through the summer with a site-specific parent organizing effort. The second phase of family and student engagement will focus on further developing the leadership of a core group of students and families through the collaborative work of planning the implementation process. This process will continue throughout the yearlong incubation phase in 2015-2016. With our partners, we will continue to raise the leadership capacity of Castlemont families and youth so they play a central role in the proposal's implementation.

Outreach to Families, Teachers and Students
Our community liaison and community school manager invited numerous parents and families to attend engagement events and shared with them the ideas for the quality school proposal. Teachers reached out to parents and youth about the proposal and bought back their ideas and concerns. Our community partners have shared our vision and proposal ideas with their constituents and helped us to spread the word and garner support. We surveyed students at Elmhurst and Frick middle schools and conducted a meet and greet for incoming 9th graders. We collected 100 intent to enroll forms from prospective families and students through an extensive phone campaign to increase information and interest in the transformational efforts of Castlemont. We have discussed the proposal with the site based committee members, using protocols to get their feedback, concerns and questions. We presented to the collaborative of agencies and community-based organizations that partner with Castlemont, and they have provided 15 letters of support. We ran focus groups with emerging parent leaders in Castlemont to vet the proposal, demonstrate how it addresses parent and youth needs, and solicited more feedback for the final draft.

1D. Student Discipline Policy
Castlemont will become a safe place where young people find refuge from the violence that plagues their neighborhoods and the trauma they have experienced. The core to creating a positive school culture and a safe place for student learning is based on building caring relationships, instilling a sense of belonging, and fostering the resilience that our youth come with. We will build on young people's assets and create a proactive and restorative disciplinary system that provides a compassionate approach with clear expectations, incentives, emotional supports and tools our students need to learn to solve conflicts creatively and peacefully. As students develop self-discipline, they will be able to stay on task and focused on their academic growth.

1   **Core Elements of Our Positive Behavior Intervention System**

4 Core Elements	2015-2016	2016-2017
Define and teach a small set of clear positive, school-wide behavior expectations to all students	Using the values and culture building work student began with Oakland Kids First Real Hard Program, pilot a set of school values and norms	Finalize and implement the shared set of values and norms through a community process
Establish consistent practices for all adults to acknowledge and reward appropriate student behavior	Pilot an incentive program that rewards positive behavior – through advisory, monthly assemblies and morning meetings	Institute a full incentive and rewards program that acknowledges the contributions of parents, students and teachers
Collect and use discipline and implementation data to guide efforts	We have used the Aeries data system and will be transitioning to Illuminate data based system	Appropriate staff will be trained to roll out Illuminate data based system
Establish multi-tiered system of support	Tighten the systems for Behavioral Response to Intervention (RTI)	Fully implement Behavioral Response to Intervention (RTI)

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3   **Behavioral Response to Intervention (RTI)**
4   Our positive behavior system incorporates a multi-tiered system of support so that students needing
5   more intensive support gain access to increasingly individualized support options.[3] Our discipline
6   process is situated within the prevention framework of Behavioral Response to Intervention (RTI),
7   which has its roots in public health and occurs at three levels:

8   **Primary tier prevention**: Behavioral norms and expectations are shared and modeled across all
9   advisories. All students are exposed to a core social behavior and character building curriculum
10   which will be determined by the design team to teach and reinforce positive behaviors aligned with
11   the mission and values of the school. The curriculum will include restorative justice and conflict
12   mediation practices to prevent the development of problem behavior and to identify students whose
13   behaviors are not responsive.

14   **Secondary tier prevention**: Supplemental social behavior support is added to reduce the current
15   number and intensity of problem behavior. Success and monitoring of these supports will be
16   measured by a set of indicators: discipline referrals, suspensions rates, and classroom observations.

17   **Tertiary tier prevention:** Individualized and intensive behavior support is developed to reduce
18   complications, intensity, and/or severity of existing problem behavior. The Coordination of Services
19   Team (COST) will be charged with finding appropriate tier three interventions for students. It is
20   important to note that poor academic performance may lead to engaging in problem behaviors to
21   escape from academic tasks, so a key component of the process will be assessing students' academic
22   performance and challenges to determine if they are the root cause of their behavioral challenges.

23   **Castlemont Coordination of Services Team (COST)**
24   In addition to the school counselor, community-based organizations offer services to students
25   through both a referral and non-referral process. The referral process is structured through the

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3   http://www.rtinetwork.org/learn/behavior-supports/schoolwidebehavior

Castlemont Coordination of Services Team (COST), a site-based multidisciplinary team composed of service providers, school administration, and school staff. COST members include principals, assistant principals, site coordinators, school counselors, school nurses, mental health therapists, special education teachers, after school providers, case managers, and family advocates. Weekly COST meetings provide a regular opportunity to triage referrals, assess students' support needs, and develop and monitor interventions to ensure that these needs are met.

Castlemont Community Mediation Center
Conflict mediation will be a top remedy to address conflict on campus. Castlemont High School will institutionalize a Castlemont Community Mediation Center to reduce school and community conflict by creating a space where students, families, and community members can access resources for mediation and resolution of conflict and to conduct restorative justice circles. The mediation center will be staffed by a team of two full-time, trained mediators with experience working in both mediation services and working with the East Oakland Community. The community mediation center will be open during school hours and after school, so that it serves students during the school day, and is open to families and community members after school.

Restorative Justice
Using restorative justice practices, Castlemont seeks to replace a punitive approach to discipline with a more constructive, collaborative, and humane approach that embraces all members of the community, including those who exhibit negative behaviors. This new approach requires a shift in how teachers and staff think about the role of discipline and how disciplinary actions are delivered. To support this process we will hire a highly skilled Restorative Justice Coordinator who reflects the demographics of the student body and has experience working with the East Oakland community. The Restorative Justice Coordinator will be skilled in the facilitation and training of restorative justice practice with students, families and staff.

Youth Council
Castlemont will establish a Youth Council so that youth voice impacts important school governance decisions. This Youth Council will include a student-run discipline committee—a structure that students have overwhelmingly voiced demand for through through student surveys. As Castlemont shifts its values and culture to proactive and positive behavior intervention system, the need for more punitive discipline procedures will decrease, and we will shift the responsibility of student behavioral discipline to a peer-supported model. The Restorative Justice Coordinator will train and facilitate the leadership of the student discipline committee with the Youth Council.

School Wide Common Values and Expectations
Discipline at Castlemont will be cultivated through a positive school culture with a set of school wide common values and expectations. Through the REALHARD student leadership program, our students created a draft of a Culture of Conduct for the school, which we will begin to operationalize next year. To do this work, we will bring existing student groups together, including REALHARD, African American Boys and Men of Color, Joven Noble (Latino Men and Boys), with our new student council, teachers and students across all grade levels to finalize the set of values and expectations and develop a curriculum for students to learn and internalize them.

Advisory
The Castlemont Advisory program plays a key role in creating positive school culture and instilling the values and norms of the school community. In Advisory, students participate in activities that

connect them to the school's mission and vision, as well as the social emotional learning curriculum and the culture of restorative justice. Advisory serves as a supportive sub-community, or "family", for students at Castlemont, and the advisor serves students as a liaison between the students' home (parent/guardians) and the school. Through embedded curriculum across content and in advisory, students understand the value of disciplining themselves and supporting one another, as they develop skills that help them to become empathetic, driven, and resilient community leaders.

Culture Building Rituals
Beginning with the 9th Grade house and within each Linked Learning pathway, community, love and rites of passage will play an integral role in fostering a strong sense of belonging between students, families, guardians, community partners, and staff at Castlemont High School.
- ❖ Morning meetings and community meetings will be a space for community members to communicate concerns, resolve conflicts, and to appreciate the strengths of all members of the Castlemont community.
- ❖ Entering 9th graders participate in a Passing the Torch Celebration led by our outgoing graduates.
- ❖ Exhibitions and demonstrations of mastery bring community together to affirm and support the academic progress of our students
These rituals strengthen student buy-in to Castlemont's mission, values and expectations, as well as strengthening the community's commitment and investment in Castlemont's youth.

Disciplinary Procedures (Suspensions and Expulsions)
Castlemont will continue to follow the district's disciplinary policies and expulsion procedures in accordance with California Education Code. For students with disabilities we will follow state and federal laws that protect special education students and use the manifest determination process aligned with OUSD standards and regulations. Students and families will be made aware of the discipline policy and the expulsion procedures through our student and family handbook reviewed in Advisory. Through our behavioral RTI process, students will be identified for the appropriate behavioral interventions. We will provide all students with the tools and practices in restorative justice and conflict mediation to aid them with improved communication and problem solving skills. Through our COST process, supports for students facing expulsion will be made available to ensure that they find a new school and learning opportunities to avoid any gap in their learning.

The 2013-14 suspension data for Castlemont's two significant student sub-groups states that 38.8% of African American students were suspended at least once and 10.7% of Latino students were suspended at least once in the same year. To reduce both our overall rate of suspensions and racial disparities in our suspension rate, Castlemont will align its internal policy and procedures with the positive behavior framework of PBIS. To support this more constructive process, we will engage teachers and staff in professional development that looks at bias and inequity in our school culture and how these may manifest in the disproportionality of suspensions and expulsions. The instructional leadership team and teacher professional learning communities in each pathway will analyze and monitor the suspension and expulsion data disaggregated by race, ethnicity and disabilities to ensure that adequate attention and resources are aimed at reducing all suspension and specifically disproportionality. We expect that instituting restorative justice practices will result in fewer suspensions and expulsions and we will closely monitor the impact of that program as we make the shift toward a more positive school culture.

1E. Student Engagement

In response to family and youth needs, Castlemont's redesign will offer students a learning experience that is personalized, engaging and relevant through a project-based action research learning approach with a supportive advisory program. Using the community as an extension of the classroom, students utilize their life context as the content for exploration and analysis. Through a guided and rigorous action research process and working with community partners, students grapple with the social issues that threaten the economic stability, health and safety of their communities and co-create solutions. Students become active learners while they prepare for college, career and civic responsibilities.

Castlemont's current rate of chronic absenteeism is at almost 16% and our goal is to have 97% attendance in 9th grade next year and 97% school-wide by 2019. To reach our goal, Castlemont will prioritize effective parent communication and engagement. Starting 2015-2016 Castlemont will employ a full-time Attendance Compliance Officer, a full-time Community Liaison, and a bilingual Parent Liaison to increase contact with families of students that are at risk of truancy. The primary duty of the Attendance Compliance Officer will be to manage SART contracts and work with families to improve attendance for chronically absent students. The Attendance Compliance Officer will be responsible for tracking data on student truancy and truancy intervention measures. This data will be monitored by the Instructional Leadership team (ILT) as they engage in cycles of inquiry on our school-wide improvement goals. ILT will be paying close attention to this goal and looking for ways that we can align our efforts to increase school attendance.

Plan for Drop-out Prevention and Credit Recovery

We know from research, as well as from student input, that being off track academically is the number one indicator that predicts whether a student will drop out. Studies from the Consortium on Chicago School Research have demonstrated that being on track is a more accurate predictor of graduation than students' previous achievement test scores or background characteristics.[4] Given this research, our key strategies for serving students at risk of dropping out include providing an inclusion model wherever possible, providing relevant and engaging differentiated instruction and providing programs that support accelerated learning.

Inclusion of All Learners

Castlemont will ensure the inclusion and support all learners, particularly SPED students and English Language Learners who may disengage from school and become discouraged more easily than other students. To address this, we will provide a robust newcomer program and differentiated ELD classes to support the rapid acquisition of English Language Learner's skills, in addition to hiring a Spanish-speaking Parent Liaison to make sure we stay connected to families. ELL students (Level 2 and above) and SPED students will also select pathways during their sophomore year to become firmly enmeshed in the school's academic culture.

9th Grade College Readiness and Support

To support a college attending culture among many potential first generation college students, all ninth graders will be enrolled in a college readiness and support program through one of our numerous existing partnerships, such as Upward Bound or METS (Mills Educational Talent Search).

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[4] Allensworth, Elaine and John Easton. "The On-Track Indicator as a Predictor of High School Graduation." University of Chicago Consortium on Chicago School Research. June 2005.

Back on Track Program

The Castlemont Back on Track program, an innovative partnership with Youth UpRising, launched in fall 2014, serves Castlemont 11th graders who have not been successful in a traditional school environment and are significantly behind in credits. To get back on track to graduation, students commit to join a full-day alternative program that combines APEX credit recovery and skill building with leadership development, work experience, and early college coursework. Students have full access to YU's arts and recreation programs, through which they earn elective credit.

1F. Community Schools: Ongoing Family/Guardian Involvement & Satisfaction

As a community school, Castlemont presently partners with over 25 community based organizations and agencies that support our youth and families in a variety of ways. We have 5 key partners that support our students in various ways: East Bay Consortium for college and career; Oakland Kids First - Meaningful Student and Family engagement Initiative; Youth Uprising – credit recovery and 21st Century after school program; Children's Hospital – school-based health and mental health community clinic; and Youth Together - youth empowerment and leadership. Castlemont will continue to provide a comprehensive array of academic, emotional, and enrichment support services to ensure all students make academic progress toward graduation, college and career readiness. During the incubation year, Castlemont will align these partnerships with our new vision and goals and solidify the ways that partnerships are coordinated in service of our new mission.

Family Engagement

Families at Castlemont are full partners in providing a high-quality education for our students. We will institute a family council that will work closely with the administrative and instructional leadership teams and participate in the decision making process that shapes our school's transformation process. Castlemont will provide trainings, workshops, and other parent education programs to ensure parents develop their voice and know how to navigate the school system and advocate for their child's academic success. Families will visit our school often to observe classes, meet with teachers, build community with other parents through celebrations of achievement and culture, The school will also offer opportunities for regular meetings with administrators through the monthly "Coffee with the Principal" meeting open to all families for general questions, feedback and school announcements. Advisors working closely with our parent liaison will keep parents informed on the progress of their children as well as keep them involved in the activities and services provided by the school. All families and youth will be invited to participate in an annual satisfaction survey that will help Castlemont inform and improve our family engagement model.

Leadership Qualities and Qualifications for Castlemont Leadership

Commitment to Transformative Leadership

Currently, Castlemont High School has two school leaders – a Principal and a Vice Principal that are committed to transformative leadership. Transformative leaders strive to be mindful of their own tacit assumptions and expectations, as well as those built into the institutional culture of their school and the system of schools to which they belong. These leaders model reflective practices that enable them to self-assess their personal values, beliefs, and experiences, and nurture these conditions and experiences to encourage growth and leadership among members of the school community.

Transformative leaders show courage and persistence in their constant and consistent interruption of inequitable practices in their schools, and they work tirelessly at developing the skill and the will of others in the school community to examine and dismantle the cultural and institutional biases that create inequitable outcomes for students.

The transformative leaders at Castlemont will facilitate a purposeful process through conversation and action to redesign the school into a collaborative community of learners where students are known well, learning is personalize and the stories and perspective of the community is central to the curriculum. The Castlemont transformative leadership team builds on the assets and resilience of the youth we serve while holding them to the highest academic expectations and placing them on the path to college, career, and community leadership. Some of the essential characteristics of Castlemont Leadership are:

❖ **Shape a Common Vision and Direction**

Castlemont school leaders are skilled at collaboratively shaping a vision of academic success for all students. They will work collaboratively with an instructional leadership team to set the instructional direction of the organization. Along with their team they establish clear goals, provide direction and support and procedures to monitor growth toward those goals. The leaders knows how to inspire and secure the commitment of individuals and groups in the school to define a course of action and implement strategies for improving teaching and learning.

❖ **Build a Collaborative Learning Team**

The school leaders encourage teamwork by seeking and supporting the involvement of team members at all levels of the school, acknowledging and celebrating their accomplishments. Castlemont leaders work collaboratively to create and sustain a culture and climate that is conducive to an interactive and engaging learning experience for everyone in the school community.

❖ **Model Continuous Improvement**

The leaders model the learning behaviors they want their teachers to use and promote the value of continuous improvement in the organization. Castlemont school leaders are self-aware and reflective leaders that understand their strengths and weaknesses and take responsibility for improvement by actively pursuing opportunities for professional growth and striving for continuous learning.

❖ **Be A Leader of Leaders**

They are a leader of leaders, using every opportunity to cultivate leadership in others. They work to develop the talent and skills of the members of their team by providing specific feedback based on

observations and student data, as well as teaching, coaching, and thought partnering to invest in their professional growth. The leaders manage their people, and the processes that foster school improvement with skill and grace, perceiving the needs and concerns of others; dealing tactfully with others in emotionally stressful situations or in conflict modeling restorative justice practices.

❖ **Be Results Oriented**

They are results orientation leaders with the ability to seek, analyze, and interpret relevant data to inform high quality thoughtful decisions. Castlemont leaders will be required to have sharp organizational skills to plan and schedule their work and the work of others so that all resources are used appropriately. They will need to be expert at scheduling the flow of activities and projects, practicing time and task management and knowing what to delegate to meet the school's performance goals.

Experienced Leadership

The principal of Castlemont is required to have urban school leadership experience. While we recognize that novice principals can quickly grow into excellent school leaders with the right support, we believe that school leadership experience is needed in order to tackle the multifaceted challenges currently facing the Castlemont school community. Given a history of instability in leadership at Castlemont, we are fortunate to have a school principal in place that has experience and is committed to the school and the community. The Castlemont leader has demonstrated skill at navigating both the school level terrain with a strong focus on building a school culture that facilitates instruction and the systems level landscape of a school district invested in continuous improvement.

Our leadership model places the principal at the center of instructional leadership. The instructional leadership team drives the school's instruction, modeling instructional strategies, leading cycles of inquiry, and developing teacher leaders to carry out instructional rounds, peer observations and instructional coaching. As described more fully below, the school organizes an instructional leadership team that includes a range of leaders across roles.

The Instructional Leadership Team at Castlemont High School

The instructional leadership work will be shared among: the campus principal, the pathway vice principals, pathway counselors, teacher leaders, instructional coaches, a restorative justice coordinator, community schools manager, the community liaison and an extended day coordinator. They will plan together and work directly on supporting classroom teachers, building a positive school culture and creating systems that provide interventions and support to students and families across the pathways.

The daily work of Instructional leadership team may entail one or more of the following activities: direct instructional support with individual teachers, facilitating professional development of various kinds, grappling with student data and inquiry work, coordination of assessment and related support, and curriculum planning and development. Across the school year, the instructional leadership team will collaboratively create and lead the bulk of professional learning opportunities for teachers across pathways, assisted by the campus principal or pathway vice principal and/or outside consultants.

To avoid fragmented efforts across each pathway professional learning communities (PLCs) will promote and hold certain school wide values, expectations and academic priorities in common: high expectations for both teaching practice and student performance; alignment of curriculum,

1 instruction, and assessments; staff collaboration; and the development of a distributed instructional
2 leadership capacity.

3

3rd pathway will depend on community input and student enrollment

4
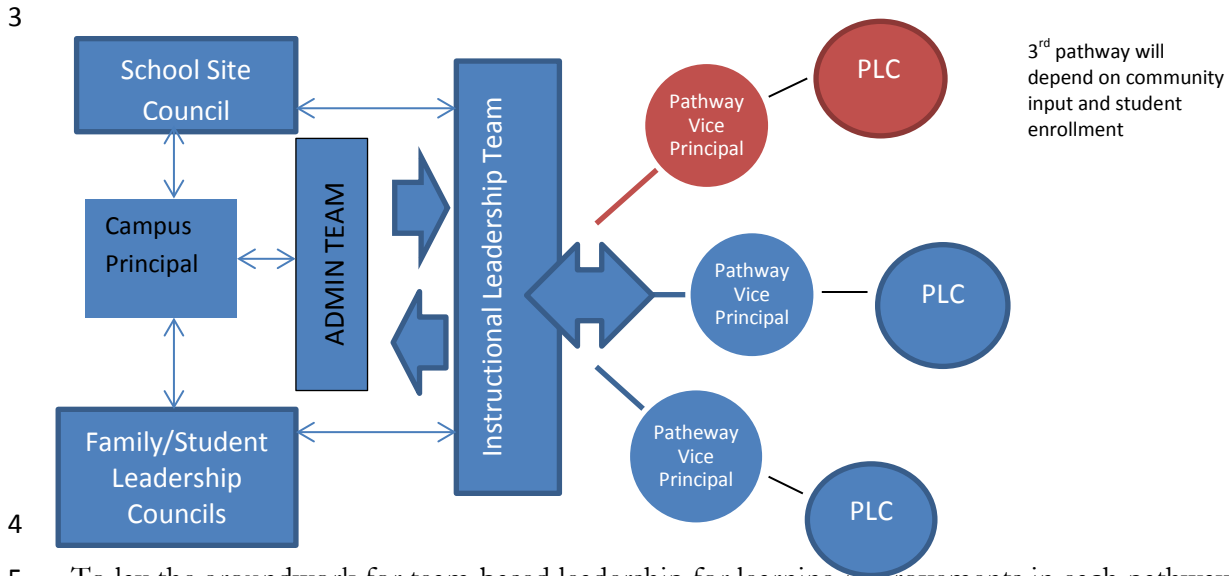
5 To lay the groundwork for team-based leadership for learning improvements in each pathway, the
6 principal working with the vice principals will clarify learning improvement priorities, build a team-
7 oriented collaborative culture, and anchor the work of continuous improvement to student and
8 teacher data through the use of cycles of inquiry.

Cycle of Inquiry

9
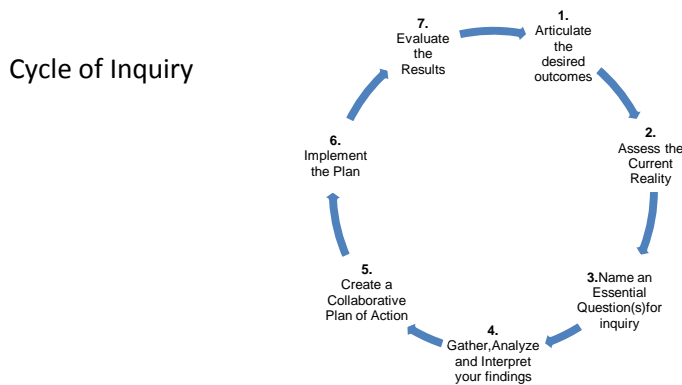
10 To lead transformational efforts across the school community, leaders will use data extensively to
11 focus and anchor the improvement work. All teams will learn to ask essential questions of the data,
12 display data in ways that tell compelling stories about the work with students, and use data to both
13 structure collaborative inquiry among teachers and provide feedback to students about their
14 progress toward performance goals. Professional Learning communities (PLCs) at each of the
15 pathways will be expected to develop data-based routines in each of the pathways.

16 **Creating an Instructional Leadership Team**
17 To create and sustain a viable instructional leadership team, the campus principal and vice principals
18 will manage the distribution of expertise, structure and facilitate regular team dialogue about
19 teaching and learning, and adjust team members' roles to accommodate their experience and
20 learning. To grow the team the Vice principals and teacher leaders in each pathway will invite
21 emerging teacher leaders within the school into leadership roles, both formal and informal, and

support ways to nurture their development as leaders. The campus principal will coach the vice principals to develop their leadership and in turn pathway vice principals are expected to work closely with their professional Learning Communities (PLCs) to build their voice, develop their skills to lead team meetings, participate in instructional rounds and peer observations, use data to drive decisions.

Supporting Teachers as Instructional Leaders
To create the right conditions that support the role of emergent teacher leaders the campus principal in collaboration with the pathway vice principals will clarify their roles to the boarder teacher community, generate collaboration norms, and provide continuous support and supervision to teacher leaders across the campus. The principal and vice principals will coach teacher leaders to expand their capacity to facilitate professional learning communities, use student achievement data and build a teacher collaborative culture as these will help to create a common ground and a productive entry point for building and sustaining a working relationship between teacher leaders and classroom teachers.

Developing Student and Family Leadership
Castlemont will establish Student and Family Councils that support the development of youth and family leadership and voice. Students will be democratically elected by their peers within their advisory to serve as representatives in a school-wide Castlemont Student Council. Representatives of the Family Council will be elected by parents within their child's advisory class. We will institute Student and Family Councils in the fall of 2015 to create a foundation for shared decision making in a distributive leadership model that will include parent and student voice. The two councils will work closely with the principal and the instructional leadership team and participate in the decision making process that shapes our schools' transformation. The Castlemont Family and Youth Councils will be an experiential and intentional way to build the leadership capacity of families and students. The lead facilitator in both councils (Restorative Justice Coordinator and the Parent Liaison) will train members to plan and lead meetings, conduct classroom observations, analyze data and engage in cycles of inquiry. Each semester the members of each council will collaboratively generate a data-driven action plan aligned to the mission and goals of the school. The Family and Student Councils will organize quarterly Student and Family forums to share data, get input and monitor progress toward the goals of their action plans.

3A. CURRICULUM

1. Description of proposed curriculum

The Castlemont curriculum creates a culturally sustaining learning experience where students work across disciplines to solve problems that are important to them, their families, and their communities. The curriculum has four major elements:

Curriculum Element	Description
Ethnic Studies	A focus on Ethnic Studies empowers students to become agents of social change
Linked Learning	Wall-to-wall Linked Learning pathways place all students on the path to college and family-sustaining careers
Mastery-based skill development	Students work toward mastery of a common set of skills aligned to Common Core State Standards, California State Standards and Next Generation Science Standards
Interdisciplinary project based action research	Working across disciplines, students engage in action research to design and implement solutions to community challenges

Ethnic Studies

To honor students' backgrounds and assets, and to empower them to become agents of social change, Castlemont provides students with a strong foundation in Ethnic Studies. Ethnic Studies provides safe academic spaces for all students to learn the histories, cultural and intellectual traditions of native people and communities of color[5], and explores the intersections of race with other aspects of identity such as class, gender, and sexuality. Ethnic Studies guides students towards recognizing how systems of oppression work and what we can do to dismantle them on all levels (internalized, interpersonal, institutional) to create a more equitable society that values and humanizes all people.

Castlemont's focus on Ethnic Studies is designed to meet the needs of the students in the East Oakland community, many of whom have experienced and internalized trauma from the poverty, violence and unhealthy conditions communities of color disproportionately face. Ethnic Studies will be the theme of Castlemont's 9th Grade House, where incoming students will examine who they are as individuals, family members, and community members. They will take part in interdisciplinary projects that explore historic and contemporary equity movements with an emphasis on histories and cultures of African Americans, Latinos and Pacific Islanders.

After 9th grade, students will have the option to continue to take elective courses grounded in Ethnic Studies, such as Chicano Literature. As students move into 10th grade and enter a Linked Learning pathway, each pathway continues to connect its curriculum to Ethnic Studies. For example, students in the Public Health pathway may lead a project that examines a disproportionate health risk to their community, the student interviews residents about their experiences, and works with industry mentors to design public policy solutions to address these disparities.

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5 San Francisco State University, College of Ethnic Studies. http://ethnicstudies.sfsu.edu/home3

Linked Learning pathways
All students at Castlemont will engage in Linked Learning, which connects education to relevant and meaningful applications in the world through project-based learning and tangible skill development that connects them to post-secondary opportunities[6]. Castlemont's pathways will incorporate the four core components of the Linked Learning model: rigorous academics, technical skills, work-based learning, and personalized supports.

Sustainable Urban Design Academy (SUDA): Castlemont's first pathway, SUDA, uses environmental design, engineering and urban planning to study issues in the community to develop healthy and sustainable communities. Students design and literally build solutions to the big questions our communities in Oakland are struggling with, using advanced manufacturing and building in the Fablab, a hands-on STEM learning environment that promotes creativity, innovation and independent learning while teaching principles of design, engineering and manufacturing. Students may also work on the Castlemont Farm, Guns2Gardens program and other hands-on projects. This pathway prepares students to pursue careers in design, engineering, architecture, urban farming, food systems, building and advanced manufacturing among others.

Public Health: This pathway explores health-related topics that impact the quality of life, livelihood, well-being and life expectancy of this community. Among others, projects may include nutrition, access to fresh foods, the impact of stress and violence, and environmental toxins in our communities. This pathway will prepare students to pursue careers in medicine such as doctors and nurses, nutritional health, and social services.

Third pathway to be developed: As enrollment and demand grows, Castlemont will identify a third pathway to be implemented by 2018-19. Initial considerations include: Law & Public Service, Urban Education and Information Technology & Media. To select the pathway, we will conduct a research process based on these guiding questions:

- Is this pathway identified as a high-wage, high-growth industry sector in the East Bay?
- Have students and families expressed demand for this pathway?
- Will local college programs partner with Castlemont to enable students to take concurrent enrollment courses in this pathway?
- Can students earn an industry-recognized certification in this pathway—by high school graduation or soon after?
- Would regional employers partner to provide Castlemont students work-based learning in this pathway?
- Is there funding to support this pathway?

Aligned sequence of work-based learning
Students in all pathways take part in a scaffolded sequence of work-based learning experiences: Career Awareness, Career Exploration, Career Preparation, and Career Training[7]. Students in earlier grades will explore careers, build work readiness skills, and connect with industry professionals, building capacity to succeed in an internship in upper grades and begin to take part in technical training toward a certification. Students will demonstrate knowledge and skills through industry presentations, job shadowing and mentoring as part of their 10th and 12th grade defenses. To fully

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[6] Oakland Unified School District. *What is Linked Learning?* 2015. http://www.ousd.k12.ca.us/Page/9706
[7] Aligned to the work-based learning outcomes developed by the East Bay Career Pathways Consortium.

develop this sequence of work-based learning, we will draw on the work of state and national work-based learning experts such as National Academy Foundation.

Castlemont will build on its existing SUDAWorks program, a green jobs training program where students earn a stipend to work after school and during the summer. Projects involve the Castlemont/Youth UpRising farmers market, school garden, Castlemont Produce Farm, fablab, and the emPower energy conservation club.

Seamless transition to college and credentials
While in high school, students begin college coursework that is relevant to their pathway and leads into programs at local colleges. Currently, students already have the opportunity to get a head start on college, tuition-free, through online classes with Youth UpRising's partner University Now. Students start with an Academic Strategies class that focuses on goal setting, mindset and study skills, and can then move on to: Reading and Composition, Psychology, Intro to Film, or College Algebra. Classes count toward an AA degree at Patten University and are transferrable to the UC/CSU systems. During the planning year, Castlemont will identify a set of regional postsecondary programs that align to our pathways and lead to high-wage, high-growth opportunities in the regional labor market. For example, seniors in the Public Health pathway may use part of their school day to begin coursework in the Community Health Worker program at Berkeley City College. Through concurrent enrollment partnerships with the Peralta Colleges and others, Castlemont students will get on the path to specific certifications and degrees, increasing their eventual likelihood and completing college a degree.[8]

Mastery-based skill development
Currently, far too many Castlemont students are failing courses, struggling to develop essential skills, and falling off the path to graduation. As of fall 2014, 50% of students were receiving Ds and Fs. We plan to implement a mastery-based approach that focuses on meeting students where they are and moving them all toward mastery, with the understanding that this will take more time for some than others. Rather than getting a static opportunity to pass or fail, students work toward school-wide skills and learning outcomes until they have achieved competency. Students who have not mastered the skills receive personalized supports to differentiate their learning experience and scaffold them toward mastery, with the understanding that they have "not yet" succeeded rather than failed.

Across all pathways, students will develop a common set of horizontal and vertical skills that align to Common Core, Next Generation Science Standards, California State Standards, Civic Engagement components and the Graduate Profile for the Oakland Unified School District. An example of this approach that merges literacy, research and action is the **Civic Engagement Plan using YPAR strategies that identifies four Key Skills: 1)** Effectively use a variety of research methods**, 2)** Critically analyze/deconstruct the factors that lead to the issue, **3)** Take informed action, and **4)** Document and reflect on one's learning experience throughout the process, including one's personal goals towards next steps. To move on to the 11th grade, students must pass the 10 Grade Portfolio Defense that demonstrates knowledge and skills acquired in their first two years of high school

[8] Jenkins, Davis and Sung-Woo Choo. 2012. "Get with the Program: Accelerating Community College Students' Entry into and Completion of Programs of Study." Community College Research Center.

experience. Similarly, 12th graders will defend the Senior Thesis Action Research (STAR) Project as part of the senior capstone requirement to graduate[9].

Interdisciplinary Project-Based Action Research

Interdisciplinary learning draws on each of the traditional academic disciplines to explore real-life situations and problems[10]. Teachers at Castlemont will collaborate intensely to plan, implement and evaluate integrated projects that provide students with a relevant and meaningful learning experience. These projects will include Youth Participatory Action Research (YPAR), youth-led action research where young people and those most affected by the research are directly involved in its planning, implementation and action.[11]

At Castlemont, young people's data, analysis and recommendations are fundamental to the design of school and community. Students present data from projects to community stakeholders to create and influence policymaking. Students gain important skills in reading, writing and research based in issues important to them. With digital archives of student work, Castlemont will become a research institution, whereas skills and projects grow, the school will be an asset for decision makers at all levels to make decisions based in authentic community data.

Learning environment

Ethnic Studies 9th grade house: The Ethnic Studies 9th Grade House will have its own building and teaching team so that students create deep relationships with adults and with one another.

Block schedule: A block schedule with eight periods instead of the current six will allow greater flexibility in the school day. This structure supports our education plan by better enabling students to participate in internships, concurrent enrollment, and electives. In addition, block scheduling will help Castlemont introduce choice and personalization into the learning environment. With longer class periods, the class can be split into learning groups and students can rotate between individual time, team time, and teacher time.

Experiential learning: The Ethnic Studies 9th Grade House and each pathway grade level will take trips to build community, link learning to the world beyond the classroom and immediate community and expose students to new experiences. Each grade level will have a retreat and sequential field trips that reinforce knowledge and skills learned in the curriculum. During each semester the school schedule will change to offer a "week without walls" where students, teachers and community stakeholders work together to create unique learning experiences.

Some elements of our proposed curriculum are already in place, while we intend to develop others during the planning year and into year 1 of implementation. We will establish planning teams for each of the major curricular focuses: Ethnic Studies, Linked Learning, mastery learning and interdisciplinary projects. Each team will then develop full work plans with timelines, responsibilities and outcomes.

Sample of curriculum development priorities for planning year (July 2015-August 2016)

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[9] Oakland Unified School District. *Graduate Profile*. 2015. http://www.ousd.k12.ca.us/Page/9995

[10] National Science Foundation. *Introduction to Interdisciplinary Research*. 2015; and Drake, Susan. *Meeting Standards Through Integrated Curriculum*. 2014.

[11] What is Youth Participatory Action Research. http://www.peerresources.org/curriculum/what-is-youth-led-research/

Mastery Learning Team	• Identify common school-wide set of skills • Research and design grade-level rubrics and skill maps aligned with CCSS and NGSS • Research and design Individual Profiles, Learning Plans and Portfolios • Pilot mastery-based assessment
Linked Learning pathways Teams	• Convene advisory group of industry, postsecondary and community stakeholders to support pathway development • Develop community of practice and mentoring relationships with other OUSD schools with public health and design & engineering pathways (e.g. Life Academy, Oakland Tech, Oakland High) • Identify pathway-specific learning outcomes (academic, technical, work-based) for SUDA and Public Health • Further develop existing SUDA course sequence and develop scope and sequence for Public Health Pathway • Develop concurrent enrollment partnerships for both pathways • Pilot industry internship with small group of 12th graders
Ethnic Studies Team	• Building on current 9th grade Ethnic Studies class, develop scope and sequence for Ethnic Studies-focused 9th grade house • Identify teaching team skilled in Ethnic Studies for 9th grade house • Define Ethnic Studies electives for upper grades • Support professional development for critical pedagogy
Interdisciplinary action research projects Team	• Research and develop project-based curricula • Refine structure for teacher collaboration • Implement 1-2 interdisciplinary projects at grade level as pilots.

Instructional materials

Castlemont will be equipped with 1:1 computers and use blended learning tools to facilitate student research, data collection, data analysis, media creation, presentation and the acceleration of learning. Students will use technology to create real-time community maps online to document and assess their community action research; they will use online data collection and analysis tools to track and compare their data to other data sets; they will create dynamic and interactive media presentations based on their data. Enhanced technology will support Linked Learning by facilitating connections between students and industry. The Linked Learning Office of the Oakland Unified School District is already supporting pathway programs to engage with tools such as ConnectEd Studios, Launch Path and Nepris to develop postsecondary plans and online portfolios, track skills and connect students with internships and industry mentors online. 1:1 access to computers will allow Castlemont to leverage these opportunities.

Online systems and online grading with instant feedback will allow students to access data and knowledge about their skills. This will allow students to create plans that align to their personal learning goals. Individual Learning Plans will be housed in the cloud through Schoology or Google Classroom platforms so that they can be revised, revisited, and accessed by all students, families and teachers at all times. With 24 hour access, these Learning Plans will be at the center of student growth and achievement and will accompany them in conversations about college, discipline, and achievement. This will support efforts to reduce truancy and increase enrollment as students are engaged and supported.

2. Instructional Strategies

Critical pedagogy: To create an education program that is culturally sustaining, Castlemont teachers will teach through a critical pedagogical lens. The basic tenet of critical pedagogy is that there is an unequal social stratification in our society based upon class, race and gender. Critical pedagogy studies the role that schools have played in maintaining the social stratification of society, and the possibilities for social change through education. Castlemont teachers will facilitate learning that embraces consciousness raising and critique of society, while valuing students' voices and honoring their identities. In order to do this, teachers will teach using the cycle of critical praxis[12]:

1) Identify a problem
2) Research the problem
3) Develop a collective plan of action to address the problem
4) Implement the collective plan of action
5) Evaluate the action, assess its efficacy, and reexamine the state of the problem

Questions and issues to be studied are identified in collaboration with youth and are directly responsive to the needs of the community. This structure breaks down the inherent power structure of traditional pedagogy and identifies students as collaborators with adults in a learning journey of making meaning and taking action.

It is important to note that Castlemont will use critical pedagogy as a vehicle for increasing both students' social consciousness and college and career readiness. As Jeffrey Duncan-Andrade and Ernest Morrell write: "The desired outcome of critical pedagogies in urban education is multiple and… must impact academic achievement, identity development and civic engagement… We do not do our students any favors if we let them matriculate through our schools without the development of core academic skills that will allow them to access postsecondary education and professional work in our postindustrial age."[13]

3. Research basis

Each of the Castlemont curriculum's four components has a strong basis in research and has demonstrated positive outcomes on student achievement.

Ethnic Studies: A National Education Association research review in 2011 found that there is considerable research evidence that well-designed and well-taught ethnic studies curricula have positive academic and social outcomes for students.[14] Such curricula, when designed to help students grapple with multiple perspectives, produced higher levels of thinking. An important finding was that curricula that teach directly about racism have a stronger positive impact than curricula that portray diverse groups but ignore racism.

A study of student outcomes in the Tucson Unified School District examined the academic achievement impacts of the district's Mexican American Studies program, which was eliminated in 2010 as part of a statewide ban on ethnic studies. Using logistic regression models, the researchers

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[12] Duncan-Andrade, Jeffrey M. and Ernest Morrell. 2009. "The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools.

[13] Ibid.

[14] Sleeter, Christine E. 2011. "The Academic and Social Value of Ethnic Studies: A Research Review." National Education Association Research Department.

found that participation in Mexican American studies was significantly related to the likelihood of 1) students passing Arizona standardized tests and 2) high school graduation.[15]

Linked Learning: The linked learning, a powerful vehicle for school reform, increases student engagement performance and college readiness. Research on Linked Learning in California shows that in schools that have adopted the Linked Learning approach, attendance and student test scores are increasing, dropout rates are decreasing, and students are completing more A-G classes in the first two years of high school. [16]

Mastery-based skill development: A system based in mastery is designed to support all students to continue developing skills until they have attained mastery, rather than sorting students so that some pass while others fail. At the Young Women's Leadership Charter School in Chicago, which assesses students using a competency-based model, the University of Chicago's Consortium on Chicago School Research found that students with similar demographics and entering achievement levels would be 1.7 times more likely to graduate if they attended YWLCS than if they had attended the average Chicago public high school.[17]

Interdisciplinary projects and action research: A research review found that youth participatory action research is linked with increased student engagement in academic work; students were motivated to use their evenings, weekends and summers for research and do extra drafts of writing to take their findings to external audiences. [18]

3B. PROGRESS MONITORING AND ASSESSMENT

1. Assessments
In addition to regular formative assessments and standards testing, a Learner Profile, Learning Plan and Learning Portfolio will be created to assess, monitor and evaluate student growth. The Profile will provide baseline information and generate the Learning Plan. The Learning Plan will be co-created with students so they identify their own strengths and challenges and set goals for improvement. The Portfolio will demonstrate examples of student work, mastery of performance goals and demonstration of school values. The Learning Block will be a space created within the school day to support the creation, monitoring and evaluation of the Profile, Plan and Portfolios.

Learner Profiles: Individual Learner Profiles allow students to more deeply engage in their academic development through the rigorous use of data to drive instruction. All students have a personalized learning profile around reading comprehension (SRI), math skills, and evidence-based writing competencies that are Common Core and grade-level aligned. Learning Profiles and Learning Plans will be housed in Google Classroom for easy organization and frequent revisiting. In this way, students, teachers, and parents have access to these documents 24 hours a day, 7 days a

[15] Cabrera, Nolan L., Jeffrey F. Milem, Ozan Jaquette & Ronald W. Marx. "Missing the (Student Achievement) Forest for All the (Political) Trees: Empiricism and the Mexican American Studies Constroversy in Tucson." American Educational Research Journal December 2014 51: 1084-1118

[16] "Evaluation of the California Linked Learning District Initiative." SRI International, February 2014.

[17] Farrington, Camille and Margaret H. Small. 2008. "A New Model of Assessment for the 21st Century." American Youth Policy Forum.

[18] Morrell, Ernest. *Critical Participatory Action Research and the Literacy Achievement of Ethnic Minority Groups.* http://www.ernestmorrell.com/images/13_Morrell_v2.pdf

week. Students participate in performance tasks 4-6 times a year, which allow for the revisiting of
their goals in order to continually reset them and reach higher.

Learning Plan: Students will create Personalized Learning Plans that will inform their remediation
or acceleration during their personalized learning block. With opportunities for choice within their
day, students will be able to design a path and monitor and evaluate their success. Content and skills
are delivered across various platforms that allow students to practice skills that need development.
During the planning year, Castlemont along with district and community partners will define the key
skills based in mastery. Once selected, these competencies and skills can be mapped onto rubrics
and be assessed. With these skills and rubrics, students can be assigned tasks that meet their needs.
With more individualized care and attention to mastery, students will gain agency and a sense of
purpose regarding their education. School culture will shift as they begin to see themselves as active
and successful learners.

Advisory: To fully leverage Learner Profiles, the Advisory schedule will include dedicated time for
personalized, data-driven learning and reflection on learning. During this time, students can
remediate skills or accelerate their learning. This block will allow students to practice and raise their
skills so that the classroom content space can be used for group work, cross content and project-
based learning. In addition, this space will allow for all students to make connections between
classes, engage in individual Social Emotional Learning and academic support in order to see growth
and feel successful.

Formative assessments
Castlemont High School teachers employ a variety of assessment strategies and utilize the findings
to modify their practice to improve student learning. Students are measured through a variety of
modalities addressing areas of concept and skill development including reading, writing, speaking
and listening. Some teachers employ multiple evaluations for each unit including both formative and
summative assessments. District benchmark assessments are administered in some classes
throughout the year. Course grades are determined by each classroom teacher and are the primary
means of determining students' proficiency in the content. Course grades are determined using a
variety of teaching and assessment tools including: teacher tests, lab work, homework, classwork,
course projects and academic conversations. Teachers use a variety of assessment methods to assess
student mastery. These include short answer responses, exit tickets, presentations, Socratic seminars,
DBQ essays, and individualized assessments.

Summative assessments
Portfolios: The Learning Portfolio demonstrates the knowledge and skills students have learned.
These online portfolios will have samples of work, college and career plans and examples of life
learning aligned to school values and outcomes. Portfolios will be the basis for major presentations
and defenses.

Presentations and defenses: Performance-based assessment through presentation of
interdisciplinary projects at each grade level. Defenses will take place at the 10th and 12th grades and
students must demonstrate proficiency in Common Core standards and school outcomes in order to
move on and graduate.

Communication about Academic Progress
As described further in the Leadership section, instructional leadership teams meet weekly for cycles
of inquiry focused on student performance and interventions. In addition to teachers, students and

families will always be aware of their progress toward learning goals, available through online skills tracking, personal learning profiles and plans. Progress reports are provided to students bi-weekly and to parents every 6 weeks. Students take ownership of their learning process through regular student led conferences with their advisor and parents to articulate their progress and challenges and get coached through solutions and further goal setting.

2. Performance Goals

Castlemont's performance goals will combine traditional and progressive measures in order to align to our mission and assess how we are supporting the acceleration of student achievement. For a number of traditional measures, we already have established baseline measures and are working toward goals. All student data is stored in Aeries and we will be transitioning to use Illuminate.

Indicators for School Goal(s)	Indicator Description	Fall 2014 Baseline	2014-15 Target	2015-16 Target
Grades D&F rate	The number of students receiving lower than a D grade will decrease by 10% annually	50%	40%	30%
Linked Learning participation rate	Students will increase their participation in Linked Learning pathway courses by 10% annually	35%	45%	55%
SBAC English proficiency rate	Students will increase their score to proficient on the SBAC English section by 10%	-	45%	55%
Increase student participation in college and career support	Students will increase participation with community partners by 20% annually	40%	60%	80%
SRI	Percentage of students reading multiple years below grade level	70%	62%	52%
SRI	Percentage of students reading at or above grade level at the baseline assessment	19%	29%	39%
CAHSEE	Percentage of 10th students passing both sections of the CAHSEE	47%	55%	65%
Suspension	Overall suspension rates will be reduced by 25% annually	683 Days	503 Days	314 Days
Grades D&F rate	The number of students failing classes will reduce	300 Students	250 Students	175 Students
Chronic Absence	Student attendance will improve 3% annually	90%	93%	96%
Parent Engagement	Increase parent attendance to school events by 20% annually	20%	40%	60%

In order to measure new aspects of our curriculum program, we plan to establish nontraditional measures and baseline data in the planning year and year 1, for metrics such as:

- % who demonstrate mastery on schoolwide Common Core-aligned skills rubrics
- % of students reporting on surveys that they have at least one caring adult on campus and feel safe on campus
- % of students reporting on surveys that their education is relevant and meaningful in their lives

- % of students who can describe their individual Learning Profile, Plan and how it connects to their Portfolio
- % of students who complete an internship
- % of students who complete a concurrent enrollment course for college credit
- % of graduates who earn an industry-recognized certificate or are enrolled in college 12 months after graduation

In the event that we are not consistently reaching our schoolwide goals, the administration team and instructional leadership team will address the concerns through a cycle of inquiry and create an action plan to address the specific needs and provide professional development to target any gaps. Classes not making adequate progress on goals will be provided additional support from academic coaches and the intervention specialist. Individual students are supported through the learning center, detailed in section 3E.

3C. LANGUAGE PROGRAM DESIGN AND INSTRUCTION

1. Philosophy and Approach

Castlemont High School offers a culturally sustaining language development program that embraces language as a core part of culture and identity and embraces home language while building skills in both a student's home language and English language development. The classroom and school environment embrace diverse cultures and students are encouraged to speak openly regardless of levels of language acquisition. Structures, systems and people inside and outside of the classroom support students to become effective readers, writers and speakers of Spanish and English, while accessing, embracing and celebrating all home languages. Across the curriculum, we will embed Kate Kinsella's research-based practices and strategies for LTEL instruction, rooted in academic vocabulary, language objectives and content objectives.[19] All teachers will receive systematic ELD training to learn effective strategies and better understand language objectives. From a Strategic Literacy class to AP Spanish for Spanish Speakers, school-wide strategies will be established, practiced and supported to differentiate instruction engage learners at every level.

Instructional schedule: We will take advantage of our 8-period block to have ELL support courses offered by the language specialist. Students will have the opportunity to take ELD classes aligned to the common core standards each year without hindrances to their A-G requirements.
- 9th and 10th graders will receive ELD services: 9th Grade ELD 4, 10th Grade ELD 5P
- Newcomer students will take a common core aligned sheltered English 9, 10, 11, 12 and a separate ELD 1, 2, & 3 support class.

Assessing content-area instruction for English Language Learners: ELD for 9th and 10th Grade will follow Kate Kinsella's E3D II curriculum. Classroom structures and individual activities will include: Explicit and deliberate vocabulary instruction, Syllabic skills development, and Academic Discourse built into every lesson. Language objectives will be built into content objectives in all classes.

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[19] Kinsella, Kate (1995). "Understanding and Empowering Diverse Learners in the ESL Classroom". *In Learning Styles in the ESL/EFL Classroom.* (Boston: Heinle & Heinle, 1995).

Our goals for English language development include all students showing growth in CELDT levels within two years at Castlemont, and Reclassification rates of 30% or higher each year.

2. Assessment and Placement

Castlemont will use the following tools to assess, place and support English Language Learners: SRI, CELDT, Fluency Running Records, and Maze for Reading Comprehension.

Students and families will know and understand their data and know what the CELDT is and why they are taking it. Castlemont helps students work toward increased English proficiency and reclassification while honoring home language and leveraging students' proficiency in their home language to increase their knowledge of academic English. Instruction is targeted and data-driven using a combination of CELDT, Fluency, and SRI scores. All students who are reading below grade level and are language learners with a CELDT score of 4 or under receive ELD and ELA instruction or ELD and Strategic Reading Instruction.

3. Student Services and Supports

Castlemont will provide programs and services for all EL students including newcomers, such as student mentors, counseling services through our on-site partner Children's Hospital of Oakland, after-school homework time for newcomers, and possible online software to accelerate language and allow for personalized learning language time (newsela, achieve3000, rosetta stone, duolingo). We will work with Laney College's Interpreter Program to dual enroll seniors to begin earning this certificate before they graduate. Support for parents of EL students will include parent English classes, recruitment of parents to engage in the English Learner Advisory Committee, translation of all student materials, translation at all school meeting, and invitations to all reclassification ceremonies.

3D. SPECIAL EDUCATION STUDENTS

1. Identification and Support

Currently, Castlemont supports approximately 60 students in the Resource program and approximately another 42 in Special Day Classes (SDC), 8 in Severely Handicapped Special Day Class and will be adding 14 students in a Counseling Enriched Class in 2015. It is our goal to have a program of service for all the students of East Oakland; Castlemont will provide FAPE to all students regardless of disabling condition. All teachers serving students with special needs will possess credentials appropriate to the population of students they are serving. Teachers of special populations will attend workshops and trainings to further their skills in working with specific sub-groups of disabled students (Emotionally Disturbed, Autism Spectrum Disorder, Deaf/Hard of Hearing, Visually Impaired, Language Impaired, and Traumatic Brain Injury).

Inclusive and Personalized Learning

Research shows that the best outcomes for students with disabilities occur when they are served with their General Education peers to the greatest extent possible. Castlemont envisions a special education service delivery model that is inclusive and personalized. The labeling of students as SDC or Resource is counter to this delivery model. Students with disabilities will be served on a continuum based on their specific needs which may change overtime.

Students with the greatest need for individualized attention will be taught the same curriculum in the same classroom as their general education peers. These classes will have fewer students (20 or fewer) than other classes and be co-taught by the general education teacher and the Education Specialist. The goal is to provide special education students with the same educational experience as their general education peers to the greatest extent possible, while still providing the small learning environment and one on one attention they need to be successful. The students with IEPs will participate in other activities general education students in the same content classes participate in. Students for whom a larger classroom environment and less individualized attention is warranted will be cohorted in general education classes and supported by an education specialist through collaboration with the general education teacher, push-in support, or pull-out support based on the student's individual needs. It is important to note that these settings are not exclusive and a student may need to be served in a co-taught class in one content area and need no support in another.

Severely Handicapped: The Severely Handicapped Special Day Class is a self-contained class that serves students with significant disabilities, which focuses on functional skills and communication. The purpose of this class is to teach self-help and daily living skills, provide an alternative academic curriculum, and include students for socialization opportunities in lunch, field trips, and assemblies to the extent to which they benefit in accordance with their Individualized Education Program.

The Counseling Enriched Special Day Class: The Counseling Enriched Special Day Class is an integrated education and mental health program for students diagnosed with serious mental health disorders. The primary objective of the Counseling Enriched Class is to promote academic achievement through helping students overcome the emotional, behavioral, social, and cognitive barriers that may prevent academic progress. Students in the Counseling Enriched Class receive individual and group therapy with psychiatric social workers and therapeutic clinicians. All students are included in general education classes to the extent in which they benefit and in accordance with their IEP.

2. Professional Development

Professional development to support special education students is not limited to the special education staff. School-wide professional development for both special education and general education teachers to support students with mild to moderate learning needs will occur during the two weeks of professional development prior to the start of school, as well as throughout the year during weekly PD. Teachers will receive training from the Educational Specialist through their professional learning communities at each pathway.

3E. ACADEMIC INTERVENTION AND ACCELERATION

Castlemont will implement a Response to Intervention framework to support both students' Social Emotional Learning and Academic Achievement. The academic components of the RTI framework will be monitored by the Math and ELA instructional coaches, the Intervention Specialist, and the ELL Coordinator. These coaches will coordinate testing for all students in reading (SRI) and math (SMI) assessments at the beginning, middle, and end of each school year. These scores will be used to group students into tiers of support.

Tier 1 students will be supported by school-wide instructional strategies, common scaffolds, differentiation within the classroom, as well as personalized learning time. Students grouped for **Tier 2** will be provided small group instruction within the classroom and in the learning center. This

targeted instruction will focus on developing students' skills and progress will be monitored through bi-week mini-benchmarks. Once a student masters the skills, they are returned to the Tier 1 group. **Tier 3:** Students not making progress in Tier 2 intervention through two benchmark periods will be referred for intense individualized support through COST. These supports could include individual tutoring, referral for SST, and an additional blended learning block for targeted acceleration.

Learning Center

To provide an additional layer of support for all students, Castlemont will establish a learning center staffed by a literacy specialist, a math specialist, and an Education Specialist (Special Education Teacher). All core content classes will devote the last 20 minutes of their block periods to personalized learning and acceleration. During this time small groups of students will be provided acceleration based on universal assessments (SRI, Math Readiness, etc). These accelerations may take place in the learning center or within the general education classroom. The structure of the acceleration provided will be flexible, and students will not be continuously in the same acceleration groups. Each acceleration program will have a specific time frame and assessments to measure student growth.

Intervention Strategies

Use of student data: Teams review transcript summary data from counselors for students failing classes. Teachers will lead cycles of inquiry with teams including community stakeholder supports. Teacher teams will create lists of students in each grade level who need intervention and will monitor how the intervention is provided. In addition, all students' Learning Plans (high- and low-performing) will include individualized acceleration goals that will be used continuously to determine their acceleration activities.

Saturday Learning Labs: Teachers assign students who are struggling with assignment completion to a three-hour Saturday session. With support of teachers, they complete missing assignments. This will connect to extended-day and summer bridge opportunities.

Grade Level Team Intervention: One teacher team is developing an after-school support lab that will run four days a week to support students in the house to complete assignments, study for tests, and improve grades. If successful, other teaching teams may follow suit.

ELA: ELA teachers will determine specific needs of students who are earning D's or F's. The site Literacy Specialist will work with these teachers to develop plans for pull-outs, push-ins, and other strategies for lifting these students to success.

Math Acceleration: Beginning next year, in partnership with Leadership Public Schools (LPS), we will pilot an Academic Numeracy Course with the 9th grade cohort. We will use a program LPS built called Learning List which provides learning and assessment resources that students move through at their own pace. Learning Lists also provides personalized CAHSEE practice based on an initial diagnostic test. The web-based version will be available for Castlemont to pilot next year to test for full implementation in 2016. Additionally, we will pilot an Algebra 1 course that incorporates the use of Exit Ticket, a real time data app that LPS developed a few years ago. It supports teachers and accelerates learning by providing the information needed for immediate intervention and differentiation. Exit Ticket is now in use in schools across the country and would be available at Castlemont next year.

Credit Recovery: Students who have not earned required course credits are provided the opportunity to get back on track for on-time graduation with Apex Learning digital curriculum. Apex courses are designed to provide the same rigorous, standards-based content as original credit courses. Credit recovery is staffed in partnership with Youth UpRising and is offered during the day and after school. Classes include: US History, Government, World History, English 9-12, Geometry,

Algebra I, and Advanced Algebra. Students without sufficient credit and performance on the 10th grade defense will not move on to the 11th grade.

Mandatory After School Help (MASH): To reduce the number of students earning F's, every 2 weeks each teacher identifies students who are failing and refers them to MASH. Teachers make MASH referrals by completing a Coordination of Services Team (COST) referral and attaching the student's progress report and missing assignments to the referral. After school tutoring is offered to those students in English, Math, History, and Science four times weekly. Though participation in mandatory tutoring was minimal at the onset of the program in late September, attendance is consistently increasing. Identified students will be required to attend Saturday School Lab once a month if they are not recovering missed class work.

3F. GIFTED AND TALENTED

All students at Castlemont are on a continuum of skill and knowledge development, and students with advanced skills will be identified through high performance on Castlemont's mastery-based rubrics. Our interdisciplinary, project-based approach scaffolds toward mastery and allows for significant differentiation, allowing students at all levels to engage deeply with the content.

The Castlemont education program allows ample opportunity for advanced or highly skilled students to continue to challenge themselves and to begin college-level work while in high school. We offer the following Advanced Placement courses: Calculus AB, Computer Science, English Literature, Biology, U.S. History, and Government and Economics; our goal is to increase AP course enrollment. Through their pathways, students will have access to concurrent enrollment, and may take college courses on the Castlemont campus or on a college campus. These may include career-focused courses toward technical certification or general education courses such as Reading and Composition and College Algebra. Finally, advanced students will be able to gain authentic work experience through industry internships and apprenticeship, developing critically important employment skills.

3G. SUPPLEMENTAL PROGRAMMING

All Castlemont students have an extended day whether through internships, sports, community projects, academic support or other after school programs. Students determine their afterschool programming as part of their Learning Plan, and after school programs are built into students' course schedules so they truly are an extension of the school day.

9th grade summer bridge: Castlemont will host a summer bridge program for incoming 9th graders that introduces them to the Castlemont culture and education program. Summer bridge has two major components: an advisory program and an introductory pathways course. The advisory focuses on social emotional learning, knowledge of self, goal setting, management of personal stress, community building, and restorative justice practices. The pathways course links students to the Sustainable Urban Design and Public Health pathways.

Afterschool program: Youth UpRising, the lead agency for Castlemont's afterschool program, provides a range of programming for Castlemont students including job training and placement, college preparation, career exploration, mental health and case management, art, dance and music classes, and leadership development.

Athletics: Castlemont will continue to offer basketball, baseball, bowling, cross country, football, soccer, softball, swimming, track and field, volleyball and wrestling. The school will be developing golf and tennis in the near future.

College advising: Through the College and Career Information Center (CCIC), the College Readiness Specialist is responsible for the development and implementation of college readiness activities and advising. In coordination with school site leadership, school staff, OUSD, and partner organizations, the CRS develops systems for strong implementation of college readiness programs and services, including:

- college and financial aid applications with all seniors and juniors
- college readiness and financial literacy workshops and curriculum for all grade levels
- test prep and administration of assessments (PSAT, SAT, AP)
- coordination of the College, Career & Community Plan
- college presentations, visits and tours
- other activities to raise college-going culture and college acceptance and persistence rates

Summer school: Castlemont will offer summer school courses to students entering grades 10-12 who have not yet passed core academic classes and need to continue working toward mastery in specific skills. Teachers and community partners will outreach aggressively to ensure that students take advantage of these offerings and continue to stay on track toward graduation.

SECTION 4: TEACHING

4A. TEACHER COACHING

1. **Primary goals for teacher coaching**

To provide Castlemont students with high-quality instruction, all teachers receive frequent, timely, and professionalizing feedback from coaches who are well-trained in observing and evaluating teaching and learning for instructional rigor, culture and social emotional learning, and supports for students with special needs, struggling students and English language learners.

The primary goals of Castlemont's teacher coaching will be:
1) Ensure that all students are engaged in rigorous and personalized instruction that increases their achievement, especially English learners and those with special needs
2) Develop teachers to use critical pedagogy in order to support young people in sustaining their home cultures and languages and becoming agents of social change
3) Increase teacher retention by helping teachers reflect and grow in their practice and meet professional goals

First and foremost, the goal of teaching coaching is to increase student achievement. Working with their Professional Learning Community and pathway vice principal, all teachers create personal growth SMARTe goals based on their students' formative assessment data, problems of practice within their own classrooms and their evaluation on the Oakland Unified School District Teacher Growth and Development System (TGDS) rubric. Once teachers develop their SMARTe goals, they launch a cycle of inquiry within their PLC. Teachers identify an essential question and area of practice, examine student data, construct and implement a strategy to provide their practice, and then revisit data to determine the extent to which the change has shifted student achievement. Areas of practice can include instructional planning, content delivery, behavior management, differentiation, and supporting special populations within the classroom.

Secondly, coaching focuses specifically on helping teachers construct a culturally sustaining learning experience to support the student population of Castlemont. In defining the concept of culturally sustaining, Django Paris writes: "The term *culturally sustaining* requires that our pedagogies be more than responsive of or relevant to the cultural experiences and practices of young people—it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence… Culturally sustaining pedagogy seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling."[20]

Castlemont is a learning organization where teaching is not a static profession. Instead, it creates opportunities for professional growth and mastery of teaching skills. Coaching is one way to professionalize the teaching culture at Castlemont and support this growth. With additional coaching support, Castlemont is likely to see increased retention and develop a stronger professional community. Coaching will also support the emergence of teacher leaders—Teacher leaders will be identified based on classroom observation data and student achievement data, and those who are struggling will be identified for support.

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[20] Paris, Django. "Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology and Practice. Educational Research 2012 41:93

2. School's plan to coach teachers

Castlemont will staff full-time coaches with expertise in literacy, mathematics, new and veteran teacher development, culturally sustaining pedagogy, project-based learning and interdisciplinary collaboration. In addition to support from Castlemont's instructional coaches, teachers can also receive coaching from district-provided contractors (Programs for Exceptional Children specialists, English Language Development specialists, career pathway coach, behavior management experts, Beginning Teacher Support and Assessment (BITSA) mentors, credential support, etc.) and from peers.

Every teacher, regardless of experience, receives direct, frequent, and high-quality coaching from one of the school's dedicated coaches once every two weeks. Observations and feedback meetings are an essential part of a teacher's weekly schedule at Castlemont. If for any reason an observation or debrief is missed, the session is rescheduled immediately.

The instructional leadership team is responsible for the work of developing coaches to support their teachers. In addition to the practices described, coaches also use feedback from students in their support of teachers. This includes training teachers to use data provided by TEN student surveys. Lastly, as coaches hold a unique birds-eye perspective, they also facilitate cross-curricular collaboration and the use of shared strategies.

Peer coaching and instructional rounds are a hallmark of the school's culture. New teachers are mentored by more veteran members of the staff, and these mentoring relationships connect to the support that new teachers receive through BITSA. Instructional rounds are nonevaluative classroom visits where teachers can compare their practices with those observed in the classrooms they visit. Castlemont will use an instructional rounds protocol that includes a pre-observation meeting to establish a primary for the observation, as well as a post-observation debrief. Teachers take part in 2x2 peer observation, meaning that observations are reciprocal and each participant takes the role of observer and observed. All classrooms maintain an "open-door" policy and there is a culture of willingness among all staff members to engage in both formal and informal coaching. In addition, Castlemont teachers will also have access to online teacher coaching platforms such as Edthena or SmarterCookie.

3. Observation protocols and feedback instruments

Castlemont will use the classroom observation and feedback instruments developed by Oakland Unified School District's Teacher Growth and Development System (TGDS). TGDS is a homegrown teacher evaluation system that incorporates research and national best practice and focuses primarily on teacher growth and development with the goal with more information about their practice so they can reflect and grow.[21] TGDS is rooted in Charlotte Danielson's work and the Danielson Framework, as well as best practices of evaluation systems in the Pittsburgh Public Schools and Indiana Department of Education.

Unlike the previous evaluation system, TGDS provides educators with protocols for peer observation and alternate observers (other than administrator). Though teacher coaching at Castlemont is not linked to evaluation, Castlemont plans to use the TGDS protocols and feedback tools as part of a robust coaching cycle focused on growth. The instructional leadership team, with

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[21] TGDS FAQ. Retrieved at http://ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Domain/3288/TGDS_FAQs%20%2014-15.pdf

the professional learning communities, will train all teachers on effective use of the protocols and feedback instruments.

4. Coaching and feedback on instructional planning

To ensure that students receive four years of rigorous, college and career preparatory instruction, a skill-aligned long-term plan will be developed by the PLCs of each pathway, in collaboration with the instructional leadership team. The standards for each grade level are informed by the Common Core State Standards and other college and career-aligned metrics. This long-term plan will allow teachers flexibility to create units, but also ensures that students continue along a skills progression that is rigorous. These units will be aligned across grade levels and pathways so that students have a rich, holistic learning experience. Co-creating curriculum develops a culture of collective accountability and peer-led support and facilitates the design and implementation of cross-curricular collaboration. Teachers receive feedback on their proposed units during summer professional development from their professional learning communities.

Feedback on planning will be centered around the Planning and Preparation Domain of the Oakland Effective Teaching Framework:
- Establishing a clear purpose for learning
- Using knowledge of students to tailor instruction
- Planning coherent, rigorous instruction
- Planning challenging learning experiences for ALL students

Throughout the school year, teachers continue to receive intensive support and coaching on their instructional planning from peers, specialists and administration. Additionally, weekly professional development meetings focused on instruction allow teachers to reflect on their plans and make improvements, as necessary. Each pathway PLC will have project development time for five consecutive days each semester while students are experiencing a "Week Without Walls" with community partners. The pathway vice principal and other members of the instructional leadership team will give feedback on these plans, and units and projects will be revised regularly based on student data, feedback and experiences.

4B. PROFESSIONAL DEVELOPMENT

1. Professional development standards and opportunities

Professional development for Castlemont High School is designed to improve instructional practice, increase collaboration, interdependence and accountability among members of a pathway, support teachers around the school's four curricular priorities (Ethnic Studies, pathways, mastery-based skill development, interdisciplinary projects) and allow faculty and staff to meet the needs of students, families, and community members. In order to ensure that all of these objectives are met, professional development opportunities are frequent and protected.

Instructional practice improves when teachers share best practices through critical inquiry of their classroom and their students' learning. Professional development on instructional practice is in service of school-wide instructional goals based in data. These priorities are co-constructed by the staff, but held by the Instructional Leadership Team comprised of the principal and pathway vice principals, instructional coaches and teacher leaders from Math, ELA, History, Science, Instructional Technology, English Language Development and SPED. The instructional leadership team

conducts quarterly assessments of progress towards school-wide goals and recalibrates professional development where appropriate.

Faculty professional development meetings for instruction take place weekly for 90 minutes. This time is used for instruction-based work. For example, teachers receive professional development on project-based learning, differentiated instruction, and the use of critical pedagogy and restorative practices in the classroom. Teachers and community members lead professional development to utilize the leadership and expertise present at the site in lesson planning, classroom culture and management, etc. Teachers and community members also use professional development time to model restorative justice practices.

PLC-specific professional development opportunities allow teachers to plan interdisciplinary projects and design skills maps and rubrics. Teachers have a full week of collaborative time during both the fall and spring semester facilitated by the pathway coach. While teachers are out of the classroom, students engage in learning off-site, or by industry professionals, thus not impacting instructional minutes.

Lastly, while not professional development, administration, faculty, and staff need time for announcements, discussion of non-instructional priorities, and training to implement new tools. Castlemont will use an afterschool monthly meeting for this purpose so that the professional development time is protected exclusively for instruction.

As described further in the Education Program session, Castlemont teachers use a critical pedagogy in order to create an education program that is culturally sustaining. Castlemont teachers facilitate learning that embraces consciousness raising and critique of society, while valuing students' voices and honoring their identities. Jeffrey Duncan-Andrade and Ernest Morrell offers teachers strategies for doing so through the cycle of critical praxis[22]:

- Identify a problem
- Research the problem
- Develop a collective plan of action to address the problem
- Implement the collective plan of action
- Evaluate the action, assess its efficacy, and reexamine the state of the problem

Professional development will support teachers in implementing this cycle with students. Furthermore, teachers will model the cycle of critical praxis in professional development by applying it to problems within their teaching practice.

To ensure that the needs of English learners and special education students are met, every professional development session must incorporate practices for working with these populations. For example, professional development on implementing a youth participatory action research project must address how teachers can help English language learners access the content and embed specific strategies for how the project will support their English development skills.

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[22] Duncan-Andrade, Jeffrey M. and Ernest Morrell. 2009. "The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools.

Professional development at Castlemont will be evaluated in two major ways: through consistent feedback protocols by participants at the end of every professional development session, and by classroom observation data that shows how well instruction is improving. Teachers will give continuous feedback about the utility of the professional development, and the calendar will remain fluid based on participants' greatest support needs. In addition, coaches and other observers will closely monitor how effectively teachers are implementing major schoolwide focuses such as interdisciplinary projects and critical pedagogy, and will revise professional development as needed.

SECTION 5: FACILITIES

A. Facility Modifications / Improvements

Castlemont High School's plan for facilities is to develop the buildings, equipment and physical space to fully realize our academic vision. Castlemont shares its campus with three schools, Leadership Public High School, Castlemont Junior Academy (CJA), and Castlemont Primary Academy (CPA). The Castlemont campus Castlemont has four general classroom buildings (100, 200, 300, and Arts), a wing of eight portables on the Hillside campus, a Music Building, an Auditorium, a Gymnasium, a Library, a cafeteria, a workshop, two double classroom portables, and a long one room building. LPS currently resides in the 100 building, and CJA and CPA will be moving into the 300 building and the long one room building in the fall. Castlemont, LPS, and CJA will share the cafeteria and Auditorium; Castlemont will have primary use of the other buildings on campus.

Castlemont will add two new district programs in the fall: a Counseling Enriched Class for 14 students, and a 100-student newcomer program. In order to accommodate these programs and support a collaborative use of space with our charter school partners, Castlemont will re-purpose some of our spaces.

Below is a list of the necessary improvements for the fall of 2015:

- Remodel Art room (S3) in 9-10 building to serve as classroom for S.H. class.
- Remodel two classrooms (N1&N2) to serve as classroom for Counseling Enriched class.
- Prepare Hill Side site for use in 2015 -2016:
  - Remodel/repair the interior of all classrooms
  - Provide working internet service
  - Remove fence between Arts Building and Hillside
  - Repave Hillside basketball courts
  - Add benches and tables around Hillside
  - Move parking lot portables closer to hillside to help create continuous space
- Charter School Adjustments (CPA & CJA)
  - Fencing around 300 Building
  - Scheduled Cafeteria use by CPA
  - Build a Playground
  - Additional Portables

Our goal is to renovate the existing Fabrication Lab, Gun Range, and science labs for the 2016-2017 school year. Castlemont is focused on thoughtful use of its facilities to create an optimal and safe learning environment, to this end these spaces need to be upgraded to meet industry standards and Career Technical Education standards. The current electrical in the Fab Lab is inadequate to support the use of industrial grade equipment without tripping circuit breakers and causing power outages that interrupt the instructional program and have the potential to destroy sensitive equipment. The Fab Lab also needs working air conditioning; temperatures soar into the nineties during warm months, creating potentially hazardous health conditions for students. The sensitive electrical equipment requires climate control. The plumbing and drainage in the former gun range are not adequate to support the hydroponic garden and farm. Neither of these buildings has working

internet, making it impossible for students to access online tools or participate in personalized learning activities. The Science Lab Classrooms in the 200 building must also be remodeled and upgraded to support the growth of the Public Health Pathway.

In order to provide wall to wall Linked Learning pathways, several major capital improvements will be necessary. Starting 2016- 2017 school year, Castlemont will work closely with the district's facilities director and consult with teachers, local business, industry, and postsecondary partners, and pathway team leaders to determine the facility and equipment needs for current and future pathways. Castlemont's tentative plan is to build a new Library/Media Center where the outdoor basketball courts are to house the Library, Media Center and the three pathways (SUDA, Public Health, and one to be determined). This building will have at a minimum a full service learning center, two computer labs designed for personalized learning, two fabrication labs, two health labs, a parent center, a college and career center, two classrooms, and several conference rooms. This building will be the hub of Castlemont's educational program. It will provide space for research, parent engagement, and personalized learning. Castlemont also wants to expand the current Fab Lab building to house two CTE classrooms. A Community Kitchen will be developed to allow for processing and preparation of food from farm and sustainable foods program as part of sustainable design projects and public health pathway nutrition and wellness program. The proposed timeline for the new building is planning and design 2015 -2017 and construction in 2017 – 2018.

Castlemont has ample outdoor space to support academic programs. Castlemont currently has a campus garden and farm. The garden and farm are both used as outdoor classrooms. The SUDA pathway will use these spaces for students to learn about sustainable agriculture and the repurposing of urban spaces. The garden and farm will be a gateway to community based learning and provide opportunities for action research. By this fall the Castlemont Farm will be in full production and portions of the current outdoor basketball courts will become greenhouses, storage containers, office space, post-harvesting stations and food waste processing stations.

Castlemont's field and pool are used for multiple learning and extracurricular activities. Both are used regularly for physical education, and school athletics. Students at both Castlemont and LPS are eligible to participate on athletic teams and coaches come from both schools. The field is commonly used by both LPS and Castlemont High School for field day activities, homecoming assemblies and other outdoor school events. CJA and CPA charters schools will also have access to the field and pool for events and athletics. These spaces will be used for common events where all four school on campus will participate. These may include Field Day, pathway career days, cross school cultural events, passing the torch, themed family days, unity day etc.

The pool and field are also used for and by the community for soccer, public swim, weekend swim lessons, and community events such as first Saturday, sponsored by Youth UpRising. The pool has recently been reopened, but needs some minor repairs, including patching breaks in the marcite, updated signage, pool light repair, and internet access.

The current football field needs new Astroturf, and several of the bleachers are in need of replacement. The outdoor area around the Hillside buildings needs to be repaved, and benches and tables should be installed to create a space inviting for students and families to congregate in, as the location of the Freshman House this area will be utilized regularly for family gatherings and community building activities.

**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Quality School Development Proposal

Fremont High School

Executive Summary-Innovation School of Oakland

Name of Applicant/Design Team	Fremont High School
In-District or Charter Applicant	In-district
Grade Configuration	9-12
Model or Focus (e.g., Blended Learning, Dual Language, etc.)	The school will have 4 Career Pathways, a Newcomer program, and integrate Technology and Design Thinking
Name of Intensive Support School	**Innovation School of Oakland (ISO)**
Primary Contact	Jo Paraiso, Johanna.Paraiso@ousd.k12.ca.us Nidya Baez, Nidya.Baez@ousd.k12.ca.us

1. **Culture**
   - **Vision Statement**: Our school's mission is to provide our diverse community with rigorous education that instills creativity, critical thinking and technological skills so that our students enjoy a rich intellectual life and are ready for the colleges and careers of their choice. Students will develop their skills through flexible, **Pathways** utilizing design thinking in **Technology and Digital Media**; **Engineering and Architectural Design**; **Science, Health, Forensics** and **Global Studies & Public Service**. Students will be engaged in project based and blended learning, and use peer teaching to develop leadership.
   - Fremont High School held 8 different parent and student engagements in order to involve families in this proposal. In addition, proposal writing team members met with parents and students at the school to discuss aspects of the proposal while it was being developed. Teachers and students also went to feeder schools, both middle and elementary to meet with parents and seek input on the new design.
   - The community need that this proposal addresses is explained throughout the proposal. The community requires a robust, academically rigorous school that offers opportunity, inspiration and increased learning opportunities for students. Ultimately, the parents want an excellent education for their children.
2. **Leadership**
   - Principal leadership must be visionary and be able to communicate that vision to all stakeholders in written and verbal form. The principal must be collaborative and a team builder. He or she must have the social and emotional skills for the job and have a warm and engaging style. Parents must be involved as key decision-makers at the school. A collaborative leadership structure is defined in the proposal. The principal must be decisive, and yet still open to new ideas.
   - There will be a collaborative governance structure, outlined in the proposal.
   - The principal and administrative team must maintain an orderly and safe school where academic excellence is the norm.
3. **Education Plan**
   - The basic plan includes doubling the size of the 9th grade by working closely with feeder middle schools: both district and charter. Technology and Design Thinking will be integrated throughout the school.

Executive Summary-Innovation School of Oakland

- The high school will be divided into four pathways of approximately 200 students each plus 280 in a 9th grade house and at least 200 students in the Newcomer Program (total: 1,200). All students will start in a 9th grade house to develop their academic skills. They will take a 9th grade course which will introduce them to the pathways, improve study skills, develop habits of heart and mind and foster restorative practices. All 9th graders will take Computer Science. The pathways will include 1. Engineering and Architectural Design 2. Digital Media and Technology 3. Global Studies and Public Service; 4) Science, Health and Forensics. The Newcomers and students in Special Education will be integrated into the pathways. Design Thinking and Technology will be integrated.

4. **Teaching**
   - Teachers will work in collaborative teams within their Pathway or 9th grade house.
   - Teachers will develop and implement project based learning and interdisciplinary projects across content areas. Literacy strategies will be employed throughout.
   - Students will complete rigorous projects at each grade level. Teachers will support these projects to maximize academic rigor and critical thinking.
   - Blended Learning will be implemented to improve student learning.
   - Teachers will develop grading rubrics and parents and students will have regular access to student grades and assignments via Jupiter grades.
   - Teachers will have Advisories. Advisory curriculum will serve to personalize learning for all students and support them academically, socially and emotionally.

5. **Facility**
   - The school is scheduled to be rebuilt using Measure J funds.
   - In the high school, there will be five distinct areas to accommodate the Pathways and the Newcomer Program. The Pathways will have a distinct character and will need facilities upgrades to support the career paths: computer labs, science labs, language labs, a forensic lab and robotics.
   - One wing will accommodate 9th graders in a 9th grade house. (280 students)
   - The College Resource Center will be combined with the Parent Center.
   - Sports facilities will be state of the art and the overall new buildings will be environmentally appropriate—as in green roofs, sustainable energy, etc.
   - A community health center will be built on the campus to support the health of not only students, but also their families.
   - A child-care center for parents, students, teachers and community members must be a part of the facilities design. These last two items (health and child care) will support making the school a true community school.

Pillars	Elements of proposal that align to Pillars
1. **Educator Development and Pipelines**- Successful schools will be led by effective leaders who work collaboratively to develop and nurture a cross-functional leadership team. The school will help educators develop through effective professional learning and recognize effective educators for their success.	- Collaborative teams to develop teacher leaders in all content areas - Assistant principals-3 as the school grows - Pathway directors will work with Principal and AP's as a team

	• The school will have an instructional leadership team
2. **Strong School Culture** The school will have a mission, vision, and values that are focused on high academic achievement for students while preparing them for college, career and community success. The school will stress the importance of education as well as the social and emotional well being of students. This feature must permeate all other components of the school and include restorative practices as a part of the approach to strengthening culture.	• Advisory classes to develop academic skills and support social and emotional growth for all. • Students will develop their leadership through completion of academically rigorous projects. • Habits of heart and mind, as well as restorative justice will be taught and practiced across the school. • Student accountability for behavior will be through restorative practices
3. **Increased Time on Task** Successful schools will intentionally use time to maximize student learning. Extended school days, weeks, and years are integral components. Additionally, the school must prioritize providing teachers' time for planning, collaboration and professional learning.	• All 9th and 10th graders will have required study hall at least twice a week after school. • Teachers will have meetings each week to allow for collaborative planning. • Advanced Placement classes will be expanded in all Pathways
4. **Rigorous Academics**- Effective schools ensure teachers have access to foundational documents and instructional materials needed to help students achieve high growth. This includes data-driven inquiry cycles that support regularly assessing student progress, analyzing student progress and reteaching skills with the expectation that students master standards.	• Teachers will work together to examine student work and assess learning. They will collaborate on rubrics and mastery decisions • Data will drive decisions in all aspects of the school • Foundational documents will be developed during the 2015-16 year
5. **Linked/Personalized Learning**- Students will be exposed throughout a K-12 program to different educational options that go beyond the "four walls" of the school in effective schools. This will include bringing relevance to students' lives and the world of real world of work through the curriculum, allowing students to innovate and create, having them concurrently enrolled in college classes, engaging them in internships, using online learning, and providing students access to career pathways in our secondary schools.	• Internships for all students, starting in the 11th grade through the Career Pathways. • Grade level trips will happen to build community among students. • Students will be supported to concurrently enroll in Community College • Blended learning opportunities will be made available to keep all students on track towards graduation.

1 # Section I Culture   (8 pages total)
2
3   Establishing a culture of continuous learning at Innovation School of Oakland
4 (ISO) will be critical to the success of the school. Teachers, staff and administrators will
5 establish a mindset at the school based on growth rather than lean on tired and inequitable
6 ideas of schooling, where students or adults feel they cannot do something based on past
7 experience. There will be a strong push to establish high expectations at the school for
8 students, staff and parents and all will be expected to be learners. This attitude of
9 teaching students explicitly about a growth mindset as opposed to a fixed mindset is
10 based on the work of Stanford Psychologist Carol Dweck and her book Mindset: The
11 New Psychology of Success. Innovation School of Oakland will teach these principles to
12 new faculty, new students and to parents.
13
14

	FIXED MINDSET (Innate Talent)	**GROWTH MINDSET (Dedication, Commitment)**
Desire	Look smart in every situation and prove myself	Stretch myself, take risks
Evaluation of Situations	Will I look smart or dumb?	Will this allow me to grow and learn?
Dealing with Setbacks	I'm a failure, I'm an idiot	I failed (action). I will try harder next time
Challenges	Avoid challenges, get defensive or give up easily	Embrace challenges. Persist in the face of setbacks.
Effort	Why bother? It is not going to change anything	Growth and learning require effort and persistence
Criticism	Ignore constructive criticism	Learn from criticism. How can I improve?
Success of others	Feel threatened by the success of others. If you succeed then I fail	Find lessons and inspiration in other's success
Results	Plateau early, do not reach full potential	Reach ever-higher levels of achievement

15
16   Innovation School of Oakland will work to break the unfair practices that have
17 historically marginalized students in Oakland and may have short-changed them in their
18 education. At the school we will hold high expectations of students and families and hold
19 to the concept that we are always learning and always growing to reach our full potential
20 as a community.
21
22 **A.   Vision Statement**
23
24   Innovation School of Oakland's mission is to provide our diverse community with
25 rigorous education that instills creativity, critical thinking and technological skills so that

1   our students enjoy a rich intellectual life and are ready for the colleges and careers of
2   their choice. Students will develop their skills through flexible pathways utilizing design
3   thinking in Digital Media and Technology, Engineering and Architectural Design,
4   Science, Health, Forensics and Global Studies and Public Service, by engaging in project
5   based and blended learning, and using peer teaching to develop leadership.
6   Innovation School of Oakland will keep the colors of green and gold and for
7   athletic purposes and will continue to be "The Tigers" for school spirit
8   Our school seeks to be a beacon in the Fruitvale community that inspires all
9   students to graduate prepared for college, career and community. We expect our students
10   to make a positive impact on their community, their career and in college. The school
11   works from four pillars: 1. Personalized Learning and Caring Relationships 2. Authentic
12   and Rigorous Learning for All 3. Connecting Family and Community and 4. Developing
13   the Whole Child.
14   All students are included in our vision, whether they are students in the
15   Newcomer Program, students in the Program for Exceptional Children or students who
16   are taking Advanced Placement classes. The students at our high school come from
17   families with rich heritages: Latino, African-American, Middle Eastern, Asian, and
18   Pacific Islander. We expect them to be leaders in their communities.
19   Students served by our school have experienced many difficult things in their
20   lives. They have witnessed community and/or family violence, or have experienced
21   trauma themselves. To develop the Whole Child, our school will be a trauma-sensitive
22   school that will provide an environment that allows students to build caring relationships
23   with adults, that supports their growth in the self-regulation of their emotions and
24   behaviors, and promotes academic success, while supporting their social, emotional and
25   physical well-being. All adults, including support staff, will be expected to understand
26   and practice Restorative Justice (RJ), de-escalation and Positive Behavior Interventions
27   and Support (PBIS) strategies in our school.
28
29   **B.   Targeted Student Population**
30   This proposal is being written for the students currently attending Fremont High
31   School. However, there are also many students in the Fruitvale and wider Oakland area
32   that attend K-8 schools or other middle schools. Many of these schools are charter
33   schools. We are working with these families and are planning Innovation School of
34   Oakland to attract those students as well to the high school. Our school must be a true
35   community school that is serving the needs of all families who live in the Fruitvale
36   neighborhood as well as other neighborhoods of Oakland. It is our goal that the school
37   will attract students from all over Oakland.
38   It is our intention at Innovation School of Oakland to substantially increase the
39   size of the 9th grade. The 9th grade program will be founded in keeping with the four
40   pillars described above. All students will have Advisory.   The Advisory program will
41   focus on developing conflict mediation skills, study skills, reading and employ
42   Restorative Justice practices. The 9th grade will be divided into "families" so that
43   teachers will share students. The school will emphasize Design Thinking (explained
44   below) and will offer a strong academic program in Humanities, Science and Math as
45   well as Career Technical Education in four Pathways.   Parents will be welcome in all
46   aspects of the school. All students will take Spanish. Students who speak Spanish at
47   home will have the opportunity to develop their native Spanish language skills in

1 Advanced Placement Spanish in pursuit of the state Biliteracy Certificate awarded in 12th
2 grade.
3   The initial work will be focused on executing a 9th grade program that is both
4 academically rigorous and supportive of students. The 9th grade students will form the
5 backbone of a stronger, more academically, focused high school. The high school will be
6 larger because we want to make sure we are prepared for students coming from K-8's in
7 the Fruitvale neighborhood and for a larger Newcomer program. We intend to integrate
8 technology and design thinking throughout the high school.
9   We will plan to open in 2016 with approximately 280 students in the 9th
10 grade. This represents a doubling of the 9th grade class. This is an ambitious goal, but is
11 possible because of the numbers of students in the Fruitvale area that are in district and
12 charter middle schools and in K-8 schools. There is strong parent interest in having an
13 academic, career-technical high school in this area. As we have engaged with the
14 community through this proposal process and included parents from feeder schools on
15 our Proposal Team, we are confident that we can design and implement the school that
16 the community wants and needs for its children. This increase requires working closely
17 with our K-8 neighbors and this effort has begun. They must have faith in and be excited
18 by the new school. We intend as well, to continue to be a hub for the Newcomers who
19 arrive in Oakland of high school age. The Newcomer program will serve 200 students
20 and will be open to growing if needed.   There will be a major recruiting effort made
21 during the school year 15-16 in collaboration with our feeder schools (both district and
22 charter) in order to double the size of the 9th grade for the fall of 2016.
23   The high school will be designed as follows: 280 students or approximately 8
24 sections of 9th graders. These students will grow into one of four pathways of
25 approximately 70 students each at the 10th, 11th and 12th grade year for a total of 210
26 students per pathway plus the newcomer students that are integrated into the pathways in
27 the older grades.   Next year's 9th grade students will choose their pathways from among
28 the four detailed in this proposal, so the Pathways will start smaller. However, the
29 Pathways will grow each year, starting with the larger 10th grade in the fall of 2017.
30   The high school will grow to approximately 1400 students by 2019-2020 with
31 students from UPA, United for Success, Frick, Roots, EPIC and the K-8 charters from
32 Education for Change. The high school will also include at least 200 newcomers, but
33 possibly more if the need arises. Innovation School of Oakland is being planned to be the
34 premier high school in the Fruitvale neighborhood.
35
36 **Student Demographics:** During the school year 2013-14 the demographics at Fremont
37 were the following:

38   • Fifty-four percent of Fremont students were Latino. This group represents the
39   largest group at the school and this year's percentage is slightly higher, but fairly
40   consistent over the past five years.
41   • African American students make up 30% of the school. This is the second highest
42   group at the school and this year's percentage is slightly lower, but fairly
43   consistent over the past five years.
44   • Asian/Pacific Islander students comprise 13% of Fremont's enrollment, a
45   percentage, which has gradually increased over the past five years and is similar
46   to the enrollment rate in the 2008-09 school year.

1   •   The remainder 3% is composed of other ethnic groups.
2   •   The English Language Learner population is approximately 33%. This is slightly
3   higher than the average percentage rate of 31% over the past five years. When
4   looking only at this population, 55% are considered "Long Term English
5   Learners" meaning that they have been in the school system for more than six
6   years and have not yet acquired redesignation status. The remaining 45% have
7   less than five years of learning English as a Second Language.
8   •   85% of the students currently served at Fremont High School qualify for Free and
9   Reduced lunch.
10   There is no doubt that the population of students who need excellent schooling at
11 our school have challenges: they are members of non-dominant cultures, many are long-
12 term English Language Learners and they struggle with poverty. However, we do not
13 take a deficit approach to our students. We see them as members of rich cultures, who
14 require access to rigorous, relevant and exciting curriculum to prepare them for their
15 futures.
16
17 We have established specific goals for the new school based on current data:
18
19 1) The **suspension rate**, which was 13.4% in the school year 13-14, will be pushed below
20 5% of the total school population within 3 years. This will be done by establishing both
21 clear boundaries and expectations but also by using restorative principles. For example,
22 "human beings are happier, more cooperative and productive, and more likely to make
23 positive change in their behavior when those in positions of authority do things *with*
24 them, rather than *to* or *for* them. This hypothesis maintains that the punitive and
25 authoritarian *to* mode and the permissive and paternalistic *for* mode are not as effective as
26 the restorative, participatory, engaging *with* mode" (Wachtel & McCold, 2004). (Please
27 note that all references are listed at the end of the "Teaching" section). Key to this
28 strategy is that classroom teachers must be using powerful, engaging pedagogy and that
29 administrators are developing youth leaders alongside of maintaining boundaries.
30
31 2) The **chronic absence rate**, which was 20.6% in the school year 13-14, will be cut in
32 half to 10%, with the target of pushing it also below 5% within five years. This will be
33 done by using careful monitoring techniques and having Advisory teachers take
34 responsibility for those students chronically absent to their Advisories. A strong push to
35 involve parents will be a major part of the attendance strategy.
36
37 3) **Parent Activities**: this is an area where strong growth is required and expected of the
38 new school. Rather than use the phrase "parent engagement" we prefer to use the phrase
39 "parent empowerment." We have a goal of offering 10 academic activities for parents and
40 families for each school year—essentially one per month. These activities will range
41 from workshops on communicating with adolescents, "a-g" requirements, pre-GED class
42 through Adult Education, to open house and report card nights. In addition, English
43 language classes that are currently being offered on the campus will continue and parents
44 will be encouraged and supported to participate in any concurrent enrollment classes
45 from the Peralta Community Colleges held on the campus. Furthermore, parents will be
46 educated on how to access student grades via the Internet, have access to computers on
47 campus and have their Parent Center eventually co-located with the College and Career

1 Resources center, once the new building is completed. This will be done intentionally in
2 order to strengthen college information access for parents. The school will continue to
3 partner with Oakland Community Organizations (OCO) and local churches to encourage
4 family support of the school. Parents will serve as members of Pathway Advisory
5 Boards, a new Parent Council, the School Site Council and the "Innovation Team"—the
6 new site-based decision-making team.
7   In addition to having parents involved in governance bodies, we will encourage
8 parents to participate in school walk-throughs, which will be scheduled specifically to
9 provide parents with an opportunity to see the school through a different lens. We will
10 also conduct an annual parent survey to gauge parent satisfaction with the school.
11
12 **C. Family and Community Participation in the Proposal**
13   The Fremont community has been working with families since the design process
14 began in late January. The first community engagement to discuss school ideas was held
15 on February 7ᵗʰ and included parents, students and staff. Since that day, we have held
16 engagements on February 12ᵗʰ, 23ʳᵈ, March 14ᵗʰ (before Passing the Torch event), March
17 26ᵗʰ, April 2 and May 8th. In addition, two current Fremont parents are members of the
18 team and two parents of charter feeder schools joined the Proposal Team. Individuals
19 from the Proposal Team have visited schools in Los Angeles, San Jose, Denver and in
20 Oakland we have visited CCPA, Life Academy and EPIC Middle School. Parents from
21 Education for Change have visited the Fremont campus as well.   We have met several
22 times with a group of parents being trained in parent organizing with the Oakland
23 Community Organization (OCO) in order to explain the ideas in the proposal and receive
24 feedback.   Parents have offered their ideas and input all along the way. One of the
25 members of our Proposal Team is the vice-chair of the Melrose High-Hopes
26 Neighborhood Crime Prevention Council. Five of the members are Fremont High School
27 graduates, spanning from 1980 to 2006, all of which still reside in Oakland. One of the
28 parents also has a son in the Special Education program at Fremont. In addition we have
29 the director of the Newcomer Program, the English Department Chair and two Academy
30 Directors on the Proposal Team.
31   Along with these Family and Community Engagements, we held multiple student
32 engagements as well. The first was held January 16th in collaboration with student leads
33 who help co-create the agenda and facilitate the meeting. The follow-up meeting was
34 then held on February 4th with the culminating Community Meeting for parents, staff,
35 community members and students on February 23rd. Five student leaders continue to be
36 involved in the Proposal design process, representing multiple grades, academies and
37 special programs. These students have had excellent attendance at meetings and have
38 made a significant contribution to the design. (Please note that engagement evidence
39 (sign-in sheets, pictures, notes, etc. are in the appendix).
40   Members of the Proposal Team have talked with families about this effort from
41 Manzanita SEED, Horace Mann, Frick, Roots, United For Success, UPA, ICS, Allendale,
42 Bret Harte, and EPIC and the K-8 schools from the charter organization Education for
43 Change
44
45 **D. Student Discipline Policy**
46   In order to meet OUSD's goal of lowering student suspensions, our policy will
47 emphasize School-wide Culturally Responsive Systems of Support to be the foundation

1   of our student discipline policy. This means that students and parents will have a voice at
2   Fremont. Students will be educated through Advisory curriculum and in the small
3   learning communities to respect one another, create goals for themselves and learn
4   conflict mediation skills.   The school will build on current district Restorative Justice
5   practices and PBIS training. Providing clear academic and behavioral expectations will
6   support all families. We will be intentional about building strong supportive relationships
7   between the administration, students, teachers, families, and community. In order to
8   prevent conflicts, we will create many opportunities for community building with all
9   stakeholders. The school will use Tiger stripes to incentivize and reward positive
10   behavior. School assemblies and public recognition events will celebrate academic
11   achievement, academic growth, and positive attendance.
12   Discipline policies will additionally be considered from a trauma perspective,
13   where there is a balance between accountability and the understanding of the roots of
14   traumatic behavior. For some inappropriate student behavior, there may be a therapeutic
15   response to the core problem.
16   Personalization in a big school will be key to the discipline policy.   Students will
17   be taught conflict mediation and restorative practices through their Advisory classes,
18   especially at 9th grade. Students will become conflict mediators. These practices will be
19   reinforced through the Advisory curriculum and students will learn to use circles to
20   communicate their feelings and listen to others, which will also support their
21   development of academic discussion skills. Orientation for rising 9th graders, as well as
22   new students, will be held to explain student expectations. Suspension data will be
23   closely monitored to limit its use to Ed Code offenses and to provide personalized
24   behavioral plans. The parents require a safe school for their children and all effort will be
25   made to make the campus safe. The school administrators will work closely with their
26   School Safety Officers (SSO's) to ensure professionalism and the development of clear
27   guidelines for appropriate reactions to issues on campus. The student Leadership class
28   will periodically provide feedback directly to the SSO's to ensure strong student - adult
29   communication and foster our learning community. The school administration will also
30   work with central administration to be well versed on the current district practices and
31   guidelines for the SSO staff.   The school administration will work closely with district
32   officials to ensure that the campus is safe.
33   Uniforms are a strong request of parents in our community. We will start off the
34   9th grade in the fall of 2016 with uniforms, the colors of which will be established by
35   students next year. We envision that the first 9th grade class (2016-17) will also wear
36   uniforms in 10th grade, but then professional dress will be the standard for 11th and 12th
37   grade as they prepare for college and the business world. Free dress days will
38   occasionally be used as a reward for meeting goals in the 9th and 10th grades.
39   The school's focus will be on providing engaging and rigorous academics in the
40   classrooms so students are both challenged and connected to the classroom. Students
41   who suffer from trauma, either from home or community will be provided health support
42   and counseling through the Tiger Health Clinic. There will be a strong collaborative
43   Coordination of Service Team (COST) with partner agencies, particularly mental health
44   professionals and trainers who have expertise in trauma and its impact on learning and
45   behavior. Clinical support for school staff, including staff wellness activities to help
46   manage vicarious trauma will be implemented.

1   While recognizing the challenges that our students may face at home or in the
2   community, it is also our intention to recognize cultural strengths in our students. We
3   intend to approach our students from an asset point of view rather than from a deficit
4   point of view. We most especially intend to lift up the importance of being bilingual and
5   bicultural in the 21st century. Additionally, we intend to lift up the power of having a
6   growth mindset rather than a fixed mindset. Our students must be inspired to work for
7   their own futures.
8
9   **E.   Student Engagement**
10 Innovation School of Oakland will implement the four recommendations that
11 came out of the research of the OUSD's All City Council students to engage young
12 people. These are:
13   1)   Student-led trainings for adults, to allow students to give insight into what
14   they need and expect in classrooms.
15   2)   Students will provide feedback to adults to allow for the co-creation of
16   effective curriculum
17   3)   Students will be on the hiring committee and co-design the hiring process
18   for Innovation School of Oakland
19   4)   Students will co-design the code of respect for Innovation so that all have a
20   clear understanding of what is expected inside and outside of class, clear
21   expectations for everyone to follow in every space and no confusion for
22   incoming students.
23
24 **Attendance**: As mentioned above, providing rigorous, challenging and engaging
25 classes is imperative to improve attendance rates at our school. Students must be eager to
26 come to school and not be bored. Academics will be a key focus of the new school.
27 Nevertheless, clerical staff will be trained to monitor attendance carefully and will call
28 when students are absent. Furthermore, daily attendance will be monitored through the
29 Advisory program. Parents whose children develop an attendance problem will be
30 contacted by their child's advisor and will be asked to come to school for a
31 conference. Students will be put on attendance contracts.
32 Students will be referred to counseling support from the Tiger Clinic if they
33 require additional emotional support. The school will be organized in groupings of
34 approximately 200 in order to maximize personalization and avoid students "falling
35 through the cracks." Students on district "at-risk" lists will be prioritized before school
36 starts in August for parent contact and follow-up. Parents will be educated around the
37 critical nature of school attendance and will be enlisted to assist the school in conveying
38 this message to other parents. Credit recovery is imperative to keep students progressing
39 toward graduation. The school will be organized to prevent as much failure as possible
40 by having 9th graders get academic support, study skills lessons and college and career
41 guidance. However, when students require additional support, credit recovery will be an
42 on-going program at the school, so that students do not get way behind and then have to
43 climb a mountain to recover. APEX Credit Recovery will be made available to students
44 using a "real time" strategy. In-school and after school hours will be used as needed.
45 Advisory lessons in the 9th grade will be used to educate students on the importance of
46 accruing credits toward graduation and how GPA's are used to evaluate students by

1   colleges and universities. The school will be unrelenting in its push towards graduating
2   all students' college and career ready.
3

4   F.   **Community School**: Ongoing Family/Guardian Involvement and Satisfaction
5   It is the vision of our school that it be a true community school—a beacon in the
6   community for students and their families. We start with four key community resources:
7

8   **1. Community Health Clinic**: Atlantic Philanthropies is interested in supporting
9   a Community Health Clinic similar to the one that is at Oakland High
10   School. Because the Fremont campus will be undergoing a major facilities
11   overhaul, the opportunity is there to create a clinic that will serve the larger
12   student population that we are aiming to have on campus, parents and families of
13   those students and other members of the community. We also intend to continue
14   our partnership with La Clinica De La Raza who currently runs the clinic.
15   **2. Child Care Center**: We envision that a childcare center can be built as an
16   adjunct to the Community Health Center providing high quality care to parents
17   who come to the campus. This center will assist students who are parents, as well
18   as teachers, to return to school and work after maternity leave.
19   **3. After School Programming**: Alternatives in Action (AIA), our Extended Day
20   Partner, is an experienced and dedicated partner in the work of youth
21   development.   (See description under Education Program)
22   **4. Pathway Partners**: Innovation School of Oakland will continue to work
23   closely with current business partners and develop new ones. Because Fremont
24   has a long history of having career oriented academies, we have many business
25   partners. We intend to keep our partners and develop new ones. A list of current
26   and potential Pathway partners is in the Education Program section below.
27   **5**. **Other Partners**: The school has two partners who work with gang affiliated
28   youth. These partnerships will be continued and be strengthened: The Spanish
29   Speaking Citizens Foundation runs a program called "Libre" and California
30   Youth Outreach (CYO) will be working with young people two days a week in
31   the 15-16 school year. We hope to find the funding to increase these important
32   partnerships with the school.
33

34   The culture of a school is powerful. We recognize this. Innovation School of
35   Oakland will work with students, teachers and parents to implement a high school that is
36   exciting, academic and above all providing opportunity for students. We intend to be a
37   learning organization and to stand tall with our students and their families on behalf of the
38   future of our young people. We intend to create a community that inspires hard work,
39   loyalty and commitment from the students and staff alike. Innovation School of Oakland
40   will be an excellent school.
41
42

43

44

45

1   # Section II   Leadership (4 pages total)

2

3   Our principal must be an instructional leader who fully engages with teachers on

4   teaching and learning. It would be ideal if our principal had a background as an excellent

5   teacher and have experience with teaching students who had struggled with learning. It

6   would also be ideal if our leader were bilingual (Spanish) and be a person who comes

7   from one of our student's communities. However, being a collaborative leader and being

8   able to articulate the vision of the school take precedence over background.

9   Our leaders, administrators and teachers, must hold high expectations for every student in

10   the school and convey these expectations clearly to all students. Our administrators also

11   must hold high expectations for teachers and convey these expectations clearly to

12   teachers and provide the support for the teachers to reach these expectations. As

13   academic excellence in the classrooms is the goal, our leaders must support all efforts to

14   improve classroom instruction. Innovation's leadership must have the ability to inspire

15   students to pursue their education unrelentingly. Our principal must inspire teachers to

16   learn and grow in their professional development.

17   School leadership is the single most important aspect of this redesign

18   process. Having a leader who is committed, dedicated, responsive to the community and

19   has a strong work ethic is essential to the success of this effort.

20   We understand that the principal is the lead administrator on site, but we are

21   looking for a leader who builds, supports and governs through a collective leadership

22   model. Community stakeholders: parents, staff, teachers and students must be part of the

23   collective leadership structure. Strong schools are schools where leadership is distributed

24   across the school. We desire a principal who embodies support for this structure.

25   The qualities that have emerged from the engagement work this spring that create

26   a profile of the leader and the leadership the community wants for the school is as

27   follows:

28   The individual who is leading this effort must embrace the vision for the school

29   and be able to clearly articulate that vision persistently to the school community. We

30   expect our leader to constantly push the necessity of rigorous academics for our students

31   and to not waver from that message.

32   We need a person who creates relationships with all stakeholders in the

33   community and governs through trust. Our leader must have excellent social skills, be

34   warm, engaging and personable. All administrators on campus must be able to lead

35   across difference: race/ethnicity, gender, sexual orientation, class, language,

36   culture. There should be no barriers. The leader must understand deeply that the

37   community is stronger than any single person and that it is the community that keeps a

38   school serving all students.

39   Our leader must love working with adolescents and their families. He or she must

40   understand adolescent psychology and understand the challenges of our young people's

41   experiences. Our leader must be full of self-confidence, but not full of himself. He or

42   she must know that the work is always about the students and not about the leader.

43   Our leader must know that it is not useful to command to "do as I say", but rather

44   to inspire in others the effort it takes to create an excellent school for all students, staff

45   and community. We need a leader who rallies the team to make the sacrifices and do the

46   hard work. The leader must inspire others toward the common vision of excellence for

1 all students. A commanding style sets up resistance, which will fuel instability at the
2 school. Indeed, a collaborative leader is a necessity, but we also need a leader who is
3 willing and able to make decisions when needed and does not shy away from
4 confrontation and conflict. In fact, when the leader is acting on behalf of students,
5 teachers, staff and their families, conflict is inevitable and our leader must be willing to
6 be a calm but clear advocate in the midst of conflict.
7   School leaders will partner with teachers to avoid unnecessary suspensions and
8 keep students in class and engaged in learning.
9   The Fremont community (as it becomes the Innovation community) respectfully
10 requests that it be involved in any leadership changes that are contemplated by the
11 district. The opportunity to create a new school is exciting. We need leadership that has
12 energy, passion and enthusiasm for this challenge. We know the critical nature of
13 leadership and we look forward to additional dialogue with the district on this subject.
14   The Leadership structure of the school will be set up to include key stakeholders
15 and be developed collaboratively with the principal and parents, teachers, Extended-Day
16 staff and classified staff. We plan that the school have a structure that embodies site-
17 based decision-making. In accordance with restorative practices it is key that our
18 leadership understands that communities want to work in partnership with leaders and not
19 have school authorities doing this *for* the community or *to* the community but rather *with*
20 the community. Again, it bears repeating: we want to empower our parents, not simply
21 engage them, we want empowered staff and teachers and we want our students to feel
22 empowered. They must have a voice in the shaping of their own destiny.
23   Our ideas on leadership come in part from Peter Senge and his ideas about
24 establishing a learning organization.   We understand that, as Senge notes in his book,
25 Schools that Learn, that organizations that are in situations of rapid change must be
26 flexible, adaptive and productive. Given our modern society where technology is rapidly
27 changing the job market and opportunities for young people are evolving constantly, our
28 school must pay attention to the concept of change. And, if we can hold to these
29 principles, we will excel. Interestingly, these principles align beautifully with design
30 thinking and collaborative governance as well. It is critical that the organization find
31 how to develop people's commitment and capacity to learn at all levels of the
32 organization. We will push our school to be a "learning organization where people
33 continually expand their capacity to create the results they truly desire, where new and
34 expansive patterns of thinking are nurtured, where collective aspiration is set free, and
35 where people are continually learning to see the whole together." (Senge, 1990)
36
37 **Instructional Leadership Team (ILT)**
38   This team of teachers and administrators will be in charge of coordinating and
39 ensuring instructional innovation. They will work together to plan and implement
40 professional development for teachers. Their goal will be to gauge the needs of both new
41 and experienced teachers, evaluate areas of growth, and determine best practices to meet
42 student needs. Their work will be data-driven, using diagnostic and formative
43 assessments to guide their overall objectives and direction. They will be in
44 communication with the teachers to ensure that the professional development (PD)
45 reflects the real-time needs of the teachers and the students in the classrooms. Well-
46 planned and well-informed PD allows teachers to continue learning and growing, to

1   innovate in the classroom. Additionally, in accordance with the principles outlined in the
2   section on Student Engagement (under Culture) student leaders in Pathways and in the
3   9th grade will be consulted on curriculum through the use of appropriate tuning protocols
4   and other feedback structures.
5   The ILT will consist of successful veteran teachers from different pathways, the
6   9th grade small-learning communities, and subject areas. They will be responsible for
7   planning the PD for the summer before the school year, for all PD hours during the
8   school year, and for the days at the end of the school year. Using school-based data
9   the ILT will determine areas of growth for students and teachers. They will lead the staff
10 in reflecting on the school year. Students will also be involved in meaningful reflection
11 on their classroom learning, so there is an opportunity for them to provide feedback on
12 their own learning needs.
13   The summer dates will be used to engage the instructors and administrators in
14 meaningful learning and innovative PD. The hours available to us in the school year can
15 be used for fine-tuning, completing cycles of inquiry based on the practices we want to
16 master, and supporting each other in those practices.
17
18 **Leadership Structure**
19   Although we will have a single leader, the principal, our school will utilize a
20 shared leadership structure to make decisions for the school. This leadership team which
21 will choose its own name, but for now will be referred to as the Innovation Team, will
22 include representatives from teachers, classified staff, students, and parents, as well as the
23 principal. Representatives to this group will be elected from their constituent group
24 (student body-one student per class, the Parent Council, the teachers and the classified
25 staff). A representative from the Extended Day Program will also serve on this
26 body. This group will meet twice a month and it will be a public meeting. They will
27 determine their by-laws and will conduct their meetings accordingly.   (See the graph on
28 the next page)
29
30 **Other Leadership**
31   Assistant Principals (AP) (as the school grows, to 1400-1500 students, there
32 should be 3 assistant principals) will have instructional and administrative duties. One
33 AP will be responsible for administering key assessments such as the SRI, the state
34 assessments and the Writing Process Assessment. A Literacy Coach (initially, part-time)
35 will be responsible for managing assessments for English Language Learners and Long-
36 term English Language Learners, in order to keep a close watch on how students are
37 advancing in their literacy skills.
38   Student leadership will be a hallmark of Innovation School of Oakland. As
39 detailed in the Culture section, students will have a role in hiring whenever possible, the
40 Code of Respect and will be members of the Innovation Team. Students and adults will
41 be expected to be respectful of each other's thoughts and ideas in keeping with a Growth
42 Mindset/Design Thinking school.
43   Parent leaders will be essential to the running of the new school. Parents will
44 organize a Parent Council, which will elect representatives to the site-based decision-
45 making team. Parents will be members of the School Site Council (SSC) and be expected
46 to be in regular communication with their child's Advisory teacher.

1
2   Site-Based Decision-Making Team at Innovation School of Oakland (ISO)
3
4
5
6   **Innovation Team**
7   **Site Based Decision Making**
8
9
10
11
12   Parents
13
14   Teachers   Classified Staff
15
16   Principal
17
18   Community   Extended Day Program
19
20   Students
21
22
23
24
25   • All constituents with voting rights
26   • Principal attends all meetings and shares information with the
27   team
28   • Representatives are elected from their group
29   • Key responsibilities include:
30   Problem solving on key school issues and concerns
31   Assessing how the school is advancing towards the goals
32   of the Design Proposal
33   • The meeting will be public
34
35
36
37
38
39
40
41
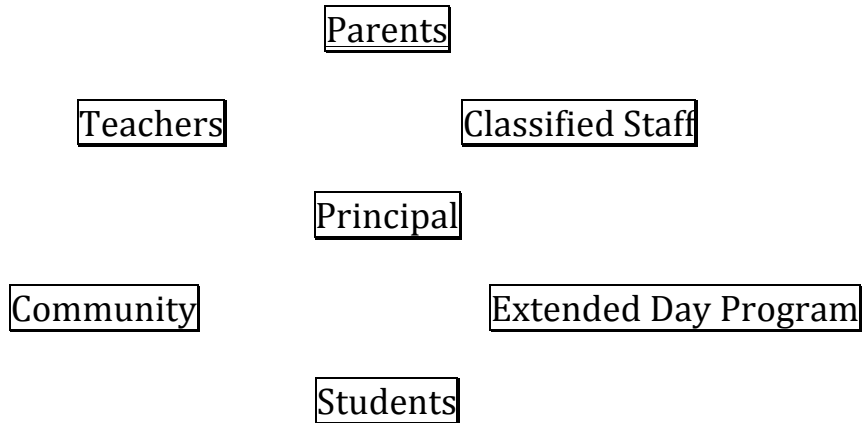
1 **Section III   Education Program** (15 pages total)
2 A. **Curriculum**
3   The curriculum for our school will be based on the important notion of culturally
4 responsive teaching. "Engagement is the visible outcome of motivation, the natural
5 capacity to direct energy in the pursuit of a goal. Our emotions influence our
6 motivation. In turn, our emotions are socialized through culture—the deeply learned
7 confluence of language, beliefs, values and behaviors that pervades every aspect of our
8 lives" (Wlodkowski & Ginsberg, 1995). We are determined to offer students rich content
9 that connects them to their culture and thus to their learning in exciting ways.
10
11   **1) Project-based learning** with a focus on design thinking and technology with an
12 emphasis on the four Pathways: 1) Engineering and Architectural Design 2) Science
13 Health Forensics, 3) Public Service and Global Studies and 4) Digital Media and
14 Technology.   Projects will be organized in a collaborative manner by teachers to be
15 rigorous, relevant and solution oriented. Teachers are working with the Buck Institute for
16 Professional Development (starting in the summer of 2015) in order to learn how to
17 develop projects that are of the highest quality. Students will be expected to complete
18 significant projects throughout their high school career as a lead-up to the Senior
19 Capstone Project.
20
21   **2) Linked Learning Pathways—Career Technical Education** will be a core tenet
22 of the curriculum at our school. Students will take a sequence of courses to gain
23 expertise in their pathway and/or academy. These courses will follow a progression from
24 "Introductory" to "Concentrator" to "Capstone" in alignment with Linked Learning
25 principles. Industry recognized technical certification will be available when
26 possible. Academy pathways (Law and Justice, Architecture and Media) will continue as
27 subsets of the Pathways, however, the Pathways will be updated to meet the needs of 21st
28 century students. The current eight career and technical education classes will be
29 expanded with the support of business and community partners. Students will be
30 connected to relevant and applicable career and work based learning curriculum in these
31 courses. Linked Learning creates a personally relevant, wholly engaging experience for
32 all levels of students, exposing them to previously unimagined college and career
33 opportunities. Linked Learning is a flexible approach bringing together college prep
34 academics, demanding technical education, support services, and a continuum of work-
35 based learning that, together, help prepare students for success in college, career and
36 life. We intend to inspire our students with our career oriented Pathways!
37
38   3) **Literacy Strategies** will be integrated throughout the school to prepare students
39 for non-fiction text and non-fiction writing in accordance with the Common Core State
40 Standards. Rather than hold the teacher as the "expert" in all subject matters, students
41 will use text on a daily basis in all classrooms as source material on subject
42 matters. Reading will be infused in all classrooms, including Advisory, in order to
43 substantially improve student skill levels in reading and writing. Professional
44 Development on the vast array of interesting and engaging literacy strategies will be
45 made available for teachers starting during the 2015-16 school year. Literacy Strategies
46 will be a basic core tenet of the curriculum. Online literacy-building tools such as

1 Newsela and Curriculet, which provide instant feedback on students' literacy skills, were
2 piloted successfully during 2014-15. Teachers in all ELA, ELD and SPED classes will
3 receive in-service training in these specific tools and will use them in 2015-16 to provide
4 more frequent feedback to students about their reading levels.
5
6   4) **Design Thinking** will be integrated throughout classes starting in 9th
7 grade. Students will learn design principles and be taught to see themselves as problem
8 solvers. Design Thinking is primarily an optimistic way of seeing that everyone can be
9 part of solving problems and that by learning collaboratively and bringing everyone's
10 strengths together students can find solutions to authentic challenges. It dovetails
11 beautifully with establishing a growth mindset on the campus.   Design Thinking is a
12 system that relies on logic, evidence and data to drive revisions and new creations using
13 the following ideas: 1) *Learn from people*: talk to people who are most affected by the
14 problem, learn interview skills, get out there and find out what is happening with the
15 individuals who need the solution. Or do research on a problem and compare results with
16 others. 2) *Find patterns*: capture observations and look collectively for patterns that point
17 to opportunity. Make meaning from the patterns. 3) *Employ Design Principles*: there are
18 a number of design principles that are part of this process, like "facilitate social
19 interactions at all times" or "discover, interpret and experiment" 4) *Make tangible*: Ask
20 "How might we?" questions to bridge the gap from design principles to specific ideas and
21 5) *Iterate relentlessly*: make models, graphs, drawings and prototypes to make ideas real
22 (Brown, 2009).
23
24   5) **Learning Targets** will be standard practice in the school in order to not only
25 organize each lesson, but also provide the students with a common method for assessing
26 their own daily learning. Administrators and fellow teachers will provide teachers with
27 on-going feedback on their Learning Targets. Professional Development will be
28 provided to teachers on how to use Learning Targets to increase student engagement and
29 develop formative assessments during the school year 2015-16.
30
31   6) **Mathematics** will be in accordance with Common Core State Standards.   Students
32 will enter into either Algebra or Geometry in 9th grade based on their incoming skill
33 levels. Students who take Geometry in the 9th grade will be on track to reach AP
34 Calculus and some 9th graders will take both Algebra and Geometry.   Some students in
35 Algebra will also be in an Academic Numeracy class to support their success in 9th grade
36 to minimize student failure in Algebra. Academic Numeracy will emphasize blended
37 learning and gaming for engagement, while focusing on specific skills aligned through
38 collaboration with the Algebra classes. For students who still do not pass Algebra in the
39 9th grade there will be the option of taking a blended APEX class with a math teacher in
40 which they will pass Algebra and move onto accelerated Geometry to be back on track
41 for their 11th grade year.   Just as literacy will be emphasized throughout various
42 subjects, numeracy will be included in science, social science and CTE classes as well as
43 math. This school wide incorporation of math skills and reasoning will lead to improved
44 CAHSEE pass rates.
45
46 7) **Technology** will be integrated into the school. We will introduce students to computer
47 literacy by teaching a variety of skills, including keyboarding, word processing, desktop

1   publishing, database management and spreadsheet development. Students will learn
2   some basic coding, App creation and website development.   Students will demonstrate
3   their ability to create products using computer based presentation and data collection and
4   management tools, as well as learning to explore new programs and conduct online
5   research to continue their learning as technology changes. The 9th grade curriculum will
6   include a course, which will accelerate student's technology skills.
7
8   8) **Blended Learning** will be used to innovate the school experience for students, making
9   them aware of their strengths and weaknesses, enough so that they will start to choose
10 their own modality for learning. Math classes will be taught in a "flipped" manner, where
11 key concepts are taught through online learning outside of classes, and then teachers will
12 guide students through practice in class. The "station rotation" model will be employed
13 more frequently across content areas to allow teachers to work more closely with
14 individual students while other small groups engage in independent learning. Students
15 who are credit deficient and/or need to enhance their basic literacy and numeracy skills
16 will experience an "enriched virtual model" using online tools that gamify learning and
17 maximize engagement.
18
19 9) **Advanced Placement** classes will be expanded beyond the current seven courses
20 offered, so that any student who wishes to take an Advanced Placement class will be able
21 to do so. Some Advanced Placement classes may take place during A period in order to
22 provide access to more students. Students who speak a language other than English will
23 be highly encouraged to take AP Spanish (or another AP Language course, though other
24 languages would be online) in order to provide them with a mechanism to apply for the
25 state "Biliteracy Certificate". Advanced Placement Courses will begin in the 10th grade
26 with AP World History and continue through the 12th grade in the areas of English,
27 Science, Social Studies, Language, Computer Science and Math.
28
29 10) **Concurrent Enrollment** classes will be offered each semester for 11th and 12th
30 graders wishing to accrue college credit. Currently there is one class per semester being
31 offered on the campus and three courses will be offered per semester during the 2015-16
32 school year. Students will be offered more choices in collaboration with the Peralta
33 Community College District. Parents will also be permitted to enroll. Teachers who
34 have master's degrees in their content area will get clearance from the community
35 colleges to teach those courses to 10-12 graders so that students can earn college credit.
36
37 11) **Advisory Curriculum** will be developed to sustain and support all teachers to hold
38 their students in caring and invigorating Advisory classes. Advisory will be a place
39 which connects students to the school through social and emotional curriculum, transcript
40 and college information, CAHSEE prep and academic support and a place where students
41 will have time to read and develop their skills. Advisory will be organized into 9th grade
42 and then mixed grade 10-12 within Pathways. Students will be encouraged to have a
43 strong voice in Advisory curriculum.
44
45 12) **Cultural Competency** will also be a theme throughout the school, in order to
46 develop cultural sensitivities among students and staff. The cultural heritages of the
47 students and communities will be celebrated and studied. Presently there is an Ethnic

1   Studies course on the campus through concurrent enrollment. This will be expanded in
2   the 2015-16 school year to include an Ethnic Studies and African-American Studies
3   courses. Eventually, the goal will be to have an Ethnic Studies course that all students
4   take during their four years at the school.   In addition, as mentioned above, teachers will
5   learn culturally responsive pedagogies, in order to create lessons that stimulate, motivate
6   and encourage students in their learning.
7
8   B. **The Learning Environment**
9   The school will be structured to maintain smaller learning environments for
10   students. The 9th grade will be divided into 9th grade "families", the Newcomer Program
11   and the Pathways will have approximately 210 students each. Class size will vary
12   according to the master schedule and some classes will be at the district class size
13   maximum and others will be smaller. Blended learning strategies will be incorporated
14   into many classrooms. Supports for students will also be built into the day. 9th and 10th
15   graders will stay late on Tuesdays and Thursdays every week to receive additional
16   academic support and participate in sports or take a "B" period course. All High School
17   students who do not maintain a 3.0 or above will be required to attend these sessions as
18   well. The high school will also work closely with the district College and Career Office
19   and it's Exploring College and Career Options (ECCO) program to develop internships
20   for students.
21
22   C. **9th Grade House**
23
24   Computer Science and Technology will be integrated into the school starting in the 9th
25   grade. Students will demonstrate their ability to create products using computer
26   programming (coding), demonstrating their ability to create products using computer
27   based presentation, data collection and management tools, as well as learning to explore
28   new programs, conduct online research to continue their learning as technology changes.
29
30   Students will take a mandatory course, which includes business applications so that they
31   will become proficient in Microsoft Suite, Apple IWorks, and Google Applications.
32   Students will earn Digital Badges via the Google Platform. Digital badges will establish
33   micro-credentials, represent honors, show event participation, and demonstrate
34   community membership ultimately signifying mastery of a skill.
35
36   The Freshman Humanities Capstone Project will allow students the opportunity to work
37   collaboratively while exploring themes of community and identity through a study of
38   history and world cultures. Students will work in teams with their peers to research,
39   design, and create products for presentation and display. Design Thinking principles will
40   be integrated.
41
42   •   Group Internships - Students will participate in off campus group internships the
43   majority of which will be facilitated by our community partners. The internships
44   will allow freshmen to experience civic engagement through community impact
45   projects (or job shadowing)
46
47   •   Freshman Teacher Externship at Feeder Schools and Innovation School of
48   Oakland will build strong partnerships to assure that students moving into high

1   school will have a synced transition that will guarantee the success and growth of
2   academic performance within each ISO Pathway.
3   • Innovation School of Oakland will work closely with feeder schools--both charter
4   and district to assure a smooth transition from 8th to 9th grade. This will include
5   data sharing agreements and a summer bridge program.
6
7   D. **Curriculum and the Target Population**
8   Many students arrive at our school with learning gaps. These gaps are based on
9   disrupted schooling, lack of coherent teaching in younger years, poverty, and/or transient
10 families. Our classrooms must be highly engaging for adolescents to connect them to the
11 power of learning. There will be no room at our school for traditional "sage on the stage"
12 teaching. We expect teachers to not use the "Pedagogy of Poverty" (as defined by
13 Haberman), but rather the "Pedagogy of Plenty". Students must be active in their own
14 learning in order to be excited by learning every day. Project-based learning is designed
15 to actively engage students in their own learning. Teachers will work together to design
16 projects that are rigorous and address the needs of students. The use of literacy strategies
17 to hold text front and center in all classrooms will support the acceleration of students
18 who may be behind grade level while also stimulating and advancing students who are on
19 or above grade level.   Reading will be celebrated, not only as a way to prepare for
20 college, but also as a way to advance one's own learning at any time and anyplace. Non-
21 fiction reading and writing skills will be emphasized so that students gain the academic
22 confidence needed to do well in college.
23 Integrating technology within courses: both in specific courses like Computer
24 Science or Digital Media, or in Blended Learning courses and the use of technology in
25 research and presentation will be a significant way that our school will prepare students
26 for the 21st century. We will also use technology in the social science classes to further
27 civic engagement.   It is critical that they be proficient in technology. Finally, Design
28 Thinking relates to innovation and problem solving. We want our students to be the
29 designers and problem solvers of the next generation. Therefore, supporting our students
30 to be creative while also proficient in basic literacy, math and technological skills will be
31 essential to prepare them for their futures.
32
33 E. **Timeline of Curriculum Development**
34
35 1) ***Project Based Learning***—Buck Institute Professional Development for all staff in
36 June 2015. World Savvy Organization will continue to provide PBL support during 2015-
37 16, with an additional emphasis on global competency and civic engagement.
38 2) ***Interdisciplinary Training***--UCCI-University of California Curriculum Integration--3
39 English teachers are going to be trained during the summer of 2015 in 3 of the 4
40 pathways areas: Health, Global Studies and Engineering. These courses are for English
41 teachers to integrate their subject area with Career Technical Education. Teachers for
42 Digital Media will be trained during the school year 2015-16.
43 2) ***Career Technical Ed***—Training will be on an on-going basis as classes are added,
44 starting with the school year (15-16 and Summer 2016) and then on-going as needed for
45 Introduction, Concentrator and Capstone courses.   Hiring of qualified CTE teachers
46 (industry professionals) will be essential. The new pathways will be launched in 2016, so
47 planning will take place during the 2015-16 school year.

1   3) ***Common Core Literacy Strategies***—Professional Development during the school year
2   2015-16. We have one more year of support to continue to build on the ELA/Social
3   Studies department collaboration that calibrates student work to vertically aligned writing
4   rubrics. The support is from Educating for Democracy in the Digital Age (EDDA), a
5   partnership between Mills College and OUSD. In addition, PD in literacy strategies will
6   be arranged to support teachers in this area in 2015-16.
7   4) ***Design Thinking***—A partnership with Stanford is in the process of being developed
8   where training will be on-going around how the school undergirds all curriculum with
9   design thinking. The process begins with three teacher leaders from the Architecture
10   Academy who are scheduled to participate in a 4-day externship with the D School (The
11   Stanford School of Design) at Stanford in summer 2015.
12   5) ***Learning Targets***—Professional Development during school year 2015-16
13   6) ***Common Core Mathematics***—Professional Development during the school year
14   2015-16 with the assistance of the OUSD mathematics department to develop academic
15   discourse and common core mathematics concepts.
16   7) ***Technology***—Technology training will be on-going as technology changes and
17   develops. In partnership with the district's Instructional Technology Teacher Lead
18   program, a teacher led Technology Committee will be established during the 2015-16
19   school year to develop a Technology plan and provide oversight to the Technology
20   efforts at the school. Additionally, partnership with the TEALS program has been secured
21   for 2015-16 that will bring industry volunteers from the software engineering sectors into
22   the classroom to co-teach multiple sections of computer science courses.
23   8) ***Blended Learning***—on-going (some staff already trained, additional training will be
24   on an on-going basis as classes are added). All teachers will become certified Google
25   Educators during 2015-16. Funding from the LIGHT Grant for Innovation has been
26   secured for 2015-16 and 2016-17 to train six teacher leaders in blended learning methods
27   through the Alvo Institute. These teacher leaders will support the scaling of blended
28   learning across multiple classrooms engaged in PBL.
29   9) ***Advanced Placement***—teachers will be trained during the summer of 2016 to prepare
30   for expanded AP classes in the new school.
31   10) ***Advisory Curriculum***—will begin to be planned during the 2015-16 school year, but
32   an Advisory Committee of teachers will be an on-going part of the school in order to plan
33   Advisory classes for the school in "real time." There will be two pilot sections of a
34   mixed-grade Advisory class in 2015-16 to be expanded as the new school is
35   launched. The curriculum will be developed with the support of the Linked Learning
36   College & Career Coach and the Pathways Coach.
37   11) ***Cultural Competency***—will be an on-going theme and woven into the professional
38   development plan for the school, starting with specific training during the 2015-16 school
39   year. Because of state demographics in teacher preparation programs, it is likely that the
40   school will continue to have a majority of white teachers, and it is critical that these
41   teachers be culturally competent.
42   12) ***Long-Term ELL support*--**in the form of a 2-day "Constructing Meaning" PD will be
43   offered through OUSD to the whole site in August 2015.   Support by two trained site-
44   based facilitators from the Newcomer program will build teacher capacity across all
45   content areas in Sheltered Instruction on an on-going basis.
46
47

1 **Instructional Strategies**
2   Research is now clear that stress and threat can have the effect of essentially
3 closing off the brain to learning. There are clear studies, which connect poverty to an
4 almost constant state of stress. Since a large number of our students (the school has 80%
5 of its students qualifying for free or reduced lunch) deal with stress in their home lives or
6 in the community, it is critical that the school engage them in their learning in ways that
7 are meaningful, exciting and enriching. Ultimately, the goal is to accelerate all students
8 through rich, daily lessons that students are enthusiastic to participate in. We hold our
9 four key tenets front and center as we explain our Instructional Strategies: 1. Personalized
10 Learning and Caring Relationships, 2. Authentic and Rigorous Learning for all,
11 3. Connecting Family and Community and 4. Developing the Whole Child.
12
13 1) **Personalized Learning and Caring Relationships:** Our school will develop an
14 excellent Advisory program. Students will have an Advisory class at each grade level
15 that will help them develop tools to be successful students. The Advisory class will
16 support social and emotional learning, be a place where students can problem solve with
17 a caring adult and gain access to needed additional resources (like academic support or
18 access to the Tiger Clinic). In addition, the Advisory class will lift up the importance of
19 reading by holding two reading sessions each week as Sustained Silent Reading. Students
20 will be required to read books (not magazines or newspapers), but the school will acquire
21 books that represent a variety of reading levels. Each classroom will have a classroom
22 library. All teachers and administrators will model reading during the SSR period. In
23 addition, the Advisory classes will teach "Habits of Work, Habits of Mind, Habits of
24 Heart" which essentially are clear principles that help students be better students and live
25 in community with each other. Restorative Justice will be practiced in Advisory.
26   Parents will be connected to their student's progress through the Advisory
27 classes. Besides being able to access information on grades they will be included in
28 student-led conferences where students will review their own data with their parents or
29 caretaker. Student-led conferences are a best practice, as it both connects parents to the
30 progress of their children and develops leadership in the students. Parents will have
31 access to grades through the Internet and be taught how to access them through the Parent
32 Center.
33 2) **Authentic and Rigorous Learning for All:** As outlined above, students will be
34 engaged in classrooms through a strong focus on both high quality, rigorous Project-
35 Based Learning and in the daily use of Literacy Strategies. Students will work in
36 cooperative groups and will learn to use text as the primary source of information.
37 Teachers will learn to use strategies and structures that support academic discourse,
38 nonfiction reading and writing and the key components of the Common Core Literacy
39 Standards. Students will develop skills in: demonstrating independence, basic core
40 content knowledge, responding to audience, task, purpose and discipline and to value
41 evidence. They will learn to comprehend as well as to critique both the reading and
42 writing of others. Students will learn to use technology capably and intelligently and will
43 respect and deepen their knowledge about other cultures and perspectives. These key
44 standards will be taught through an active approach to learning. Students will be taught
45 to be responsible for their own learning, which includes doing research and revisions.
46 They will develop leadership skills in class and engage in peer review of work and
47 presentations.

1   Mathematics will be taught through a concepts approach in alignment with the
2   Common Core State Standards for Math. Students will follow a sequence of courses
3   (Algebra through Calculus will be available) that will develop their ability to reason
4   quantitatively and abstractly, to make a mathematical argument and critique the
5   arguments of others. Students will learn to use mathematical tools appropriately
6   (including technology) and to make sense of mathematical problems. This sense making
7   will include an ability to communicate mathematical concepts orally and in
8   writing. Students will be taught to not just complete computations, but to understand
9   how to solve mathematical problems that take persistence and focus. Students will be
10   expected to attend to precision in their math work and teachers will make constant
11   connections to the real world (why math matters) not only in math class, but in science
12   and career technical classes as well. Math will be included in projects and mathematics
13   classrooms will be places of active learning for students. There will be an expectation
14   that mathematical reasoning and logic will also be applied in humanities courses.
15   Students will have Fine Arts classes available in Art and Drama in order to assure
16   all students are fulfilling the "a-g" requirements and developing their artistic abilities.
17   3. **Connecting Family and Community:** Learning will be connected to family and
18   community as much as possible in order to meet the needs of all learners.   The vision of
19   our school is to provide our diverse community with rigorous education that instills
20   creativity, critical thinking and technological skills so that our students enjoy a rich
21   intellectual life and are ready for the colleges and careers of their choice. In order to do
22   this we must involve parents as much as possible. The more parents are connected to our
23   school, the stronger academic environment will be created. We expect to continue
24   teaching English to parents on the campus and connecting them to college and career
25   information and technology. But we also plan to involve them in making sure that we are
26   meeting the needs of their children.
27   **4. Developing the Whole Child:** Our school seeks to become a trauma-sensitive school
28   environment that allows students to build relationships with caring adults. These
29   relationships will be nurtured through the Advisory Program, but will also be part of the
30   personalization of keeping students in smaller groups within Pathways, the 9th grade
31   families and the Newcomer Program. Students will be supported to regulate their
32   emotions and behaviors in order to promote academic success. As some students served
33   by our school have experienced adverse childhood circumstances, the school will
34   promote the ideas of PBIS and Restorative Justice in order to serve the whole child.
35
36   **Specific Programs**:
37   a. *Students with disabilities*: as much as possible, our school will follow a model
38   of inclusion. As research now shows, students who are segregated for having learning
39   challenges may not receive the intellectual stimulation that is needed for them to
40   thrive. Students will be mainstreamed to the highest point possible, with the support,
41   both academic and emotional, of credentialed Special Education teachers.   Individual
42   students, according to their IEP, will receive additional academic support from teachers,
43   but have access to the college prep curriculum and career technical classes. Parents will
44   be fully included in the academic planning for their children.
45   b. *Newcomers*: our school presently has a strong academic program for
46   newcomer students who are recent arrivals to the country. This program will continue

1　under the leadership of current program coordinator(s). The program serves
2　approximately 200 students and we expect it to continue to grow. Students in the
3　newcomer program are provided with appropriate English Language Development (ELD)
4　courses in addition to sheltered courses in all other content courses (i.e., math, science,
5　history, etc.) The goal of the Newcomer program is and will continue to be to
6　mainstream students after their second year in the program but will also provide
7　personalized plans for those students who are not able to attain that. Our program serves
8　many Students with Interrupted Formal Education (SIFE) and provides extra support
9　such as allowing students to stay a fifth year in High School if necessary to acquire the
10　appropriate English level to pass CAHSEE and be "a-g" eligible. In addition to the
11　language support, newcomer students will participate in sheltered Career Technical
12　Courses after their first year in the program and mainstream CTE courses junior and
13　senior year.
14　　　　Our newcomer program will expand to offer GED Courses for those students who
15　are 17 years of age and older in order to offer them a quicker route to attain a High
16　School equivalency certificate. These courses will only be offered to students who a) are
17　17 years of age or older, b) have attended the equivalent of high school in their country or
18　have acquired the skills here in the US and c) are unable to commit to regular schooling.
19　　　　Parents of Newcomer students, along with any other parents will be welcomed in
20　our Adult Education program that will offer them courses in English literacy and
21　numeracy and access to computers.
22　　　　c. ***Long-Term English Language Learners***: This is an area that our school must
23　improve. The school must accelerate the rate of redesignation for students who have
24　been in the country six years or more. One of the primary reasons for infusing the
25　educational program with literacy strategies is to sharply increase the access that these
26　students have to vocabulary, comprehension, sentence structure, strong writing and
27　information from text. The knowledge to vastly improve the redesignation rate
28　exists. We must train our teachers and move forward to change this data point for our
29　students. A key responsibility of the part-time literacy coach will be to monitor the
30　progress of long-term English Language Learners (see section on Assessment of English
31　Language Learners).
32　　　　d. ***Students at-risk of academic failure*** will be served in "real" time by
33　employing credit-recovery technology and support classes. The goal will be to eliminate
34　credit deficiencies in the school. In addition, a Summer Bridge program will be held for
35　incoming 9th graders every summer. This program will include basic study skills, literacy
36　skills and math skills to provide students with a leg up as they start the school. Youth
37　leadership development will also be a key part of this program, as older students
38　participate as mentors in this program. The summer bridge program is a four-week
39　program which is run by Alternatives in Action.
40　　　　Students who do not pass a class will be scheduled into an acceleration course,
41　either APEX or an accelerated credit recovery course taught by teachers of that
42　subject. Rather than having students repeat the exact same courses, the idea is to have
43　them take a variation on the course to develop the skills and content without the
44　frustration and redundancy of repeating what they failed before. Students who fail
45　Algebra in 9th grade will be scheduled into an accelerated APEX Algebra and Geometry
46　class so that they will be at the same level as their peers by the end of the year. To

1   minimize the need for those repeats however, students who are struggling in 9th grade
2   will get support through Academic Literacy and Numeracy courses, and be assigned after
3   school tutoring.
4
5   **Research Basis**
6   The research that is foundational to our approach is extensive. The scientific
7   community defined brain-compatible teaching and learning well over 20 years ago.   The
8   primary research basis for the Project-Based Learning, Literacy Strategies, Design
9   Thinking and Technology, which we intend to integrate across the school are based on
10 learning that is exciting and stimulating for the brain. "Two key concepts on which
11 educators should focus are the role of the affective environment in learning and the
12 importance of language in the physiological and functional development of the brain. To
13 disregard these discoveries and the enormous part they can play in successful learning
14 would be an irresponsible action, yet most educators are either not aware of these
15 findings or choose to ignore them. Schools continue to teach through the use of
16 segmented concepts, reduced to bite-sized bits. Such an approach is not inherently
17 interesting because it is not compatible with how the human brain has evolved. In
18 addition, the primary means of controlling students who have difficulty learning in this
19 brain-incompatible system is through the use of threats, either of failure or of disciplinary
20 measures. Since the brain cannot function at its highest levels in a threatening
21 environment, the use of threats can only guarantee failure in the learning process." (p 32
22 Richardson and Morgan, 1995)
23   We are stressing in this proposal that Innovation School of Oakland will operate
24 in a collaborative manner, according to design thinking principles (where collaborative
25 work is foundational) and current research on schooling. The students will be educated
26 in a "Growth Mindset" which is based in research on supporting students to their full
27 potential, restorative practices which creates conditions for all voices to be heard and all
28 to play a role and the research around exciting, brain compatible pedagogy (Richardson
29 & Morgan, Dweck, Wactel & McCold, Senge, Brown, Robinson—see reference list)
30
31 **Progress Monitoring and Assessments**
32   Assessments are key to a strong educational program. The following assessments
33 will be used for academic monitoring:
34 a.   Math assessments will be given at the beginning, mid-year and the end of the year to
35 monitor progress and determine math level.
36 b.   The SRI reading assessment will be given three times a year to carefully monitor
37 reading levels. Students will be involved in this effort through the Advisory curriculum
38 around the importance of reading levels for academic success. Students and parents will
39 be taught the meaning of Lexile Scores and students will be challenged to improve their
40 Lexile scores as they progress through the school.
41 c.   Students in 9th and 10th grades will be assessed well in advance on the basic CAHSEE
42 skills, in order to thoroughly prepare them for the 10th grade spring CAHSEE
43 administration. It is a goal of our school to sharply increase 10th grade passing rates for
44 all students! The initial goal is to reach 75% passing in both English and Math by the
45 spring of 2017 (with the exception of the Newcomers) with a follow-up goal to reach
46 80% by the spring of 2018.

1   d.   The Process Writing Assessment (PWA) will be given at the 9th grade levels in
2   September and the spring and students and parents will be included in understanding
3   what it measures and how to improve writing scores.
4   e.   Rubrics: teachers will collaborate on rubrics to grade compositions, projects and
5   research papers in order to involve students in their own assessments.
6   f.   Learning Targets will be used across the board in classrooms in order to provide
7   students with the opportunity to assess themselves on a daily basis on classroom
8   learning.
9   g.   Smarter Balanced Assessment System: our school will fully participate in the new
10 Common Core testing program. Once this year's baseline has been established, the
11 school will set goals to sharply accelerate student's growth on these assessments.
12 **Performance Goals:**
13 Below is a list where we balance quantitative and qualitative assessments.   District and
14 traditional assessments will be balanced with innovative site-created measures.
15

District & Traditional Assessments	Site-Created Assessments
CAHSEE	Pathway Portfolio
SBAC	Grade Level Research Projects
CST Science (10th grade)	Senior Capstone & Exhibition
PWT/HWT District Assessments in ELA & Social Studies	Bi-annual Science Project in each content area
District Math Benchmarks	Subject-specific pre- and post-tests, Algebra, Geometry, etc.
SRI	Newsela and Curriculet will provide instant feedback weekly on reading level growth in ELA classes

16
17 Students will be the responsibility of the Small Learning Community. The teachers who
18 share students will study assessment data and will follow up with students who are
19 struggling. Advisors will also play a role in keeping students on track. All students who
20 fall below a 3.00 GPA will be required to attend after school study hall.
21   Grades will be carefully monitored through the Jupiter Grading system currently
22 being used at the school. Grades must be current and students will get progress reports
23 every three weeks.   Special Education teachers will be responsible for integrating
24 students into regular classes as much as possible at the beginning of the school
25 year. SPED teachers will partner with regular general education teachers to co-teach as
26 the numbers demand.
27   Early intervention with students is critical to their academic success.   ISO will
28 partner with Alternatives in Action in order to provide academic support for students
29 after school. Students will learn quickly that failure is not going to be accepted at
30 Innovation School of Oakland. As we educate students in the tenets of having a growth

1   mindset, we will work as a community to accept mistakes, learn from them and then
2   move forward. We will hold high expectations for our students and challenge them to
3   reach heights they did not expect to reach.
4
5   **Language Program Design and Instruction**
6   1.   **Philosophy and Approach**: As mentioned above, we intend to integrate literacy
7   strategies across the board in classrooms at our school. This is based on the fact that
8   language is essential for academic success. What is often not acknowledged however is
9   that real learning takes place outside of a stressful environment. We human beings learn
10   all the time without even realizing it. We intend to use active, fun, engaging literacy
11   strategies in all classrooms to create learning that is at a high level.   It is essential to
12   focus on interactive language, oral and written to solve real problems. (Healey, 1990 in
13   Richardson and Morgan)
14   2.   **Developing English Proficiency**: Our school is unique in that the ELL and
15   Newcomer populations make up a 30% of the student population. 55% of all students are
16   Latino, many of whom are bilingual.   Therefore, building academic language proficiency
17   is critical. All teachers teaching newcomer students will be well versed in Systematic
18   ELD and all teachers will be well versed in Constructive Meaning. Teachers are learning
19   Constructive Meaning program strategies to support language development and those
20   skills needed for common core.   Constructive Meaning has been shown to accelerate
21   both newcomers and long-term ELL's by providing teachers with the process and tools
22   for weaving explicit language instruction into content-area teaching. Lesson planning is
23   driven by the content and academic language demands of discipline-specific
24   learning. These tools are also in sync with the basic literacy strategies, which we intend
25   to integrate more thoroughly throughout the school. As mentioned above, ELL students
26   will be carefully assessed to monitor their progress. An assistant principal or literacy
27   coach will spearhead this assessment.
28   3.   **Ensuring "a-g" courses:** All students will be programmed into a sequence of "a-g"
29   courses. All students will take and be expected to pass the sequence required for high
30   school graduation and their Pathway courses. All courses will be designated as "a-g" and
31   new courses will be developed according to UC course guidelines and submitted for UC
32   approval.   Newcomers will receive intensive courses in English and be transitioned to
33   full "a-g" course loads within two years. We intend to train the entire staff in
34   Constructing Meaning and Literacy Strategies, so that students at all levels of English
35   will be accelerated in their English-language skills.
36
37   **Assessment and Placement for English Language Learners**
38   There are not many official test-like assessments on the market. ADEPT is a
39   valid and reliable oral language assessment instrument that is aligned with
40   CELDT. However, it is primarily a tool that is used in grades K-8.   It is used to assess a
41   student's ability to understand and generate utterances using a scope and sequence of
42   language forms and structures across the five levels of English proficiency. ADEPT is a
43   tool we will pursue specifically to assist teachers in identifying student's level for
44   systematic ELD instruction, understanding students' language abilities for differentiated
45   instruction and to monitor student progress in English proficiency.
46   It is of equal importance, however, that teachers use their ability to use formative
47   assessment within the classes. Oral language rubrics will be embedded in the English

1   classes. Our school has a veteran staff in the Newcomer program, which is an asset for
2   our students and for other teachers.   Writing is also a powerful assessment tool.
3   Analyzing writing samples for language development is an important way to monitor
4   growth. The Newcomer staff works closely with OUSD district staff in the area of ELL's
5   and Multilingual Achievement in this critical area of assessment.
6   As reading and literacy strategies will be integrated throughout the curriculum,
7   long-term ELL's will benefit from this accelerated push using text as the primary basis of
8   instruction. It will be a primary task of the part-time literacy coach at Innovation School
9   of Oakland to monitor the assessments of long-term ELL's through monitoring the data
10 on reading levels (SRI), the Progress Writing Assessment (PWA), CELDT and CAHSEE
11 preparation.
12
13 **Student Services and Support**
14   It is critical that all students feel connected and welcomed as part of our school
15 community. We have a theory of action that the school must be personalized by having
16 students in smaller groupings (Pathways, Newcomers, 9th grade Families) and we expect
17 community building will happen within those groupings. We will fundraise, for example,
18 so students at every grade level will have the opportunity for a class trip of some
19 sort. 12th grade will be the only grade that is not prioritized because it is not as important
20 to build community when students are leaving. (However, that does not prevent outside
21 fundraising for seniors). All students, regardless of being an ELL student, a Newcomer
22 or being in the Special Ed program will have access to these trips and other community
23 building activities that take place at the school. The grade-level trips will be an
24 opportunity for students to connect to the world outside of the campus and to connect to
25 each other in positive ways.
26   The Tiger Clinic has strengthened its support and engagement in serving the
27 growing newcomer ELL cohort, and is considered a community leader in providing
28 services to newcomers that supports their unique experiences and builds on their
29 resilience. The Tiger Clinic has collaborated with OUSD, UCSF School of Nursing, and
30 other community organizations to strategically register students and create a wrap-
31 around, culturally responsive medical home to address these challenges in a coordinated
32 response. We expect a larger community clinic to be built when the new school is
33 constructed. (see Facilities section)
34   A large number of parents at our school are not English speaking. We have many
35 staff on campus (including administrators, teachers and clerical staff) that are fluent in
36 Spanish. Documents that are sent home are always translated into Spanish. We have a
37 single Arabic speaking staff member. We sometimes have older siblings help us translate
38 for parents from various Asian and Middle Eastern countries, but we understand that this
39 is not ideal. We are a strong second-language school and intend to lift up the strength of
40 our student's language abilities in preparing them for citizenship in a global economy.
41 One of our Pathways will be Global Studies and Public Service and we will be making a
42 big push to have as many of our students as possible qualify for a state "Biliteracy
43 Certificate."   We see bilingualism and biliteracy as strong assets for our students and
44 intend to celebrate their abilities in this area.
45
46
47

1   **Special Education Students**
2   Our Special Education staff will work closely to assess new 9th graders, starting
3   with those in the Summer Bridge program. The department chair of the Special Ed
4   department will assess students based on district assessments. Our intention in
5   identifying students in the summer will be to program them as deliberately and
6   appropriately as possible from the beginning of the school year. In addition, we will
7   expect that new 9th graders will arrive with their IEP information. We will work for full
8   inclusion of as many students as possible in order to make sure they have access to
9   college prep curriculum and career tech classes in the Pathways. Our focus on
10 integrating reading strategies across the board will assist SPED students to access
11 rigorous curriculum.
12
13 **Academic acceleration**
14   ISO will hold high expectation for students, and as already noted will work with
15 teachers to develop strong engaging classroom curriculum. The school will hold a focus
16 on developing language skills through both use of basic literacy strategies (defined by
17 Richardson & Morgan, Forget, College Board) and Constructing Meaning (defined by
18 Dutro, Levy & Moore). A Constructing Meaning approach, which includes teaching
19 explicit language within content areas, has the following characteristics:
20   a.   Performance tasks are clearly stated and posted (Learning Targets)
21   b.   Knowledge and skills are scaffolded in sequence
22   c.   Formative assessments are frequent and on going
23   d.   Support for students is differentiated based on their individual needs
24   e.   Prior to evaluation, students have access to sufficient guided and
25   independent practice. Professional development will need to be on-going
26   in these areas to support teachers in crafting literacy rich lessons.
27   The leadership team (including parents) will regularly examine Response to
28 Intervention (RTI) data to monitor how students are doing. Innovation School of
29 Oakland will use brain compatible classroom strategies employing Design Thinking,
30 technology, project-based learning and literacy strategies to address the academic needs
31 of all students. These strategies will be used for students in Tier 1, Tier 2 and Tier
32 3. However, we recognize that some students need additional help. As already stated,
33 students will have their grades closely monitored and will be scheduled into after school
34 tutoring (Tier 2) when needed. The students in 9th and 10th grade will stay after school
35 every day, in order to accelerate their academic skills. Students who continue to struggle
36 or have Individual Education Plans (IEP)'s through the district PEC department (Tier 3)
37 will have teachers assigned through the PEC department to follow their progress.
38 Students who struggle will be referred for academic support and/or be referred to the
39 Health Clinic for mental health counseling, group counseling or other necessary health-
40 based support.   Students will be taught early in the 9th grade how to track their credits
41 for high school graduation through the Advisory program. Parents will also be instructed
42 on the importance of credit accrual and the "a-g" courses.   Students who fall below a
43 3.00 GPA will be required to attend after school study hall.
44
45 **Gifted and Talented Students**
46 We believe that our Advanced Placement program must be expanded in order to
47 accommodate all students who wish to take Advanced Placement classes. That said,

1   students who do not necessarily think of themselves as "Gifted and Talented" develop
2   tremendous academic confidence when they have access to these rigorous courses which
3   offer college credit when the May exams are passed with a 5, 4 or 3 score.   We intend to
4   encourage any student who shows interest to take on the challenge of Advanced
5   Placement. We will have one teacher who will be the Advanced Placement Coordinator
6   who will be the liaison for College Board on the campus (and will coordinate the actual
7   AP tests and fees and waivers). This individual will check district student lists to make
8   sure that we have identified any student who has been listed as Gifted and Talented from
9   earlier grades. The Advanced Placement classes do require additional instructional
10   materials and teacher training. We plan to work with College Board to have teachers
11   trained during the summer of 2016. Materials will be ordered in the spring of 2016.
12   Students who arrive at the school who are proficient and advanced academically will be
13   challenged in their courses to push themselves academically.   These students will
14   become leaders on the campus as they pursue their own goals to be successful in college
15   and career. As we integrate literacy strategies and high quality project-based learning,
16   our strongest students will be stimulated and challenged as we adopt and promote brain-
17   compatible teaching strategies.
18
19   **Pathway Partners:**
20   Because of Fremont's long history with academies, the school already has many
21   designated business partners. There will be work done next year to develop new partners
22   for all four of the new Pathways. We already have interest from Cisco Systems for the
23   Digital Media and Technology Pathway.   We also have Atlantic Philanthropies
24   interested in our Science, Health, Forensic Pathway and we intend to develop a
25   partnership with the Oakland Police Department for the Forensics program. We also
26   have World Savvy interested in Global Studies and Public Service. The Pathways create
27   myriad opportunities to create partnerships and this work will start immediately upon the
28   approval of this proposal. It is our intention to provide internships for our students and
29   an Intern Coordinator will be necessary to fund with Measure N funds. Because the 3
30   current academies will be part of the Pathway structure, the following partners will be
31   preserved.
32   **Architecture Academy**--Carpenters Local Union 2236, The Crucible, East Bay
33   Municipal Utilities District, Eby Construction, HKIT Architects, Sheet Metal Workers
34   Local 104, Tradeswomen Inc., Unity Council, and Upscale Construction
35   **Law and Justice Academy**--Office of the Mayor, Oakland Unified School
36   District Board of Directors, Angela Glover Blackwell and Policy Link, Hastings Law
37   School Constitutional Literacy Program, Youth Law Works at UC Berkeley Law School
38   (Boalt Hall), Alameda County Commissioner Smiley, Women League of Voters,
39   Alameda County Office of Education, Rose Foundation for Communities and the
40   Environment, Golden Gate Law students, University of San Francisco Law School, UC
41   Hastings Law School, and The Rex Foundation.
42   **Media Academy**--Alternatives in Action, Bay Area News Group, KDOL, KTOP,
43   Media Enterprise Alliance, MORE Public Radio, OaklandLocal, Oakland Technology
44   Exchange, Oaktown Teen Times, The Oakland Tribune, Rose Foundation, Urban Peace
45   Movement, WriterCoach Connection, CSU East Bay, OUSD Facilities, Laney College.
46

1 **Supplemental Programming:**
2   1) Alternatives in Action (AIA) is the organization that implements the **extended**
3 **day programming** and youth leadership activities for Fremont HS.   Their mission is to
4 inspire Bay Area youth to realize their leadership potential and prepare them for college,
5 career, and community life. AIA is well positioned to continue to serve as an excellent
6 Lead Agency partner for Innovation School of Oakland. AIA's work is research based on
7 the model of "Integrated Student Supports (ISS)" which has been shown to boost student
8 academic progress (Child Trends, Moore & Emig, 2014). This approach aligns with
9 OUSD's strategies for ensuring meaningful student engagement by teaching participants
10 social and emotional learning skills (SEL). AIA's different programs and activities
11 support youth to develop into conscientious leaders who practice SEL skills, such as
12 recognizing emotions, developing empathy, and positively handling challenges.
13   AIA's work is aligned with the new school's approach of collaborative teams,
14 restorative practices and the development of youth voice in the school. At Fremont, AIA
15 has already had success implementing a summer "Leadership Boot Camp" to train school
16 peer leaders. Because of their fall orientation and extended day programming for 9th
17 graders, Fremont has had a 700% increase in ninth grade after school participation, from
18 11% to 77%. We expect 9th grade participation to approach 100% with the new school.
19   AIA's youth leaders , Youth Coaches, Peer Mentors, and Project Participants,
20 play a pivotal role in creating a culture of leadership on campus. Through the practice of
21 shared leadership, AIA's Youth Coaches help to oversee all extended day activities.
22 Youth Coaches address needs identified by their peers by running after school project
23 groups and developing community impact projects. Project groups help youth to build
24 skills in project planning, organization, facilitation, and content-specific skills such as
25 literacy, video and sound production, fitness, civic engagement, STEM and nutrition.
26 AIA works in full partnership with the school leadership and will be members of the
27 decision-making team. They have fully participated in the Proposal Writing Team.
28   2) **Sports**: ISO will continue to be fully involved in the Oakland Athletic League
29 as a full participant. Therefore, the sports that are currently offered at the school will
30 continue: Football, Volleyball, Basketball (male and female), Baseball, Softball, Cross-
31 Country (male and female) and Soccer (male and female) and Badminton (female).
32   3) **Summer School**: ISO will have students involved in the Summer Bridge
33 program as described above. Students will also participate in OUSD's Summer
34 School. However, when funding allows, ISO will hold its own summer school to support
35 the academic acceleration of students in English and Math. Funding for summer school
36 will come from categorical funding when available, with the approval of the school's
37 School Site Council.
38   4) **The Tiger Clinic** is operated by La Clínica de La Raza in collaboration with
39 OUSD. The Tiger Clinic works to improve the health, well-being and success of
40 Fremont students in school through the delivery of high-quality, comprehensive,
41 confidential, and teen-friendly care. The Tiger Clinic maintains summer hours. The
42 clinic offers medical and behavioral health to support continuity of care in the summer
43 months and access for students to take care of their health. See Facilities section for
44 discussion of possible expansion in the rebuild of the campus.

45

1 **Section IV   Teaching**   (7 page limit)

2

3 **Teacher Coaching**
4   The primary goals for teacher coaching at our school will always be to support
5 students to achieve at higher levels. In order for students to achieve, teachers need to be
6 constantly learning. In fact, it is part of our vision that our school becomes a learning
7 institution for the teachers, administrators, parents, and students in order to be
8 powerful. As part of this effort, we will organize the master schedule to include
9 collaboration time for the small learning communities during the day. As mentioned
10 earlier, these communities include the Pathways, the 9th grade and the Newcomer
11 program. Whole school professional development will focus initially on Design
12 Thinking and Literacy Strategies and on supporting teachers to maximize this
13 collaboration time through the use of student assessments (creating and interpreting),
14 collaborative curriculum planning and establishing family connections.
15   The coaching model for our school will be a combination of partial instructional
16 coaches (depending on budget) and peer coaching. There is a history at the campus of
17 teachers working collaboratively together when there were small schools here. Strong
18 schools are schools where teachers work in collaborative teams and are not isolated in
19 their classrooms. Teachers will plan lessons, share and examine student work, and create
20 and study assessment data together. We see this as being organized with the leadership
21 of an instructionally oriented principal, instructionally oriented assistant principals,
22 Pathway leaders and department chairs. The school's focus needs to be held at continual
23 academic improvement.
24   It is our intention that teachers develop the trust that is necessary to become a
25 powerful school. Working in isolation will not be considered an option. Everyone will
26 be expected to actively collaborate to continuously reflect and improve. As mentioned
27 above, we envision having teachers organized in their Pathways, Newcomer Program and
28 9th grade in such a way that they share students and can share strategies around supporting
29 students towards success. Teachers will create a process for giving and receiving
30 feedback, visiting each other's classrooms and video taping lessons. In addition, we plan
31 a structure where department chairs will be instructional leaders who have experience
32 teaching content and can be freed up at least one period to support teachers with subject
33 area content. New teachers will have a "teacher buddy" in their content area to assist
34 them in planning high quality lessons.   The focus of the coaching will be around student
35 engagement and classroom management as needed.   We intend to constantly work to
36 keep our students actively excited about their academic work. Thus feedback for teachers
37 is a necessity. We will hold literacy strategies front and center and will also create ways
38 that teachers can give feedback to each other around the quality of student projects by the
39 collaborative development of rubrics. We will also create structures for students to give
40 feedback to each other on their projects, as a learning tool.
41   In addition to academics, teachers will be supporting each other to develop
42 positive classroom culture across the school. Teachers will work together to create safe,
43 supportive, and stimulating learning environments. Through PBIS and restorative justice
44 training, administration and teachers will promote physical and emotional safety in the
45 classroom. Experienced teachers will observe new, less-experienced teachers in their

1 classrooms to help create the culture of inclusive and rigorous academics. Veterans will
2 also visit each other's classrooms to foster a growth mindset and a collaborative
3 culture.   It is important that all teachers incorporate practices that reflect and draw on
4 students' culture and experiences.
5   An Instructional Leadership Team (ILT) will be formed to assist the
6 administration in holding the instructional work of the school. This Committee will meet
7 at least twice a month after school. The members will be Pathway leads and Department
8 chairs. (See description in Leadership section)
9   Good teachers continually learn and develop. This must be the culture of
10 Innovation School of Oakland in alignment with having a Growth Mindset, working
11 collaboratively with Design Thinking Principles and being a true learning community.
12 Peer Review—teachers working collaboratively on lessons and offering feedback to each
13 other—combines the examination of course materials with in-class observations and
14 collegial discussion. This in turn promotes learning among the faculty. Ideally, these
15 discussions will create opportunities for teachers to reflect on and adapt their teaching
16 practices in order to become better teachers and increase student learning. Studying
17 assessment data and student work is also a necessary part of collaborative work.
18   A school where there is a culture where teachers are visiting each other's
19 classrooms means that administrators must also prioritize student and teacher learning, by
20 being in classrooms at least four hours each week. If the budget allows for an
21 instructional coach to be hired for humanities and one for math/science, the new teachers
22 will be prioritized for support. These positions will be prioritized once the school grows
23 to full capacity. Teachers will soon become used to seeing their colleagues in their
24 classrooms without fear of reprisal. Instead, we will approach coaching as part of the
25 learning culture at the school.
26
27 **Professional Development**
28 In addition to using a peer-coaching model, our school will create time in the school
29 schedule for professional development time each Wednesday afternoon. One Wednesday
30 a month teachers will share lessons with each other in content teams using a structured
31 protocol. This protocol will include sharing the lesson design, watching a clip of the
32 actual lesson on video and the student work that resulted from the lesson, in order to get
33 feedback on student results. Teachers will present their work at least once every
34 semester.   Administrators, including the principal will participate in these protocols. In
35 addition, assessment data when available will be shared with all teachers during this time
36 (benchmarks, CAHSEE data, ELL's English data, etc.). Students in the development of
37 this proposal have especially highlighted being prepared for the CAHSEE. They want to
38 be ready to pass it in the 10th grade. It will be a clear goal of the school that students that
39 start in the school in 9th grade will be prepared to pass both sections of the CAHSEE by
40 the spring of 10th grade. The exception to this will be the students who are enrolled in
41 the Newcomer program.
42   The Wednesday Professional Development time will be structured time. One
43 Wednesday will be for lesson sharing (as explained above). One Wednesday will be for
44 the Advisory Committee to share out plans for the coming month of Advisory
45 classes. Teachers will use common planning time to collaborate as detailed above, but
46 will have time as well on Wednesdays when District PD is not scheduled.   The last
47 Wednesday each month will be whole group time organized as needed with the input of

1 the Instructional Leadership Team. It will be during this last Wednesday each month that
2 the group learns together. Teacher leaders will put together a professional development
3 plan and calendar during the 2015-2016 school year for the 2016-2017 academic year. It
4 is important that the ambitious goals of this proposal be thoughtfully planned for.
5   Literacy and Engagement strategies will be focused on initially through a lens of
6 "culturally responsive" teaching. Research states that no one strategy engages students
7 all the time, but teachers need to learn to help students relate content to their own
8 background. This is the heart of being a culturally competent teacher. Additionally,
9 teachers will focus on developing common assessments and rubrics for Project-Based
10 Learning. Students have also asked, as part of the proposal writing process, that teachers
11 be well schooled on issues that affect their lives and cultures living in Oakland. It is thus
12 a priority to lift up student voice as curriculum planning continues. Please note the initial
13 PD plan calendar that is in the Education Program section. Additionally, it will be a
14 critical task as the next school year begins to plan additional professional development in
15 a timely and thoughtful way.
16   The principal will work with the ILT to structure the Wednesday PD time. This
17 time will be valued highly and will be carefully planned. The ILT will meet twice a
18 month with the principal to plan the PD time. Teachers will fill out weekly
19 evaluations/feedback forms in order to keep the group continually reflecting on
20 improving this practice and meeting teacher/student needs. Working on cultural
21 responsiveness means that we accept that we are all born, raised and develop in
22 culture. A cultural lens is central to learning, as it informs how we communicate with
23 each other, the way we receive information helps shape the way we think. Cultural
24 responsive teaching recognizes the importance of including students' cultural references
25 in all aspects of learning in order to keep students engaged. It is also critical to recognize
26 the power of the dominant culture and white privilege. It is critical to youth development
27 that the students have opportunities to engage with the adults in authentic, culturally
28 relevant ways. It will be the work of the school to keep culturally relevant pedagogy at
29 the forefront in order to keep students academically engaged. This means that their voice
30 and work must be valued in the classroom. As part of this effort, the teaching staff will
31 read Patrick Finn's book Literacy with an Attitude. The book helps teachers work
32 together on behalf of equity and justice and supports the use of language that empowers
33 students rather than demeans them. This book will support giving voice to parents as
34 well.
35   The principal will, in collaboration with teacher leaders, look for additional
36 funding (i.e. grants) to support teachers in having additional PD support in June, after
37 school is out and in August before school starts. Teachers will seek out and engage in PD
38 offered through the district, county educational programs, and other organizations to
39 further their individual professional development and bring ideas back to the
40 faculty. This time will be used to "go deep" on one of the above mentioned themes in
41 preparation for the new school year.
42   Ultimately, the most effective assessment for the professional development
43 program will be in the achievement of the students and the overall culture and climate of
44 the school.   Data will be reviewed to assess how the staff is doing. This data will include
45 SRI scores and how they improve, suspension and attendance rates, CAHSEE scores,
46 benchmark scores in English and Math and the number of referrals made by classroom

1   teachers.   Key data will be reviewed in SSC Meetings, ILT Meetings, the Site-Based
2   Decision Making Team (The Innovation Team) and as part of the regular Wednesday PD.
3   Plans will be adjusted as necessary. In the belief that continual feedback is necessary for
4   improvement, teachers will write reflections of all PD sessions. The ILT and the
5   principal will consider these reflections in planning.
6   New teacher support is a critical aspect of strengthening teaching on a school
7   campus. Because this proposal is oriented towards collaborative work above all else,
8   teachers will hold a culture, which supports new teachers in planning, feedback, advice
9   and just having someone to provide a listening ear. That said, new teachers will be
10 assigned a veteran teacher as a "buddy", either from within their content area or from
11 within their Pathway or other small learning community. Ideally teachers can be matched
12 who both share content and share students, though we know this will not always be
13 possible. Fremont has a veteran staff that taught on the campus when there were small
14 schools there. They know what a collaborative culture feels like and they are eager to be
15 supported to create and improve collaboration within the new small learning communities
16 on the campus. Additionally, an assistant principal will be tasked with being the "go-to"
17 person for new teachers. New teachers need to be well supplied with materials, have
18 administrative support as they learn the ropes and need to be check in with often, so that
19 isolation does not set in. The aim of having strong new teacher support is to reduce
20 teacher turnover and build the ranks of veteran teachers on the campus.
21   Initial contact has been made with teacher preparation programs in the area and
22 Innovation School of Oakland intends to develop and maintain robust communication
23 with Mills College, UC Berkeley, Stanford's STEP program and the state schools (East
24 Bay, San Francisco), in order to have student teachers on campus whenever appropriate.
25 Encouraging student teachers to learn from Fremont's veterans will also create a pipeline
26 of possible new teachers who know the school and want to teach there. We are
27 determined to create a school where teachers are excited to work.   Just as we are aiming
28 to create a high school that eventually has a waiting list of students, we have the same
29 goal for teachers. We want teachers who will feel it is a privilege and a joy to teach at
30 Innovation School of Oakland.
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Section V Facilities   (5 page limit)

        The facilities at the Fremont campus--Innovation School of Oakland are
scheduled to be rebuilt with Measure J funds. There have been considerable plans and
community engagements over the last few years. We expect the facilities planning to
accelerate with approval of this proposal. All new buildings will be built as energy
efficient buildings with sustainability a key theme. Green roofs, gray water usage and
other environmentally friendly aspects will be included in the design of the building as
appropriate.
        We are proposing that the new school be built to accommodate the small learning
communities that are in this plan.

1. 9th grade Small Learning Community--we want a wing of the school to be
dedicated to students who are in the 9th grade. The 9th grade needs to accommodate
approximately 280-300 students.   This wing will require a computer lab, half should be
PCs and the other half would be Mac to appropriately accommodate skills connected to
pathways. There will be a central hub that breaks out into classroom. A 9th grade office,
including conference rooms, will be located in the 9th grade wing.

2. **Newcomer Section**--we propose that a wing of the school be dedicated to the
Newcomer program. We expect to continue to serve approximately 200 students per
year, but some allowance for growth should be included in the building plan. This
section should include a language lab to facilitate English language learning. A small
office for the director and a counselor of the Newcomer program should be included in
this section.

3. Pathways--we propose that each of the Pathways have a separate wing of the school.
Each Pathway will need classroom space and maker spaces for approximately 200-220
students.
       a. **Digital Media and Technology**: This Pathway will need to have several
         computer labs to accommodate the career-technical classes.
       b. **Science, Health, Forensics**: This Pathway will require several state of the art
         science/forensic labs to accommodate career-technical classes.
       c. **Engineering and Architectural Design**: This Pathway will require both
         computer labs for career-technical classes, a Robotics lab and a building-
         design classroom.
       d. **Global Studies and Public Service**: This Pathway will require a computer
         lab and language lab.
       e. **Administrative space for each Pathway**: a small office needs to be part of
         each Pathway wing to accommodate counseling and administration for each
         small learning community.

4. Classrooms--all classrooms need to be outfitted with ceiling LCD projectors, white
boards, and smart boards, built in bookshelves and have the flexibility to have open
classrooms/blended learning. Science labs will be built for each Pathway.

1   **5. Administration/Office**--the school will require offices for the principal and assistant
2   principals. There will need to be an office conference room.   There will also need to be
3   several offices for counselors and the Extended Day Program.
4

5   **6. Cafeteria (Kitchen), Auditorium**--these facilities are necessary for the school. Both
6   of these areas need to be rebuilt from the ground up. The cafeteria needs to be able to
7   serve 1400-1600 students with 5-6 lunch lines and outside stands. The auditorium needs
8   to be rebuilt to hold the entire campus. The current auditorium is simply too small. This
9   should include state of the art lighting, sound and projection systems.
10

11   7. **Parent Resource/College Resource Center**: One large space will be dedicated as
12   shared space for parents and for students. The parents require enough space to have a
13   classroom and to hold private meetings. The College Resource Center will take up less
14   space as students will meet individually or in small groups with college resource
15   counselors. We wish to co-locate these services together in order to facilitate the
16   conversation between parents and their children regarding college.
17

18   **8. Sports Facilities**: The sports facilities: gym, football field and locker rooms need to
19   be state of the art. Our stadium should be appropriate with the correct sized football field-
20   which can also house our baseball diamond- stands/bleachers, lights and a working
21   scoreboard. The gym should be flexible to support many sporting activities and school
22   events. The community group that has been meeting with the Facilities Department are
23   also exploring an indoor track. Students should have access to our swimming pool
24   located across the street. It is critical that sports thrive at Innovation School of Oakland.
25

26   **9. Community Health Center:** Current clinic facilities are at full capacity, and thus a
27   new health center needs to be built (with possible support of Atlantic Philanthropies). In
28   the meantime, space on the current campus will be identified to house additional
29   behavioral health staff and interns in close proximity to the clinic. Plans for the new
30   campus will include an expanded health center, with capacity to house adequate partner
31   support. Community members will have access to the new health center including a
32   multi-purpose room, which can be used for meetings or health workshops.
33

34   **10. Child Care Center:** for parents, students, teachers and community members to be
35   built near the health center.
36

37   11. **Electronic Board/Marquee**-Preferably this should be located at the corner of
38   Foothill Blvd and High St. It should be equipped with LED lights so that the community
39   can be informed about school activities.
40

41   12. **Quad/Courtyard**- A central outdoor green area should be available for use for all
42   students and staff throughout the school day. This should include a lawn area (or
43   appropriate green space, given drought concerns), trees, and seating area.
44

45   13. **Library**-the main building where our central office and library are currently located
46   must be refurbished and updated to all current codes, including earthquake retrofitting.
47

1   The Parent Resource Center/College Resource Center, the Health Center and the
2   Child Care Center will combine to make the Innovation School of Oakland a true
3   community school.
4
5   The space allocated for Innovation School of Oakland is not big. The two and a
6   half acre space is one of the smallest in the state of California for a large comprehensive
7   high school campus. The community must continue to be involved and engaged in the
8   redesign of the facilities at the campus to assure that the designs for the new buildings are
9   in alignment with this proposal and the needs of the community for the school.
10
11 Outdoor space on the campus is at a premium but the school has long used the open plaza
12 for outdoor lessons for students. (e.g. Algebra students come outside to measure and then
13 graph certain spaces). Once the design of the school is finalized there will be an interest
14 on the part of the Science, Health, Forensic Pathway to have space for a student
15 garden. This student-led project will be used to teach ecology, sustainability and food
16 economics as well as being a youth leadership opportunity.
17
18
19 **The facilities process that has been identified by the district is as follows:**
20
21 **February - May 2015**   Capacity Study: Focus groups, community survey, and
22   demographic study to inform the recommended enrollment
23   size for the Fremont campus.
24
25 **May 2015**   Begin Community Engagement: Project committee of
26   staff, students, parents and community members will act as
27   representatives and liaisons for the design process.
28   Community-wide engagements and communications
29   will be on-going.
30
31 **June 2015-July 2016**   Facility Design: Architects, OUSD staff and project
32   committee will collaborate to ensure facility meets
33   the needs of the community and Fremont's new academic
34   program (for the new school Innovation School of
35   Oakland)
36
37 **December 2016**
38   **May-September 2018**   Construction: Phased construction is planned to minimize
39   disruption for Fremont's students and academic programs.
40
41 The Facility Development Team will be working in partnership with the Site Based
42 Quality School Development Committee (SBC) responsible for developing a renewed
43 academic program for Innovation School of Oakland over the next 18 months.
44
45
46
47

1
2   **Final Words:**
3
4   As evidenced by the Letter of Intent submitted to OUSD in March of 2015, the
5   original intent of the Proposal Team was to redesign the school into a 6-12 grade
6   configuration. However, over the course of the spring and after many community
7   engagements, the Proposal Team made the decision that in order to create the school that
8   the community wants and needs, it was necessary to focus first on building a high school
9   that is second to none.
10
11   It has been gratifying and energizing to engage meaningfully with parents whose
12   children are attending schools in the Education for Change charter system. Two of these
13   parents joined our Proposal Team and their input has been invaluable. We recognize that
14   during the school year 2015-16 the Innovation (Fremont) community must deepen their
15   relationship with both district and charter middle schools and K-8's, in order to
16   substantially grow the size of the 9th grade. In order to do this, there is much work to be
17   done to establish a 9th grade that will serve all students with challenging, engaging and
18   exciting curriculum. The Proposal Team felt that in order to develop an excellent 9th
19   grade program and recruit the students, that it was unrealistic to plan a new 6th grade at
20   the same time. We want to be successful in this school transformation so we must be
21   thoughtful and plan carefully.   We also determined that there is a higher need for an
22   excellent comprehensive high school, than there is for another excellent middle school in
23   the neighborhood.
24
25   Consequently, this proposal is being submitted as a transformation of the high
26   school only with a grade configuration of 9-12. The parents were also very clear at all of
27   our engagements about their strong desire for Pathways and School to Career
28   opportunities for their children. The Proposal Team aspires to build the school that the
29   parents desire for their children. Therefore, the 9th grade, building out the new Pathways
30   and professional development for the teachers must remain the key foci of the proposal.
31
32   Nevertheless, please know that the Proposal Team recognizes that establishing
33   culture and high academic standards in a middle school continues to have merit. If it
34   were determined in the future that Innovation School of Oakland would benefit from
35   expanding into a middle school, the group would be open to such an expansion.
36   However, the size of the campus is small. We want the new school to be built to create
37   small learning communities within the school—this is also a key aspect of the design:
38   that students are able to create strong, caring relationships with adults in the various
39   learning communities within the school. So, if the high school is going to have the
40   facilities that the students deserve, and if the school is successful in attracting the
41   numbers of students it expects to serve, there may very well not be room for a middle
42   school on the campus. Therefore, whether or not a middle school ever becomes part of
43   Innovation School of Oakland is simply a decision that must be postponed for the future.
44
45

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Quality School Development Proposal

Frick Middle School

1   # Executive Summary

2   This section in its entirety will be provided to the Superintendent and the Board of
3   Education of Oakland Unified School District and will be posted online for the public to
4   review, immediately upon submission of this application. Complete this form directly
5   into the Word file for ease of formatting.

6

Name of Applicants/Design Team	Frick Impact Academy Proposal Writing Team
In-District or Charter Applicant	In-District
Grade Configuration	Grades 6th -12th
Model or Focus (e.g., Blended Learning, Dual Language, etc.)	STEAM (Science, Technology, Engineering, Arts, Mathematics) focus
Name of Intensive Support School	Frick Impact Academy
Primary Contact (name, email, mobile phone)	Ms. Sharon Gray Sharon.gray@ousd.k12.ca.us (415) 912-6451

7

1   # Frick Impact Academy

2   # Executive Summary Narrative

3   ## A. Culture

4   *Mission*
5   The Frick Impact Academy will provide innovative Science, Technology, Engineering, Art
6   and Mathematics (STEAM) curriculum for students in grades 6-12 in a robust learning
7   environment where students are supported by the entire school community, including school
8   leaders, teachers, other students, families, community-based organizations working on the
9   school site and staff. School leaders, teachers, students, families and community members
10 will work together to ensure that all students reach their full potential. *Vision:* Every Frick
11 scholar graduates from high school, college and career ready.
12
13 The Frick Proposal Writing Team (PWT) employed a variety of outreach strategies to solicit the
14 involvement across stakeholder groups of students, families, school and community members
15 including: mass mailings to over 1800 households; individual interviews with stakeholders;
16 phone banking and door knocking; a launch event in late April, where over 100 interested
17 families attended. All outreach efforts and materials were conducted in English and Spanish. A
18 total of 147 Letters of Intent to Enroll were submitted for 147 prospective students. In addition,
19 122 community residents signed statements of support for the new school.
20
21 The proposed school program proposes to build on the assets of the Frick School Community
22 and to address the following needs articulated in the 2015 Call for Quality Schools: low
23 enrollment; higher than average truancy and disciplinary actions; and need for additional
24 academic support. The school's Academic Performance Index (API) in 2013 was 621, and
25 declined by 22 points from the previous year. California Standards Tests show that
26 approximately a quarter of Frick students are proficient in English Language Arts and
27 Mathematics. The proposal provides for a rigorous STEAM academic program, teacher
28 training and supports, student health and mental supports, family supports, and supplemental
29 programming including after school, Summer and sports programs.
30

31 ## B. Leadership

32 The school leader profile accounts for Educator Development and Pipelines pillars, as set
33 forth by OUSD's Pathway to Excellence: 2015-2020 Strategic Plan. The process of
34 selecting Frick's ideal leader will have authentic input, including direct participation, as set
35 forth by OUSD Board selection policies. The Frick's ideal leader will: Possess an in-depth
36 understanding of the school's history and community; have previous work experience with
37 the proposed targeted population; have a collaborative leadership style; be committed to
38 attracting diverse, culturally competent staff; possess excellent personnel management
39 experience; be the instructional leader and will have a track record of resounding passion for
40 scholar achievement and will be firmly steeped in STEAM education; understand how
41 critical pedagogy, inquiry-based instruction and problem solving, rigor, project- based and
42 collaborative learning relate to these disciplines and present-day career pathways; ensure

1   that Frick's education plan is data driven and will be highly adept at integrating technology
2   in the learning environment; encourage teachers to fully engage in their own professional
3   growth; have a track record of developing, implementing, and evaluating restorative justice
4   practices and positive behavior intervention systems; have a history of taking risks,
5   exercising good judgment and the ability to anticipate problems; have superb follow
6   through; will understand the critical components of organizational management including
7   the budgetary decision-making process; have demonstrated ability to be effective as a new
8   administrator; and must posses an Administrative CA Credential.
9

C. Education Plan

11   Frick Impact Academy is focused on the preparation of all students for college, career, and life
12   success. The proposed curriculum model is based on David Conley's ***Four Keys to College and***
13   ***Career Readiness*** and focuses on Science, Technology, Engineering, Art, and Math (STEAM).
14   The curricular model is aligned with California's Common Core College and Career Readiness
15   Anchor and grade specific standards, inclusive of 21st Century skills.
16
17   The alignment of linked learning and career pathways within the components of the ***Four Keys***
18   ***Model*** will support vertical alignment by providing opportunities for real life application of the
19   strategies, content knowledge and learning skills outside of the traditional classroom, through
20   STEAM internships and externships, service learning opportunities, and Youth Action Research.
21
22   The curriculum model, including the STEAM focus, will be culturally responsive to meet the
23   needs of the target population of prospective scholars of color. Critical Pedagogy will provide a
24   foundation for students to engage in a transformative educational process and reclaim ownership
25   of their own learning including self-efficacy.
26
27   The learning environment will feature smaller class size 20:1; personalized learning; will include
28   on-line learning (embedding technology in every classroom and 1:1 technology for every student
29   and teacher). Further the learning environment will be collaborative across both teachers and
30   students where each group will work in teams to provide peer support and accountability to
31   accelerate learning.
32
33   The philosophy and approach of the model provides full access to the core curriculum and
34   acceleration for all Frick Scholars including English Language Learners, Special Education
35   Students, and Gifted/Talented and Academically Advanced Students.
36
37   Supplemental programs and services will include: Full Service Community Schools: Family
38   Support, Health and Extended Day; Extended Day - Afterschool programs: Academic Support
39   and Enrichment Programs; Sports; Summer Bridge Programs for incoming 6th Graders and
40   outgoing 9th graders.
41
42   The Frick Impact Academy will utilize grade level appropriate assessments that will align
43   with the curriculum and the performance goals of the school, as well as with California's
44   Common Core State Standards (CCCSS) and other state standards. The NWEA Measures of
45   Academic Progress (MAP) computer adaptive interim assessments will be implemented at

1 the Frick Impact Academy. MAP assessments will be administered 3 - 4 times per year in
2 Reading, Language Arts, and Math.
3

4 ### D. Teaching

5 Teacher Coaching will enable all teachers to implement a technology-infused, project-based
6 multicultural Common Core curriculum across various student ability levels inclusive of
7 ELL and special education students. All persons involved in teacher coaching will receive
8 advance training to ensure consistency in the evaluations and adherence to OEA and OUSD
9 regulations and agreements.
10
11 Frick Impact Academy proposes to hire one FTE Teacher Coach who will serve as the point
12 person and coordinator for all teacher coaching and professional development activities.
13 Professional Development (PD) will be designed and implemented to strengthen teachers'
14 capacity to serve the cultural, linguistic and learning needs of students. PD will be supported
15 by the Principal/Teacher Coach, Instructional Leadership Teams and outside consultants
16 with expertise on both the topic and culturally responsive teaching methodologies. A Special
17 Education and an ELL Instructional Leadership Team will be created.
18

19 ### D. Facility

20 The recommendations for facilities include the utilization of all existing buildings and outdoor
21 spaces to accommodate the growth of a STEAM academy that will serve scholars grades 6th
22 through 12th. It is recommended that the first floor of the main building be modified to
23 accommodate the middle school (grades 6th - 8th) classrooms and that the second floor house the
24 proposed high school (grades 9th - 12th). Finally, the proposal recommends significant
25 improvements to the outdoor space to accommodate "outdoor classrooms," a community
26 partners building, additional green space, and sports facilities.
27
28 The modifications are necessary in order to implement the STEAM programs outlined in this
29 proposal, the existing building classroom spaces must be upgraded to meet 21st Century
30 Classroom guidelines as described in the OUSD Facilities Master Plan. In addition, the proposed
31 classroom modifications are aligned with the *OUSD Design Guidelines* that include
32 specifications for 21st Century Classrooms, Flexible Classroom Configurations, Classroom
33 Environment, Classroom Storage, and Classroom Technology. The modifications to the outdoor
34 spaces are also necessary to deliver the academic STEAM program that supports an extensive
35 sports medicine and chiropractic foci.

1 Quality School Development Pillars

2 Executive Summary

3 The Pillars of Quality School Development are to be considered throughout the school
4 proposal. In the space below please provide bullet points of elements of your proposal
5 that align with each Pillar.
6

PILLARS	*Elements of proposal that align to Pillars.*
1. **Educator Development and Pipelines** – Successful schools will be led by effective leaders who work collaboratively to develop and nurture a cross-functional leadership team. The school will help educators develop through effective professional learning and recognize effective educators for their success.	The Frick's ideal leader will: • Possess an in-depth understanding of the school's history and community; • Have previous work experience with the proposed targeted population; • Have a collaborative leadership style; • Be committed to attracting diverse, culturally competent staff; possess excellent personnel management experience; • Be the instructional leader and will have a track record of resounding passion for scholar achievement and will be firmly steeped in STEAM education; • Understand how critical pedagogy, inquiry-based instruction and problem solving, rigor, project- based and collaborative learning relate to these disciplines and present-day career pathways; • Ensure that Frick's education plan is data driven and will be highly adept at integrating technology in the learning environment; • Encourage teachers to fully engage in their own professional growth; • Have a track record of developing, implementing, and evaluating restorative justice practices and positive behavior intervention systems; • Have a history of taking risks, exercising good judgment and the ability to anticipate problems; have superb follow through; • Will understand the critical components of organizational management including the budgetary decision-making process; • Have demonstrated ability to be effective as a new administrator; and • Must posses an Administrative CA Credential.

PILLARS	*Elements of proposal that align to Pillars.*
2. **Strong School Culture** – The school will have a mission, vision, and values that are focused on high academic achievement for students while preparing them for college, career, and community success. The school will stress the importance of education as well as the social and emotional well-being of students. This feature must permeate all other components of the school and include restorative practices as a part of the approach to strengthening culture.	• *Mission*: The Frick Impact Academy will provide innovative STEAM activities for students, grades 6-12, in a robust learning environment where students are supported by the entire school community, including school leaders, teachers, other students, families, and community-based organizations. • School leaders, teachers, students, families and community members will work together to ensure that all students reach their full potential. • The new academy will provide relevant STEAM career pathways (e.g., Technology/Robotics and 'Art) and fully integrate Special Education and English Learner students. • Accelerated learning opportunities will be provided for all students to prepare them for college, career, and life successes. • The academy will provide socio-emotional learning supports, including Positive Behavioral Interventions and Supports (PBIS) to ensure the success of every student. • The Frick Impact Academy will be a welcoming learning environment for students, families, administrators, teachers, staff, and community partners. School leadership, administrators, and teachers will work together with site-based community partners, students, and families to monitor and track student achievement. • Teachers will feel supported and valued for their critical role in facilitating student learning. • Families will feel informed about their children's academic trajectory and able to help their children make healthy and productive choices at school, in the community, and in life. • Students will feel valued for their assets, authentic experiences, academic mastery, and their efforts to achieve. • *Vision:* Every Frick scholar graduates from high school and college, and is career ready. • *Value Statement***:** We believe that access to educational opportunities, health services, and social supports should not be dictated by race, class, language, gender, or ability. We believe that when young people are healthy, they are better able to learn and succeed. We believe that students succeed when we partner with, engage and strengthen families. We believe that excellent instruction is the key to accelerating learning and can be realized in every classroom when we build on teachers assets and engage them as leaders in the school community. • Both PBIS and Restorative Justice principles will guide the behavioral and disciplinary policies and expectations of the entire school community.
3. **Increased Time on Task** – Successful schools will intentionally use time to maximize student learning. Extended school days, weeks, and years are integral components. Additionally, the school must prioritize providing teachers' time for planning, collaboration, and professional learning.	• Key Learning Skills: goal setting; persistence; self-awareness; motivation; help seeking; progress monitoring; and self-efficacy. • Key Learning Techniques: time management; study skills; test taking; note taking; memorization; strategic reading, collaborative learning and technological proficiency. • Response to Intervention (RTI) • Professional development and time for teacher collaboration • Partnership with Leadership Public Schools • Inquiry-based instruction and problem solving • Acceleration • Individualized based on the *zone of proximal development*

PILLARS	*Elements of proposal that align to Pillars.*
	• Rigorous data driven, high level Instruction • Academic discourse and academic vocabulary • Bell to bell strategies (Do Now) to maximize instructional time • RTI grouping of students Tiers 1-4 to differentiate instruction • Ongoing checks for understanding (ExitTicket) • Classroom and community project-based learning (Internships, Science Fairs, Student Action Research, Hack-a-thons*)* • Technology will support many of the instructional strategies. • 100% of teachers will participate in professional development (PD) and lead at least one PD activity each school year, as measured by sign-in logs and agendas. • Full Service Community Schools: Family Support, Health and Extended Day • Extended Day - Afterschool programs: Academic Support and Enrichment Programs • Sports • Summer Bridge Programs for incoming 6th Graders and outgoing 9th graders.
4. **Rigorous Academics** – Effective schools ensure teachers have access to foundational documents and instructional materials needed to help students achieve high growth. This includes data-driven inquiry cycles that support regularly assessing student progress, analyzing student progress, and re-teaching skills with the expectation that students master standards.	• Key Learning Skills: goal setting; persistence; self-awareness; motivation; help seeking; progress monitoring; and self-efficacy. • Key Learning Techniques: time management; study skills; test taking; note taking; memorization; strategic reading, collaborative learning and technological proficiency. • Response to Intervention (RTI) • Professional development and time for teacher collaboration • Partnership with Leadership Public Schools • Inquiry-based instruction and problem solving • Acceleration • Individualized based on the *zone of proximal development* • Rigorous data driven, high level Instruction • Academic discourse and academic vocabulary • Bell to bell strategies (Do Now) to maximize instructional time • RTI grouping of students Tiers 1-4 to differentiate instruction • Ongoing checks for understanding (ExitTicket) • Classroom and community project-based learning (Internships, Science Fairs, Student Action Research, Hack-a-thons*)* • Technology to support many of the instructional strategies. • Problem formulation: hypothesize and strategize • Research: identify and collect • Interpretation: analyze and evaluate • Communication: organize and construct • Precision and accuracy: monitor and confirm • Curriculum and materials are Common Core aligned; proven to produce strong results • Free and open source material that is cost effective and readily accessible • Editable and flexible material that can be tailored to the needs of the individual students and the classroom • Grade level appropriate assessments, including baseline, interim, and summative assessments to measure and evaluate academic progress at the following levels: 1) individual student; 2) student cohorts (grade level, English Learners, gender, race/ethnicity, and students with disabilities); and 3) school-wide. • Implementation of the NWEA Measures of Academic Progress

PILLARS	*Elements of proposal that align to Pillars.*
	(MAP) computer adaptive interim assessments. • MAP assessments will be administered 3 - 4 times per year in Reading, Language Arts, and Mathematics. • MAP assessments are cross grade, providing measurement of students performing on, above, and below grade level. • MAP assessments will: • Inform instruction using valid, reliable, and real time data • Measure the growth of every student over time, regardless of on, above, or below grade level performance • Engage student and families in goal-setting • Reinforce evidence-informed instructional practices • Evaluate programs and identify professional development needs • Compare and predict achievement and growth over time • Interim assessments will support academic acceleration, differentiated instruction, and data driven collaboration between teachers for program improvement. • A clear schedule for data analysis will be built into the professional development system for the school. • The data analysis protocol will call for school wide, grade level, content area, and special subgroup data analysis to monitor progress, refine and improve instruction, and identify professional development needs on an ongoing basis. • OUSD Science Benchmark Assessments will be utilized to measure student progress in Science. • State Balanced Assessment Cards will be administered in alignment with OUSD testing requirements. • Attendance, school discipline, student and parent satisfaction, and other school climate measures will be utilized to track progress towards school engagement and climate goals. • Frick Impact Academy will report data on its progress twice a year to the larger school community to engage students, parents, and community partners in the program improvement process. • The Design Team proposes specific, measurable, achievable, realistic, and timely (SMART) performance goals categorized in three overarching categories: culture, implementation, and growth.
5. **Linked/Personalized Learning** – Students will be exposed throughout a K–12 program to different educational options that go beyond the "four walls" of the school in effective schools. This will include bringing relevance to students' lives and the world of real world of work through the curriculum, allowing students to innovate and create, having them concurrently enrolled in college classes, engaging them in internships, using online learning, and providing students access to career pathways in our secondary schools.	• Frick Impact Academy will expand traditional classroom setting to include on-line learning, internships, externships, Youth Action Research along STEAM pathways. • Embedded technology in every classroom and 1:1 technology for every student and teacher will further accelerate linked and personalized learning by enabling scholars to access educational resources outside of the classroom. • The monthly PD topics for instructional staff will include: Linked Learning and Career Pathways: How to integrate "the real world" into your classroom and make the curriculum relevant to your students.

1

1 # SECTION I. CULTURE

2 *Introduction:* The proposed Frick Impact Academy will offer a rigorous education centered on
3 Science, Technology, Engineering, Arts, and Math (STEAM) in East Oakland. A STEAM focus
4 will prepare the target student population for academic and career success in a 21st-century
5 world and respond to employer needs for a more diverse workforce in rapidly growing industry
6 sectors. Learners will experience exceptional instruction in technology-infused classrooms.
7 Learning will be personalized, linked to students' lived experiences and integrated with STEAM
8 career pathways. The Frick Impact Academy Quality School proposal emerges from an analysis
9 of qualitative and quantitative school, district, and neighborhood data derived from stakeholders'
10 interviews, parent surveys, and education-related best-practice research. The proposal adheres to
11 district, state, and federal mandates, including Common Core Standards. This proposal reflects
12 the expertise of a diverse, multidisciplinary group of stakeholders, committed to designing and
13 sustaining a viable state-of-the-art school for 6th- to 12th-grade students. The Proposal Writing
14 Team (herein referred to as the "Design Team") is comprised of the following stakeholders:

Team Leads, Frick Middle School	Sharon Gray, MA, Math Teacher Christina Anderson, MA, Special Education Teacher
Educators and School Staff, Frick Middle School	Nora Gutierrez, MA, English Language Arts and History Teacher Dewanna Slaughter, MA, English and History Teacher Nimrod Cahn and Lucias Porter, After School Instructors Eddie Franklin, School Security Officer Rueben Roberts, Restorative Justice Staff Karen Slider, Teaching Assistant
Students, Frick Middle School	Luis Antonio (8th), Josiah Harris (7th), Angel Lopez (7th), Justin Saunders (7th), and Janique Saunders (6th)
Parents, Frick Middle School	Johnell Antonio, Juan Lopez, Blanca Lopez, and Alisha Saunders
Community Collaborators	Alum: Dorothy Lawrence Safe Passages: Josefina Alvarado Mena, Esq.; Quinta Seward, PhD; Alicia Perez, MPP; Isabelle Mussard, JD; and Demetrie Broxton, MA

15 ## Vision and Mission

16 *Mission:* The Frick Impact Academy will provide innovative learning opportunities with a
17 STEAM focus for students in grades 6–12. The Frick Impact Academy will offer a robust
18 learning environment in which students are supported by the entire school community. School
19 leaders, teachers, students, families, and community members will work together to ensure that
20 all students reach their full potential. The new academy will provide relevant STEAM career
21 pathways (e.g., technology, robotics, and art) and fully integrate Special Education and English
22 Learner students. Accelerated learning opportunities will be provided for all students to prepare
23 them for college, career, and life successes. The academy will provide socio-emotional learning
24 supports, including Positive Behavioral Interventions and Supports (PBIS) to ensure the success
25 of every student.

1 The Frick Impact Academy will be a
2 welcoming and asset-focused learning
3 environment for students, families,
4 administrators, teachers, staff, and community
5 partners. Teachers will be supported and
6 valued for their critical role in facilitating
7 student learning. Families will have
8 information about their children's academic
9 trajectory and will be engaged as partners in
10 their children's education. A Full Service
11 Community School, students and families
12 will access services and supports that improve
13 their well-being, stability, and self-
14 sufficiency. Frick scholars will graduate
15 equipped with the skills, knowledge, and
16 credentials to pursue college, career, and
17 vocational training.

VISION FOR A FRICK SCHOLAR

- College and Career Ready
- College Acceptance
- High School Graduate with A-G Requirements
- Aspirations for the Future
- Mastery of Content Knowledge and Skills
- Understands the Structure of Knowledge
- Understands the Value of Learning
- Attributes Success to Effort
- Ownership of Learning
- Persistent and Motivated
- Self-aware and Help Seeking
- Sense of Self-Efficacy and Resilience
- Internalized Key Learning Techniques
- Self-advocacy in Higher Education Setting

18 *Vision:* Every Frick scholar graduates from
19 high school and college, and is career ready.

20 *Value Statement:* We believe that access to
21 educational opportunities, health services, and
22 social supports should not be dictated by race,
23 class, language, gender, or ability. We believe that that when young people are healthy, they are
24 better able to learn and succeed. We believe that students succeed when we partner with, engage,
25 and strengthen families. We believe that excellent instruction is the key to accelerating learning
26 and can be realized in every classroom when we build on teachers' assets and engage them as
27 leaders in the school community.
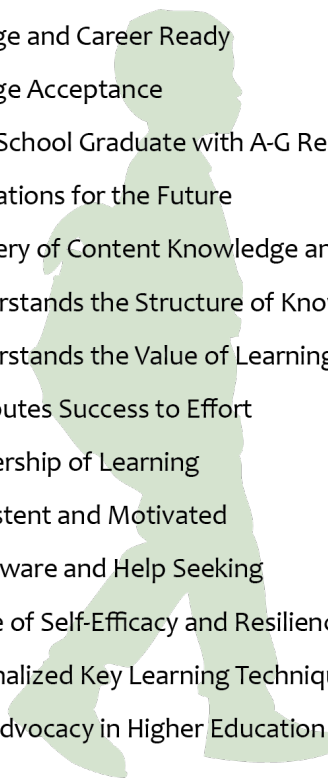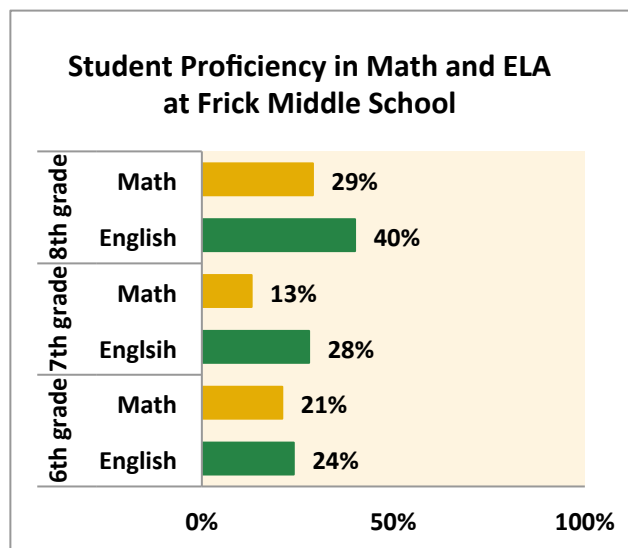
28 ## B. Targeted Student Population

29 *1. Intensive Support School*
30 The Frick Impact Academy—A STEAM Magnet School serving 6th- to 12th-grade students
31 proposes to redesign what is currently Frick Middle School, drawing students citywide, with
32 priority given to students living the East Region neighborhoods surrounding the school
33 community.
34
35 *2. Student Demographics*
36 The Frick Impact Academy will target the following priority populations: African American
37 male and female students; low-income students; English Language Learners; and students
38 entering below grade level academically. During the 2013–2014 school year, 312 students
39 enrolled in Oakland Unified School District's Frick Middle School. Of these, the majority (52%)
40 of students are African American, 43% are Latino/Hispanic, and 3% are Native Hawaiian and
41 Pacific Islander. Twenty-two percent of students are English Language Learners.[i]
42

1 As the district's Strategic Regional Analysis (SRA) of April 15, 2015, reveals, 49% of all OUSD
2 students live in the East Region, where Frick Middle School is currently located. However, very
3 few students choose Frick as their middle school and instead attend other nearby middle schools.
4 The East Region loses many students during their transition from 5th to 6th grade and even more
5 as they enter 9th grade. Of the students in the Frick catchment area, 28.9% attend charter
6 schools. As demonstrated by the SRA data, there is a sufficient pool of students in the East
7 Region to sustain a 6th- to 12th-grade grade school on the existing Frick campus. This region
8 also has the highest rates of English Language Learners (42%), for whom the Frick Impact
9 Academy could also appeal.

10 *3. Academic, Social, and Emotional Needs of the Target Population*

11 The Frick student population has declined precipitously in recent years (there were 669 students
12 enrolled in 2004–2005, and with very little exception, enrollment has declined every year).[ii]
13 Students who remain in the school are nearly all (96%) socioeconomically disadvantaged[iii] and
14 struggle to meet basic needs. Eighty-five percent of students are eligible for Free and Reduced
15 Lunch. A recent school health-needs assessment found that nearly half of Frick students need,
16 but do not always receive, medical care (47%) or dental care (44%), and that a majority of
17 students (66%) would likely use school health services if they were offered.[iv]

18 Like many of the other students attending public schools in East Oakland, Frick students
19 experience high levels of environmental stress both in and out of school.[v] The Frick Middle
20 School campus is located in East Oakland at the intersection of Foothill Boulevard and 64th
21 Street. Cattycorner to the school, near the corner of 64th and Banner, is the Evergreen Cemetery,
22 and across the street from the school is Concordia Park. The campus is located in a working-
23 class neighborhood, where people take pride in their homes and where they are security
24 conscious. Despite community assets, people living and/or attending school in the area
25 experience the reality of urban crime and strife. The campus is located in the Police Beat 29X,
26 which has some of the greatest community stressors in Oakland, including high concentrations of
27 poverty, unemployment, violent crimes,
28 and burglaries.[vi]

29 Nearly a quarter of students report feeling
30 unsafe in school (23%, compared to 13%
31 district-wide); 17% report gang
32 involvement (8% district-wide); and 49%
33 report having been in a physical fight
34 (26% district-wide).[vii] These
35 environmental stressors contribute to
36 higher-than-average truancy and
37 disciplinary actions. The proportion of
38 Frick students with unexplained absences
39 for three days or more is 90%, which is
40 more than double the rate throughout the
41 district, and the suspension rate among
42 Frick students is 85%, compared to a

Student Proficiency in Math and ELA at Frick Middle School

8th grade		
Math		29%
English		40%
7th grade		
Math		13%
Englsih		28%
6th grade		
Math		21%
English		24%

0%   50%   100%

1 district rate of 15%.[viii] In spite of environmental stressors, a large majority (64%) of Frick 7th-
2 grade students describe feeling connected to their school (compared to 58% district-wide).[ix]

3 Frick students are also in need of academic support. The school's Academic Performance Index
4 (API) in 2013 was 621 and declined by 22 points from the previous year.[x] California Standards
5 Tests show that approximately a quarter of Frick students are proficient in English Language
6 Arts and Mathematics (see figure above).[xi]

7 ## C. Family and Community Support for the Application

8 ### 1. *Role of Family and Community Members in the Application*

9 The Frick Impact Academy proposal was developed in partnership with the a diverse group of
10 stakeholders who participated on the Design Team, as well as a robust community engagement
11 effort. The Design Team includes teachers with classroom experience, students, parents, and
12 community members, and is led by two Frick Middle School teachers. Sharon Gray is a recipient
13 of the Kent Award for Excellence in teaching (Math) in 2002. She has successfully taught in a
14 variety of learning environments, including Urban GATE, bilingual rural, and higher education.
15 She is driven by a desire to achieve equity in public education to ensure that all students receive
16 a quality education. Christina Anderson has been teaching Special Education for the past five
17 years (three of five years at Frick). Ms. Anderson strongly believes that every student can learn
18 and deserves the best that a teacher can give. Her motto is "Students rise to high expectations."

19 Other team members include Nora Gutierrez, who also teaches at Frick Middle School. For the
20 past 18 years, she's addressed the needs of English Language Learners, a target population for
21 the proposed school. The Design Team also includes students, parents, and alums, all of whom
22 want to see the school enhanced and sustained. Dorothy Lawrence attended Frick in the 1990s
23 and currently works as a training and quality specialist at Lucile Packard Children's Hospital
24 Stanford. Ms. Lawrence attributes some of her success in life to attending Frick, her
25 neighborhood middle school.

26 Frick's community partner, Safe Passages, has nearly 20 years of experience designing and
27 evaluating programs and services in schools, including Frick, and has participated on school
28 redesign teams at nearby schools, such as Coliseum College Prep Academy. The Design Team
29 met twice a month starting in January 2015 to provide their input. A smaller working group
30 comprised of lead teachers and Safe Passages met more frequently to flesh out the proposal. In
31 addition, the Design Team conducted a variety of outreach efforts to garner support and input
32 from the broader Frick school community.

33 Parents/guardians, school alumni, and community members played a critical role as members of
34 the Design Team in the form of stakeholder interviews, parent surveys, and focus groups, and as
35 volunteers in the door-knocking and project-launch events. Their voices helped shape the
36 proposal's emphasis on STEAM, the expansion to grades 6–12, and the mission, vision, and
37 values statement. In addition to doing local outreach, Design Team members attended district-
38 organized school-site visits to Los Angeles, Denver, and Boston, and to local schools such as
39 Leadership Public Schools on the Castlemont campus. Team members participated in the Do
40 Different Consultancy at Harvard University in April 2015 to receive feedback on proposal ideas

1   from education professors and PhD candidates, and in OUSD's Passing-the-Torch sessions.

2   **2. *Outreach to Prospective Families, Teachers, and Pupils***

3   The Design Team employed a bilingual (English and Spanish) and multipronged outreach
4   campaign to solicit the involvement of students, family, school staff, and community members.
5   A mass mailing sent to over 1,500 families in the East Region (some of whom had children
6   currently attending Frick and others who had children attending potential feeder elementary
7   schools, such as Horace Mann, Burckhalter, Communities United, East Oakland Pride, Futures,
8   Greenleaf, and Markham) provided information on the new school, a parent survey, and a form
9   that could be completed for families interested in enrolling.

10   The Design Team also organized a Frick Impact Academy Launch Event in late April that over
11   100 interested families attended. T-shirts highlighting the new school were distributed, and a
12   raffle, food, games, and a presentation of the new school were provided. Other outreach efforts
13   included phone banking and door knocking throughout the neighborhood.

14   In addition, Safe Passages conducted individual interviews of stakeholders representing school
15   administrators (former and existing principals at Frick); OUSD central office staff (the Math
16   Specialist for the district's Teaching and Learning Department); community members (including
17   alum, a local elementary school teacher and a parent of a three-year-old child hoping to have a
18   quality middle school and high school to send her child to in the neighborhood); teachers and
19   school staff; and students and parents. See interview summaries and protocol in the Appendix.

20   *Support for Big Ideas/Concept*

21   There was consensus among stakeholder groups and individuals for the following "big ideas": to
22   make Frick a 6th- to 12th-grade school; to focus on Science, Technology, Engineering, Arts,
23   Math (STEAM), and pathways that integrate Technology, Sports, Electronic Arts, Occupational
24   Therapy, and Chiropractic Medicine; to ensure that programs and services are accessible to all
25   students, no matter where they are in their learning, including Special Education students; to
26   offer high-quality Special Education and English Learner programs; to utilize Positive
27   Behavioral Intervention and Supports (PBIS) and Restorative Justice strategies to help create and
28   sustain a positive climate; and to ensure that the new school is a learning environment for staff
29   and families as well as students. Throughout the interviews, door knocking, and other outreach
30   efforts, those whose children attend other schools reported that if the new school does what it
31   purports to do, they will send their children to the new school. Widespread enthusiasm suggests
32   that if a new school emerges from this process, students will enroll in the Frick Impact Academy
33   as their first choice.

34   **3. Evidence of Support**

35   Outreach efforts resulted in 147 letters of intent to enroll from families and 120 signatures from
36   community members. Please find sign-in sheets and notes from Design Team work sessions and
37   meetings, a summary of interviews, and a summary of parent and student focus-group responses
38   in the Appendix.

1 **D. Student Discipline Policy**

2 **1. Key Elements of Discipline Policy**

3 To achieve the school mission of accelerating learning and offering a rigorous, relevant, and
4 STEAM-based learning environment, Frick Impact Academy will build a positive school culture
5 in which student exclusion from learning is minimized, students possess ownership over their
6 learning, and teachers and students collaboratively create a safe and academically focused school
7 community. In order to create an inclusive learning environment, all students must be engaged as
8 leaders and agents in their own learning. Throughout stakeholder interviews and discussions
9 among the Design Team, there has been a consensus around the need for consistent behavioral
10 expectations and norms within the classroom and throughout the school. In focus groups with the
11 Design Team, students expressed the desire for a safer school with more consistent discipline.
12 The new school will build a positive school culture by utilizing the Positive Behavioral
13 Intervention and Supports (PBIS) and Restorative Justice practices currently supported by
14 OUSD. Some stakeholders noted a myriad of reasons that may cause students to exhibit
15 behavioral challenges to mask learning issues, including their not being challenged academically;
16 having family, social, or emotional challenges; or experiencing inconsistent behavioral
17 expectations from the adults who work with them.

18 To remedy this, the new school will do the following: 1) provide project-based curricula that
19 engage the student where they are academically and help them build foundational skills to better
20 understand instruction; 2) implement school-wide practices such as PBIS and Restorative
21 Justice; 3) increase family engagement at all levels of the school to ensure that parents are aware
22 of behavioral expectations and supporting their children at home to uphold student behavioral
23 expectations at school; and 4) utilize data-sharing technology such as Jupiter, so that students
24 and families can monitor student scholars' progress. Frick Impact Academy will also adhere to
25 all OUSD discipline policies, including suspension and expulsion processes and mandates.

26 Students in need of support services such as mental health and/or case management will be
27 referred to the Coordination of Services Team (COST) to be assigned to site-based services and
28 or other available community services. The Program Manager of Community Schools who
29 facilitates COST will track and monitor referrals. In addition, assigned staff will convene Student
30 Success Teams to come up with shared agreements and solutions to improve student behavior.

31 **2. Discipline Practices in the Classroom**

32 Student behavioral expectations will be posted in each classroom and throughout the school.
33 Incentives and, if necessary, consequences will be applied uniformly. The new school will utilize
34 PBIS practices such as having teachers issue three pre-referral interventions before a student gets
35 a referral to the office. PBIS also tracks individual teacher referrals and suspensions. The new
36 school will convene data conferences four times per year to examine data, such as office referrals
37 and suspensions, and to monitor the incidences and frequency of teacher referrals. Teachers who
38 have high volumes of office referrals will receive individual coaching from the school leader and
39 site-based PBIS committee. The PBIS team meets four times per month to inform teachers,
40 provide training, discuss data, and to ensure continuous improvement.

1   **3. Reducing Disproportionality of Suspensions**

2   Stakeholder input echoes local school-district findings as well as national school data that
3   indicate that students of color are disproportionately penalized and suspended for behavioral
4   issues in the classroom and at school, particularly African Americans. A Restorative Justice
5   program manager will convene restorative circles to build relationships, create shared values and
6   guidelines, and promote restorative conversations following interpersonal conflicts. The new
7   school will work with the district's African American Male Achievement Office to employ best
8   practices in engaging African American male students and will work with school and community
9   partners to ensure gender programming for girls as well. Collectively, these efforts will promote
10   all students, particularly African American males as leaders in their own educational processes,
11   and support teachers in focusing on student assets. Teachers will be seen as facilitators of student
12   learning and students as active participants in their own learning.

13   Individual Education Plans (IEPs) for Special Education students will be implemented, tracked,
14   and monitored with a goal of ensuring that students who are able to move out of Special
15   Education designations can do so and that learning needs have been met. The new school will
16   offer the most-inclusive and least-restrictive environment for Special Education students.
17   Community partners with expertise in working with students with disabilities and special needs
18   will ensure that students have all the accommodations they need to meet and advance their
19   academic as well as social and emotional learning needs. School staff and community partners
20   will conduct parent-education activities to parents of English Language Learners and Special
21   Education students to ensure that they understand their rights and are able to advocate for their
22   children's academic success.
23
24   Lastly, at all levels of the school, including school leaders and teachers, Frick Impact Academy
25   will use technology like Jupiter so students and families can keep track of their grades and other
26   issues affecting their academic progress, with a goal of having them steer and monitor their own
27   learning journeys. These practices and approaches align with OUSD's pillars of Strong School
28   Culture, Rigorous Academics, and Educator Development and Pipelines.

29   ## E. Student Engagement

30   **1. Goal for Student Attendance**

31   The Frick Impact Academy seeks 98% student attendance. An attendance clerk will be
32   responsible for collecting and monitoring attendance data. The Frick Impact Academy
33   Leadership Team, staff, and teachers will conduct school-wide campaigns and home visits to
34   maintain consistent student-body attendance and will intensify efforts and target home visits and
35   calls to affected students and families if attendance goals wane throughout the year.

36   **2. Dropout and Recovery Programs**

37   The Frick Impact Academy will develop interventions and programming to support students
38   during their critical transition period between 8th and 9th grade to prevent dropout during the
39   transition to high school. The new school will provide a transition curriculum designed for 8th
40   graders to help prepare them for high school. Frick Impact Academy will develop an early-
41   warning-indicator system to identify students who display risk for future dropout based on

1   attendance, suspension, and core course grades. Students who would benefit from summer
2   school will be recruited to help bridge their academic gaps and address their developmental
3   social and emotional needs prior to entering high school. Mentors will be assigned to students
4   exhibiting at-risk behaviors. The school will celebrate student achievement and provide
5   incentives for reaching goals. In addition, school leaders and community partners will work
6   together to seek federal, state, and local funding for dropout prevention. These practices align
7   with OUSD's pillars of Strong School Culture and Rigorous Academics.

8   **F. Community School: Ongoing Family/Guardian Involvement and Satisfaction**

9   **1. Community Resources for Students and Families**

10   As an OUSD Full-Service Community School, the current Frick Middle School boasts a school-
11   based health center, where students receive dental, medical, and mental health services. The
12   health center will be expanded in the proposed new school. In addition, the new school will build
13   out and expand the existing family resource center, which includes a space for families to gather
14   on-site and childcare facilities for families to use while attending school functions and parenting
15   workshops. Consistent with the mission that strong families support student success, the center
16   will offer an array of family resource services, including legal services, adult education, English
17   as a Second Language classes, and other opportunities for parents to give and receive support.

18   **2. Community Partnerships**

19   Safe Passages has worked with the Frick school community since the late 1990s, offering an
20   array of support services, brokering city and county resources to provide site-based mental health
21   and case-management services as well as Extended Day activities, and developing its existing
22   Coordination of Services infrastructure. Safe Passages is the lead agency for the Elev8 Full-
23   Services Schools Initiative and received $15 million from Atlantic Philanthropies in 2007 to
24   establish school-based health and family resource centers and to provide academic Extended Day
25   support to five middle schools in Oakland. Safe Passages has secured partnerships with
26   Leadership Public Schools and Gooru, which will enable access to technology-based tools to
27   accelerate learning. Frick Impact Academy will sustain its partnership with School2Home, which
28   is in its fifth year of partnership with Frick School. School2Home provides free professional
29   development to teachers to integrate technology into learning, parent education, and after-school
30   technology programming. A partnership with OTX West will enable all families to access
31   refurbished computers and provide reduced-cost Wi-Fi in the home. Safe Passages will partner
32   with school leadership to maintain existing partnerships and leverage new ones.

33   **3. Family Engagement in Frick Impact Academy**

34   Families/guardians will continue to play a critical role in the operation and success of the new
35   school. All stakeholders cited family engagement as a significant component of an inclusive
36   school, emphasizing the need to create a school that welcomes families and solicits their input.
37   The new school will implement parent surveys at least three times per year and involve families
38   in an ongoing basis in program improvement.

1 # SECTION II. LEADERSHIP

2 ## A. School Leadership

3 ### 1. Ideal School Leader

4 The following profile of Frick's ideal leader and leadership team is the result of a collaborative
5 process that brought together the expertise of diverse stakeholder groups described in the Culture
6 section above and reflects the groups' best innovative thinking and desire to have an inclusive
7 and welcoming local school. The profile reflects Educator Development and Pipelines pillars, as
8 set forth by OUSD's *Pathway to Excellence: 2015–2020 Strategic Plan.*[xii] The process of
9 selecting Frick's ideal leader will include authentic community participation, as set forth by the
10 OUSD board's selection policies.[xiii]

11 Frick's ideal leader will possess an in-depth understanding of the history of Frick Middle School
12 as well as the neighboring community. In addition, this person will have previous work
13 experience in the community and with the target population. They will be a community leader
14 with whom scholars, families, and the Frick team can identify.

15 Frick's leader will support the previously discussed vision, mission, and values, with an
16 emphasis on scholar, family, and teacher assets; family engagement; and high-quality instruction.
17 They will have a collaborative leadership style and the ability to develop community and
18 individual relationships with Frick scholars (in middle and high school), their families, teachers,
19 staff, other administrators, and external partners, with the goal of continually advancing Frick's
20 vision, mission, values, school culture, staff accountability, and scholar success. Frick's ideal
21 leader will attract diverse, culturally competent staff. They will possess excellent personnel-
22 management expertise, enabling every Frick team member to do their best work and exercise
23 their own leadership skills. They will also support diversity among Frick scholars and their
24 families and will apply Frick's vision, mission, values, school culture, education plan, and
25 professional growth to the unique needs and strengths of Frick scholars.

26 Frick's leader will guide academic instruction and will have passion and a track record of scholar
27 achievement. They will be firmly steeped in STEAM (Science, Technology, Engineering, Arts,
28 and Mathematics) education and will understand how Critical Pedagogy, inquiry-based
29 instruction, problem solving, rigor, and project-based and collaborative learning relate to these
30 disciplines and present-day career pathways. Frick's leader will ensure that Frick's education
31 plan is data driven and able to integrate technology in the learning environment. They will
32 encourage teachers to grow professionally and continuously improve their ability to develop
33 youth scholars.

34 Frick's ideal leader will be an effective administrator. They will have previously opened and
35 managed a high-performing school or training program or have been part of a school redesign
36 leadership team. Classroom experience is critical; they will possess at least three academic years
37 of teaching experience. Frick's ideal leader must have a strong sense of what it is like to stand in
38 front of a class of 30 scholars and implement a curriculum. Frick's ideal leader will possess
39 graduate-level administrative and teaching credentials. They will commit to serving as the
40 principal for a minimum of five years.

1   **2. Essential Duties of the School's Leadership Team**

2   The Frick Impact Academy Leadership Team will be representative of community stakeholders,
3   including but not limited to Frick's instructional team, Faculty Advisory Council, and school-site
4   council. The Leadership Team will be a diverse, 12-member team comprised of the principal,
5   two vice-principals (one leading the middle school and the other leading the high school), an
6   operational/business manager, two teachers from the Faculty Advisory Council (one from the
7   middle school and one from the high school), a full-time teacher coach, a Full-Service
8   Community Schools (FSCS) manager, an Extended Day director, a parent representative and
9   Frick's family advocate, and a lead agency community partner.
10
11   The role of the Leadership Team is to collaboratively generate and evaluate solutions that
12   maximize student learning, engagement, and academic achievement in alignment with the
13   mission and values of the Frick Impact Academy. Specifically, the Leadership Team will be
14   accountable for creating a positive school culture in which scholars possess ownership over their
15   own learning and are viewed as school leaders by developing and implementing a rigorous
16   academic curriculum that prepares Frick graduates for college and a career; supporting the
17   growth and development of teachers so they can deliver exceptional instruction; ensuring that
18   students have access to personalized and linked learning within STEAM pathways; and
19   upholding the schools mission as a Full-Service Community School. This model aligns with all
20   OUSD pillars.
21
22   *Principal*

23   Frick's principal will be responsible for providing leadership and direction to the Frick
24   Leadership Team; supervising and observing all instructional practices, including coaching,
25   mentoring, and technology integration into the education plan; hiring, evaluating, and
26   terminating staff; administering scheduling, enrollment, and curriculum; serving as a liaison to
27   OUSD; preparing reports; providing a safe environment for learning; and ensuring proper
28   budgeting, accounting, auditing, and financial planning. For more details on principal duties and
29   qualifications, see the previous section outlining the ideal school leader.

30   *Vice-Principals*

31   Frick's vice-principals will support the overall school-improvement process, including engaging
32   in teacher coaching and analyzing student data, and will serve as leaders of the high school and
33   middle school. They will enforce guidelines to maintain a positive school culture, assist in the
34   development and administration of policies and procedures regarding academics and attendance,
35   and communicate these policies and procedures to scholars, families, and staff. They will assist
36   in the selection and mentoring of staff, supervise support services, and assist in the supervision
37   of special events. Qualifications include a master's degree in an education-related field, an
38   administrative credential, and, ideally, a teaching credential.

39   *Operational/Business Manager*

40   Traditionally, principals are burdened with the day-to-day operational, financial-administration,
41   and human-resource-management functions of a school, which interfere with their primary role

1   as lead instructor. This proposed model addresses this tension by appointing an
2   operational/business manager to assist the principals with those daily functions, allowing the
3   principals to exercise their academic leadership. The operational business manager will be
4   responsible for the following:

5   *Operational functions* include management of site-level procurement of supplies, materials, and
6   equipment; inventory management; management of third-party contracts; ensuring the ongoing
7   monitoring and implementation of contracts; management of all aspects of Free and Reduced
8   Lunch program processes; coordination and execution of technology implementation, including
9   technology related to the education plan; overseeing enrollment, including implementation of
10   student-enrollment campaigns and local marketing initiatives; working with school personnel to
11   maintain integrity and accuracy of student records, including maintenance and tracking of
12   attendance and retention; and working with Frick's staff to manage reporting and data tracking
13   for all Special Education programs.

14   *Financial administration* functions include site-level budget monitoring and management,
15   including assisting in budget development; reviewing monthly financial reports and updating
16   monthly financial-estimate templates; and overseeing year-end audits.

17   *Human resource management* functions include managing the daily activities of designated non-
18   instructional staff and assisting with the implementation of school policies and procedures.
19   Qualifications include a graduate degree in business, accounting, or finance with the following
20   preferred skills: previous work in an educational setting; experience with staffing processes and
21   general human resource procedures; operations and facilities management experience;
22   knowledge of financial modeling and cost-analysis techniques.

23   ### Teachers

24   Frick teachers' duties and responsibilities will coincide with those set forth by the collective
25   bargaining agreements[xiv] and fall into the following general categories: maintain and enrich their
26   expertise in the subject area they will teach; develop, execute, and evaluate lesson plans that
27   ensure attainment of Common Core standards and be steeped in inquiry-based instruction and
28   problem solving, and project-based and collaborative learning; coordinate lesson plans with other
29   teachers; short- and long-term planning to address the individual needs of students; preparing
30   students for required assessments; evaluating student progress; preparing student-achievement
31   reports for parents; establishing an inviting, exciting, and innovative learning environment;
32   promoting student empowerment and leadership; and working with teacher coaches to develop,
33   execute, and evaluate individual professional development goals.

34   ### Teacher Coach

35   A full-time teacher coach will share the responsibility of coaching with teachers and co-lead
36   professional development with the principal. The teacher coach will support Frick's vision,
37   mission, values, and philosophy; facilitate the intellectual and professional development of
38   teachers, with a focus on improving student achievement; create positive relationships with
39   teachers and administrators; communicate and demonstrate research-based instructional practices

1　that result in increased student performance; and provide individualized, classroom-based
2　coaching to support teachers in implementing good instructional practices. Teacher-coach
3　qualifications will include a master's degree and a teaching credential as well as a minimum of
4　five years of successful teacher-coaching experience.

5　### Program Manager, Community Schools

6　Responsibilities include coordination of in-school and out-of-school activities provided by
7　community partners including before, after, and summer school; case management; family
8　literacy; and parent involvement. This position works within a collaborative model, Coordination
9　of Services Team and the Family Resource Center, and ensures outcomes for students enrolled in
10　the FSCS programs. This position organizes and implements work groups and advisory
11　committees to support the implementation of Frick's FSCS program plan and communicates with
12　and recruits community groups, businesses, parents, families, and other community members to
13　support this plan. Qualifications include a bachelor's degree in a related field and excellent
14　command of the following skills: relationship building, facilitative leadership, analytical and
15　strategic thinking, communication, and project management.

16　### Extended Day Director

17　Frick's Extended Day director develops and implements an effective organizational plan for all
18　Extended Day programs, supervising staff and establishing clear lines of responsibility. This
19　position plans for the effective use of curriculum materials, instructional supplies, equipment,
20　facilities, and school grounds; implements aspects of Frick's education plan and provides
21　leadership to staff in determining instructional objectives; works with the Frick Leadership Team
22　to develop course offerings and communicate them to parents; establishes and maintains positive
23　community relations to garner community support; develops incentives to increase student
24　participation; and tracks student attendance and progress.

25　### Parent Representative and Frick's Family Advocate

26　Frick's parent representative, with support and coaching from Frick's Family Advocate, will
27　serve as a student and family advocate, and will have a leadership role in the Frick community
28　including but not limited to working collaboratively with the Frick Leadership Team to support
29　the needs of Frick scholars and their families, including but not limited to food distribution;
30　participating in school-wide council meetings; linking families to community agencies; assisting
31　with recruitment for parent activities and planning parent activities; and assisting families with
32　students in the 5th–6th and 8th–9th grades.

33　### Lead Agency Community Partner

34　Frick's community partner, Safe Passages, will collaborate with the Frick Leadership Team to
35　plan, implement, sustain, evaluate, and improve all aspects of the Frick Impact Academy,
36　including culture, leadership, education plan, teacher coaching, facilities, and out-of-school
37　supports, such as health services and family- and community-engagement activities.

1 # SECTION III. EDUCATION PROGRAM

2 ## A. Curriculum

3 ### 1. Proposed Curriculum

4 **a. Model and Focus**

5 The proposed curriculum and instructional approach will ensure that the school's mission of
6 providing Frick scholars with access to personalized, linked learning in technology-infused
7 classrooms is achieved. The core elements of the curriculum model include David Conley's *Four*
8 *Keys to College and Career Readiness*, which provides a framework for STEAM education;
9 Critical Pedagogy, which works as a unifying philosophy for empowering students as owners of
10 their own learning; a technology-based approach to accelerating learning; and small class sizes.
11 Taken together, these approaches will prepare students with the skills, competencies, and
12 credentials to graduate Frick Impact Academy ready for college and a career.
13
14 The proposed curriculum model is based on David Conley's *Four Keys to College and Career*
15 *Readiness*[xv] and focuses on Science, Technology, Engineering, Art, and Math (STEAM). This
16 model is strategically selected to further the school's mission and vision to ensure the college
17 and career readiness of every graduating Frick scholar. The curricular model is aligned with
18 California's Common Core College and Career Readiness Anchor Standards and grade-specific
19 standards, including of the following 21st-century skills: 1. Learning Skills: critical thinking,
20 creative thinking, collaborating, and communicating; 2. Literacy Skills: information literacy,
21 media literacy, technology literacy; and 3. Life Skills: flexibility, initiative, social skills,
22 productivity, and leadership. Frick Impact Academy is focused on the preparation of all students
23 for college, career, and life success. The proposed research-based[xvi] curricular model provides a
24 framework for a comprehensive set of knowledge and skills students must develop to be college
25 and career ready. The framework is divided into four components:
26
27 **Components of the Four Keys Model[xvii]**

KEY COGNITIVE STRATEGIES	KEY CONTENT KNOWLEDGE	KEY LEARNING SKILLS AND TECHNIQUES	KEY TRANSITION KNOWLEDGE AND SKILLS
Problem Formulation ▪ Hypothesize ▪ Strategize **Research** ▪ Identify ▪ Collect **Interpretation** ▪ Analyze ▪ Evaluate **Communication** ▪ Organize ▪ Construct	**Structure of Knowledge** ▪ Key terms and terminology ▪ Factual information ▪ Linking ideas ▪ Organizing concepts **Technical Knowledge And Skills** ▪ Challenge level ▪ Value ▪ Attribution ▪ Effort	**Ownership of Learning** ▪ Goal setting ▪ Persistence ▪ Self-awareness ▪ Motivation ▪ Help seeking ▪ Progress monitoring ▪ Self-efficacy **Learning techniques** ▪ Time management ▪ Study skills ▪ Test-taking skills ▪ Note-taking skills ▪ Memorization/recall ▪ Strategic reading	**Contextual** ▪ Aspirations ▪ Norms/culture **Procedural** ▪ Institutional choice ▪ Admissions process **Financial** ▪ Tuition ▪ Financial aid **Cultural** ▪ Postsecondary norms **Personal**

KEY COGNITIVE STRATEGIES	KEY CONTENT KNOWLEDGE	KEY LEARNING SKILLS AND TECHNIQUES	KEY TRANSITION KNOWLEDGE AND SKILLS
Precision and Accuracy ▪ Monitor ▪ Confirm		▪ Collaborative learning ▪ Technology	▪ Self-advocacy in institutional context

1
2 California's Common Core State Standards (CCCSS) complement the College and Career
3 Readiness (CCR) Anchor Standards[xviii] that are embedded within the *Four Keys to College and*
4 *Career Readiness* model. The curriculum model will build the specific knowledge and skills
5 articulated in each key component, across each core content area, at each grade level. For
6 example, the curriculum will provide opportunities for students to practice time-management and
7 strategic-reading skills in English Language Arts and Science in the seventh grade, as opposed to
8 teaching these skills in a self-contained Study Skills course in the ninth grade. Further,
9 introducing this component in the 6th grade will allow students three additional years to develop
10 and practice the skills required for college and career success.

11 Moreover, building specific knowledge and skills, such as academic writing, across core content
12 areas, will help to ensure horizontal alignment. Linking learning and career pathways within the
13 components of the *Four Keys* model will support vertical alignment by providing opportunities
14 for real-life application of the strategies, content knowledge, and learning skills outside the
15 traditional classroom through STEAM internships and externships, service learning
16 opportunities, and Youth Action Research, for example.

17 The *Key Content Knowledge* component will include grade-level CCCSS, CCR anchor
18 standards, and California ELD state standards, thereby ensuring that Frick Impact Academy's
19 student learning and development follow California and OUSD pacing guidelines and are on
20 track to meet student benchmarks and targets at the end of each grade. Emphasis on *Key*
21 *Transition Knowledge and Skills* will help build Frick scholars' capacity to navigate the
22 transition from high school to college.

23 *STEAM and Career Pathways:* Our focus on STEAM will ensure the integration of Next
24 Generation Science Standards into the proposed curricular model. This focus is critical, given
25 that an increasing number of jobs, both vocational and professional, now require knowledge of
26 STEAM.[xix] The STEAM focus will increase scientific literacy and expand the capacity of our
27 scholars to enter the STEAM workforce in alignment with US goals for STEAM education.[xx]
28 Research demonstrates that people of color, particularly African American and Latinos, are
29 underrepresented in STEAM fields. Consequently, students of color do not envision themselves
30 entering these fields. The curriculum model, including the STEAM focus, will be culturally
31 responsive to the needs of the target population of prospective scholars of color. STEAM courses
32 will embed the historical contributions of people of color in Science, Technology, Engineering,
33 Math, and Art. For example, the architectural contributions of the Egyptians will be explored in
34 Math, Science, and Art courses. Both content and pedagogy will be culturally responsive. This
35 element is discussed further below.

1 *Technology-Based Approach to Acceleration:* Finally, the proposed curriculum will
2 accelerate learning to meet the needs of the target population. Many Oakland students entering
3 the 6th grade are below grade level. Acceleration strategies will be needed to level the playing
4 field for these students. Frick Impact Academy will partner with Leadership Public Schools
5 (LPS) to implement proven acceleration strategies for all Frick scholars. These strategies will
6 include the development of academic numeracy courses for most 9th graders to be taken along
7 with Algebra 1. This course utilizes a web-based program developed by LPS called Learning
8 Lists that provides learning and assessment resources for students as they move at their own
9 pace. In addition, Frick Impact Academy will implement ExitTicket,[xxi] a data application
10 developed by LPS to provide immediate and individualized checks for understanding how to
11 differentiate instruction in real time.

12 Implementation of the curriculum will be monitored by the Instructional Leadership Teams
13 within each content area and grade level. The principal and the Instructional Leadership Team
14 will review implementation progress and make adjustments as needed.

15 **b. The Learning Environment:** The proposed learning environment is designed to facilitate
16 student development of cognitive strategies that can be applied to varied learning situations.
17 Research demonstrates that there are five key cognitive strategies that represent the intentional
18 patterns of thinking that students must be able to draw upon to complete college level work:[xxii]

19 ▪ Problem formulation: hypothesize and strategize
20 ▪ Research: identify and collect
21 ▪ Interpretation: analyze and evaluate
22 ▪ Communication: organize and construct
23 ▪ Precision and accuracy: monitor and confirm

24 David T. Conley expands on the importance of these five key cognitive strategies:

25 *"These strategies are applied throughout the learning process and can be thought of as*
26 *revolving around the notion of inquiry, of thinking more deeply about what one is learning, of*
27 *formulating ideas, seeking information, and reflecting on findings to generate conclusions,*
28 *reporting these results in a variety of ways based on the nature of the subject area, and doing*
29 *all of this with the precision and accuracy required of the subject area and the specific problem*
30 *or issue being addressed."[xxiii]*

31 *Small Class Sizes:* To facilitate the development of these five key cognitive strategies, Frick
32 Impact Academy will offer smaller class sizes (20:1) with an even smaller student-to-teacher
33 ratio in some classes to provide additional scaffolding support to high-need students. Smaller
34 class size and smaller student-to-teacher ratios will support personalized learning. Moreover, the
35 traditional classroom setting will be expanded to include real work experiences though
36 internships/externships along STEAM pathways.

37 *Technology-Infused Classroom:* In addition, the school will dismantle the walls of the

1 computer lab to provide a technology-infused learning environment in every classroom with one-
2 on-one technology tools like Chromebooks for students and smart boards for teachers.
3 Technology will further accelerate linked and personalized learning by enabling scholars to
4 access educational resources outside the classroom.

5 In addition, the learning environment will be collaborative across both teachers and students, as
6 each group will work in teams to provide peer support and accountability to accelerate learning.
7 Within this learning environment, teachers will take ownership of their own learning and the
8 development of their students. Similarly, students will build ownership of their own learning.
9 Specifically, the learning environment will foster student goal setting, persistence, self-
10 awareness, motivation, help seeking, progress monitoring, and self-efficacy to build and sustain
11 students' ownership of their own learning.[xxiv] Students will be responsible for actively tracking
12 their own learning and presenting their learning back to teachers, parents, and the community
13 through student-led conferences. These strategies will increase student time on task.

14 **c. Curriculum Meets the Needs of the Target Student Population:** As highlighted in the
15 student profile, Frick students face significant socioeconomic challenges that stifle access to
16 economic opportunity and their potential contribution to the community. The proposed
17 curriculum model addresses these challenges by meeting the following needs of the target
18 student population:

19 ▪ Need to be college and career ready
20 ▪ Need for access to STEAM curriculum and STEAM career pathways
21 ▪ Need for academic acceleration
22 ▪ Need for personalized and challenging learning environments
23 ▪ Need for culturally responsive curriculum to increase engagement in learning
24
25 The proposed curriculum was developed with an understanding of Frick's target-population
26 needs. A majority of students are multiple grade levels behind on measures of academic
27 proficiency. This curriculum will provide students with engaging and personalized learning that
28 is linked to their lived experiences and has real-world applications, while also building their
29 proficiencies in the core subjects of English, Language Arts, and Mathematics. Through
30 accelerated student learning, Frick scholars will have full access to a rigorous Common Core–
31 aligned curriculum. As a whole, the proposed curricular model aligns with the OUSD pillars of
32 Increased Time on Task and Rigorous Academics.
33
34 **d. Timeline of Curriculum Development:** The curriculum-development process will be led by
35 the instructional leader and teachers on the Design Team. The process will include the
36 development of a course grid that lists each course by grade level, the core curriculum, the
37 acceleration strategy, the required professional development, and the assessment tools to be used
38 to measure student growth. This process will also include a further articulation of the STEAM
39 curriculum. The curriculum for 6th–8th grade will be developed first, during the incubation year,
40 and will be completed by end of the 2015–2016 school year. During the incubation year, new
41 strategies will be piloted in the existing middle school to build internal expertise and allow for
42 scaling up in the following year. Subsequently, the high school curriculum will be developed,
43 beginning with the 9th grade curriculum, during the 2016–2017 school year.

1 The Design Team will inventory available OUSD curricular resources by subject area and the
2 OUSD leads for each subject area for collaboration on curricular-material development.
3 Additional curricular materials will be developed in accordance with California's CCR Anchor
4 Standards and the CCCSS of each grade level across core academic areas to ensure future
5 alignment with the standards. The Design Team will focus on identifying additional instructional
6 materials with the following curricular attributes:

7 ▪ Common Core aligned
8 ▪ Proven to produce strong results
9 ▪ Free and open source so that the material is cost effective and readily accessible
10 ▪ Editable and flexible so that material can be tailored to the needs of the individual
11 students and the classroom (e.g., EngageNY, Gooru, CK-12 Foundation)

12 Leveraging online resources through technology will reduce the need to purchase expensive
13 textbooks that quickly become outdated and provide readily available curricular resources that
14 are accessible 24 hours per day, seven days per week, to teachers and students. This strategy also
15 provides a cost-effective way of complying with the textbook requirements of the Williams Act.

16 Finally, all teachers will have access to foundational documents and instructional materials
17 developed for implementation. Teacher training on the curriculum and instructional strategies
18 will be initially led by the instructional leader and collaborating teachers on the Design Team.
19 The teacher coach discussed in Section IV will support the teacher training.

20 **e. Instructional Strategies and Primary Approaches to Instruction:** Frick Impact Academy
21 will use Critical Pedagogy as its overarching transformative approach to instruction to bind the
22 personal experiences of Frick scholars to the core academic content and increase the likelihood
23 of retention and recall of academic-content knowledge.[xxv] This approach has also been found to
24 be effective in STEM learning and teaching, as "effective instruction capitalizes on students'
25 early interest and experiences, identifies and builds on what they know, and provides them with
26 experiences to engage them in the practices of science and sustain their interest."[xxvi] In addition,
27 the following instructional strategies will be used:
28
29 ▪ Inquiry-based instruction and problem solving
30 ▪ Acceleration
31 ▪ Individualized based on the zone of proximal development[xxvii]
32 ▪ Rigorous data-driven, high-level instruction
33 ▪ Academic discourse and academic vocabulary
34 ▪ Bell-to-bell strategies (Do Now) to maximize instructional time
35 ▪ RTI grouping of students in tiers 1–4 to differentiate instruction
36 ▪ Ongoing checks for understanding (ExitTicket)
37 ▪ Classroom and community project-based learning (internships, science fairs, student
38 action research, hack-a-thons*)*

39 *Technology-Infused and Personalized Learning:* Technology will support many of the
40 instructional strategies and personalize learning for all students. For example, Google Docs and
41 the Google Suite tools would be used to embed writing across the curriculum, supporting
42 horizontal alignment and strengthening the key writing skills of Frick scholars. In addition, the

1   ExitTicket app will support differentiation, and Learning Lists will support acceleration.

2   **Meeting the Needs of All Students:** Data suggest that most public schools are failing to engage
3   students of color, students living in poverty, students with disabilities, English Language
4   Learners, and African American and Latino males. Frick Impact Academy will utilize critical
5   pedagogy to bridge the gap and reengage disenfranchised learners. Critical Pedagogy has been
6   described as an "educational movement, guided by passion and principle, to help students develop
7   consciousness of freedom, recognize authoritarian tendencies, and connect knowledge to power
8   and the ability to take constructive action."[xxviii] The transformational power of education has been
9   well documented for over a century. John Dewey, for example, viewed education as a strategy for
10   social change: "Education is a regulation of the process of coming to share in the social
11   consciousness; and…the adjustment of individual activity on the basis of this social consciousness
12   is the only sure method of social reconstruction."[xxix]

13   Critical Pedagogy will provide a foundation for students to engage in a transformative
14   educational process and reclaim ownership of their own learning, including self-efficacy. The
15   importance of student ownership of their own learning is a fundamental element of the Four
16   Keys to College and Career Readiness Model and is essential to the development of the learning
17   skills and techniques required for college, a career, and life success.

18   The integration of the additional instructional strategies listed above under the overarching
19   Critical Pedagogy approach will provide the scaffolding needed to address the learning needs of
20   the target population, which includes students with disabilities, students living in poverty,
21   English Language Learners, and students at risk of academic failure.

22   **f. Research Basis:** The proposed curriculum is based on best practices in the field of education.
23   Specifically, the college- and career-readiness curricular framework is supported by the research
24   of David T. Conley, a leading college- and career-readiness expert.[xxx] Critical Pedagogy is
25   supported by several of the most respected educational theorists over the past 100 years,
26   including Paulo Freire in his most famous work, *Pedagogy of the Oppressed*,[xxxi] John Dewey,
27   [xxxii] and, more recently, Lisa Delpit.[xxxiii]The work of psychologist Lev Vygotsky provides the
28   research to support teaching at the zone of proximal development*,* or teaching at a level that
29   stretches students at the appropriate individualized level.

30   Leadership Public Schools Oakland R&D school, located on the Castlemont campus, serves a
31   student population similar to that of the Frick Impact Academy target population. Approximately
32   80% of 9th graders enter the school well below grade level. For example, 73% of entering 9th
33   graders in 2013 were performing at a 6th-grade level or below, and 55% of that same class were
34   performing at 4th-grade level or below. As a result of implementing the same model curriculum
35   and instructional approaches proposed for Frick Impact Academy, 93% of that class passed the
36   CAHSEE Math the following year.[xxxiv]

1 **B. Progress Monitoring and Assessment**

2 **1. Assessments**

3 The Frick Impact Academy will utilize grade-level-appropriate assessments, including baseline,
4 interim, and summative assessments. These assessments will align with the curriculum and the
5 performance goals of the school as well as with CCCSS and other state standards. Grade-level
6 assessments will be used to measure and evaluate academic progress at the following levels: 1)
7 individual student; 2) student cohorts (grade level, English Language Learners, gender,
8 race/ethnicity, and students with disabilities); and 3) school-wide.

9 *a. Interim Assessments:* The NWEA Measures of Academic Progress (MAP) computer-adaptive
10 interim assessments will be implemented at the Frick Impact Academy. MAP assessments will
11 be administered three to four times per year in Reading, Language Arts, and Math. MAP
12 assessments are cross-grade, providing measurement of students performing on, above, and
13 below grade level.[xxxv] MAP interim assessments are normed and validated assessments that are
14 recognized by the National Center on Response to Intervention[xxxvi] MAP assessments will do the
15 following:

16 ▪ Inform instruction using valid, reliable, and real-time data
17 ▪ Measure the growth of every student over time, regardless of on, above, or below grade-
18 level performance
19 ▪ Engage student and families in goal setting
20 ▪ Reinforce evidence-informed instructional practices
21 ▪ Evaluate programs and identify professional development needs
22 ▪ Compare and predict achievement and growth over time

23 Further, interim assessments will support academic acceleration, differentiated instruction, and
24 data-driven collaboration between teachers for program improvement. A clear schedule for data
25 analysis will be built into the professional development system for the school. The data analysis
26 protocol will call for school-wide, grade-level, content-area, and special subgroup data analysis
27 to monitor progress, refine and improve instruction, and identify professional development needs
28 on an ongoing basis.

29 *b. Additional Planned Measures or Assessments:* OUSD Science Benchmark Assessments will
30 be utilized to measure student progress in science. In addition, State Balanced Assessment Cards
31 will be administered in alignment with OUSD testing requirements. Attendance, school
32 discipline, student and parent satisfaction, and other school-climate measures will be utilized to
33 track progress toward school engagement and climate goals. Frick Impact Academy will report
34 data on its progress twice a year to the larger school community to engage students, parents, and
35 community partners in the program-improvement process.

36 **2. Performance Goals**

37 The Design Team proposes specific, measurable, achievable, realistic, and timely (SMART)
38 performance goals categorized in three overarching categories: culture, implementation, and
39 growth.

1. CULTURE
1-1: 98% of students will attend school on a daily basis, as measured by school attendance records. **1-2:** Suspension rate will be below 15% in second year of implementation and will reduce by 5% each subsequent year until the school suspension rate is 5% or lower, as measured by school suspension data. **1-3:** 50% of families will attend at least one family-engagement activity in the first year, and 75% of families will attend at least one family-engagement event each subsequent year, as measured by sign-in sheets.

2. IMPLEMENTATION
2-1: 100% of families will receive a home visit each year, as measured by home visiting logs. **2-2:** 100% of students will participate in student-led conferences, as measured by conference sign-in sheets. **2-3:** 100% of teachers will participate in professional development (PD) and lead at least one PD activity each school year, as measured by sign-in logs and agendas. **2-4:** 100% of teachers and students will utilize technology as an instructional tool each school year, as measured by observations and technology-assisted student deliverables.

3. GROWTH
3-1: 100% of students will increase by at least one functional grade level in ELA and math each academic year, as measured by MAP assessments. Students who are below grade level will increase by 1.5 functional grade levels each year. **3-2:** 80% of 10th graders will pass the CAHSEE exam, as measured by results.

Once the new Smarter Balanced Assessment Consortium (SBAC) results are returned, incremental improvement goals will be established.

Progress toward the proposed goals will be monitored on a daily basis and reviewed by the Leadership Team, the Faculty Advisory Council (FAC), Instructional Leadership Teams (ILT), and the School Site Council (SSC). If the results fall short of student academic-achievement expectations or goals at the school-wide, classroom, or individual student levels, leadership will adjust existing strategies and/or develop supplemental strategies to support implementation. As the school redesign represents a whole-school reform effort, the Leadership Team, FAC, ILT, individual teachers/staff, and families and students will be expected to implement corrective action to reach the proposed performance goals. This proposed monitoring and assessment system further integrates the OUSD pillars of Increased Time on Task, Rigorous Academics, and Linked/Personalized Learning.

C. Language Program Design and Instruction

1. Philosophy and Approach: The philosophy and approach to language instruction is based on California's 2012 English Language Development Standards (CA ELD Standards) that were developed from "an expansive review of the established and emerging theories, research, and other relevant standards pertaining to the education of K–12 English Language Learners."[xxxvii]The philosophy is grounded on three principles: 1) instruction must build on the assets of the English Language Learner (ELL); 2) equity demands that English Language

1 Learners (ELLs) must have full access to the core curriculum; and 3) ELLs can achieve at the
2 highest levels of academic and linguistic excellence. Central to the philosophy is the importance
3 of language in our society and how language is essential to accessing the core curriculum and
4 college and career readiness.

5 *"Sociolinguistic, sociocultural, and sociocognitive theories emphasize how learning is a social*
6 *activity and how language is both a form of social action and a resource for accomplishing*
7 *things in the world."[xxxviii]*

8 The philosophical approach recognizes that learning is most effective through social interaction
9 that is strategically structured to intellectually and linguistically challenge learners while
10 providing needed levels of support. In addition, language and relationships are central in
11 fostering both linguistic and cognitive development.[xxxix]Instructional strategies for ELLs will
12 have the following research-based components:[xl]

13 ▪ Interactive and engaging, meaningful and relevant, and intellectually rich and challenging
14 ▪ Appropriately scaffolded in order to provide strategic support that moves ELLs toward
15 independence
16 ▪ Valued and built on home language, culture, and other prior knowledge
17 ▪ Built on both academic English and content knowledge

18 These components align with the proposed **Four Key Components** curricular model and will
19 support the college and career readiness of ELL students at the Frick Impact Academy.

20 *a. The Instructional Plan* will be built to ensure that ELLs at all proficiency levels receive both
21 targeted and explicit ELD instruction as well as full access to the academic demands of the
22 CCCSS and Next Generation Science Standards. In accordance with CA ELD standards,
23 teachers will provide three levels of scaffolding—substantial, moderate, and light—to ensure that
24 ELLs at all levels of proficiency and typologies (newcomers, students with interrupted formal
25 education, and long-term ELLs) have access to core curriculum and instruction.

26 The instructional plan will integrate CA ELD standards with the CCCSS and other California
27 content standards to provide a rigorous and comprehensive learning experience in ELD and
28 mainstream academic courses for Frick scholars who are ELLs. The instructional strategies
29 discussed earlier in this section will be tailored to meet the needs of ELLs. In alignment with the
30 state standards, the ELD curriculum and instructional approaches will be tiered as follows to
31 support the success of ELLs:

32 **Tier I:** Foundational Literacy Skills (phonemic awareness, phonics, fluency, vocabulary, and text
33 comprehension) for ELLs: Based on research demonstrating that ELLs benefit from Reading
34 Foundational Skills Instruction,[xli] foundational literacy-skill instruction will be provided to all
35 6th–12th grade ELLs who display gaps in their foundational skills to accelerate their learning.[xlii]

36 **Tier II:** Learning about How English Works: In accordance with CCCSS standards, ELD
37 instruction will be provided to support ELLs in developing an understanding of, and proficiency

1   in using, academic English. Part II of the CA ELD standards will guide teachers in supporting
2   ELLs to (1) comprehend written and oral texts across disciplines; and (2) make informed choices
3   about how to use written and spoken language appropriately. Part II CA ELD standards further
4   the academic registers[xliii] of English that are central to the CCCSS for ELA, Literacy in Social
5   Studies, Science, and Technical Subjects.[xliv]

6   **Professional Development and Collaboration:** This school-redesign proposal embodies a deep
7   commitment to the professional development of teachers. An ILT will be developed to support a
8   professional community of practice focused on the strengths and needs of ELLs. Teachers will
9   be allotted time to participate in professional learning, collaborate in lesson planning, and
10   implement what they have learned.[xlv]

11   *b. Instructional Schedule Development:* The Leadership Team will use data, standards, grade-
12   level requirements, and college prerequisites to develop an instructional schedule that addresses
13   the needs of ELL scholars, ensuring full access to the Common Core and linked learning and
14   career pathways curricula. ELL students will be assigned a college advisor who will ensure the
15   integration of EDL supports with the development of the *Key Learning Skills and Techniques*
16   *and Key Transition Knowledge and Skills* articulated in the curricular model and the A-G
17   requirements for graduation.

18   *2. Assessment and Placement:* The language and literacy needs of ELLs will be assessed prior to
19   entering the Frick Impact Academy. English and home-language proficiency will be assessed at
20   entry. Results will be reviewed with the student and their family, and will be used to generate an
21   ELD plan for each student. Families of students with an EDL plan will be invited to attend ESL
22   classes offered through the school-based Family Resource Center.

23   Frick Impact Academy ELL scholars will be assessed for grade-level proficiency quarterly using
24   the MAP assessments for ELA, Reading, and Math. The cross-grade MAP assessment provides
25   data for students at or below grade level, and is particularly useful in measuring foundational
26   literacy skills in ELL students. As discussed in the Assessment Section above, ELL assessments
27   will support academic acceleration, differentiated instruction, and data-driven collaboration
28   between teachers. The data analysis protocol will include ELL data analysis to monitor progress,
29   refine and improve instruction, and identify professional development needs on an ongoing basis.
30   In the event that these strategies are not sufficient to support struggling ELLs, additional ELD
31   acceleration courses will be offered during the Summer Bridge and Extended Day programs.

32   *3. Student Services and Supports:* Full-Service Community School (FSCS) resources will be
33   designed and delivered to meet the needs and challenges of newcomer/ELL students and
34   families. The proposed Family Resource Center (FRC) will reach out to newcomer/ELL families
35   and engage them in a continuum of services. Families who come in for services through the FRC
36   will be encouraged to participate in the school and presented with opportunities to partner with
37   the school to actively support the education of their children. The FRC will provide training and
38   support for parents participating in parent-teacher meetings, in understanding written notices
39   from the school, and on how to communicate with school staff. In addition, a bilingual staff
40   person will support the front office to welcome ELL families.

1   Services will be culturally and linguistically appropriate. Safe Passages, East Bay Agency for
2   Children (EBAC) (a School-Based Health Center (SBHC) and mental health services lead), and
3   Native American Health Center (the medical provider) will collaborate with the school to fully
4   integrate ELLs into the school community by providing services, family leadership
5   opportunities, and education. These key partners have language capacity in multiple languages
6   and extensive experience engaging the ELL community. Home visits will engage families, orient
7   them to the school, and address the importance of their participation. ELL families will be
8   actively recruited and supported to participate on the School Site Council (SSC). Active ELL
9   families will be enlisted to recruit other families to engage with the school.

10 ## D. Special Education Students

11
12 *1. Identification:* The Frick Impact Academy will be part of the OUSD Special Education Local
13 Plan Area (SELPA) and align with the SELPA assessment process. The school will use a wide
14 range of data, such as test scores, teacher assessments, COST referrals, parent feedback, support
15 staff assessments, and the Response to Intervention (RTI) framework to identify students with
16 disabilities and special needs. All teaching staff will be trained to identify students with
17 disabilities and special needs. Frick Impact Academy will employ a Special Education
18 coordinator (SPEC) who will accept referrals from teachers, parents, and students. The SPEC
19 coordinator will review evidence and convene a Student Success Team (SST) with the family to
20 review the data and new and/or existing interventions. RTI tier I, II, and III interventions will be
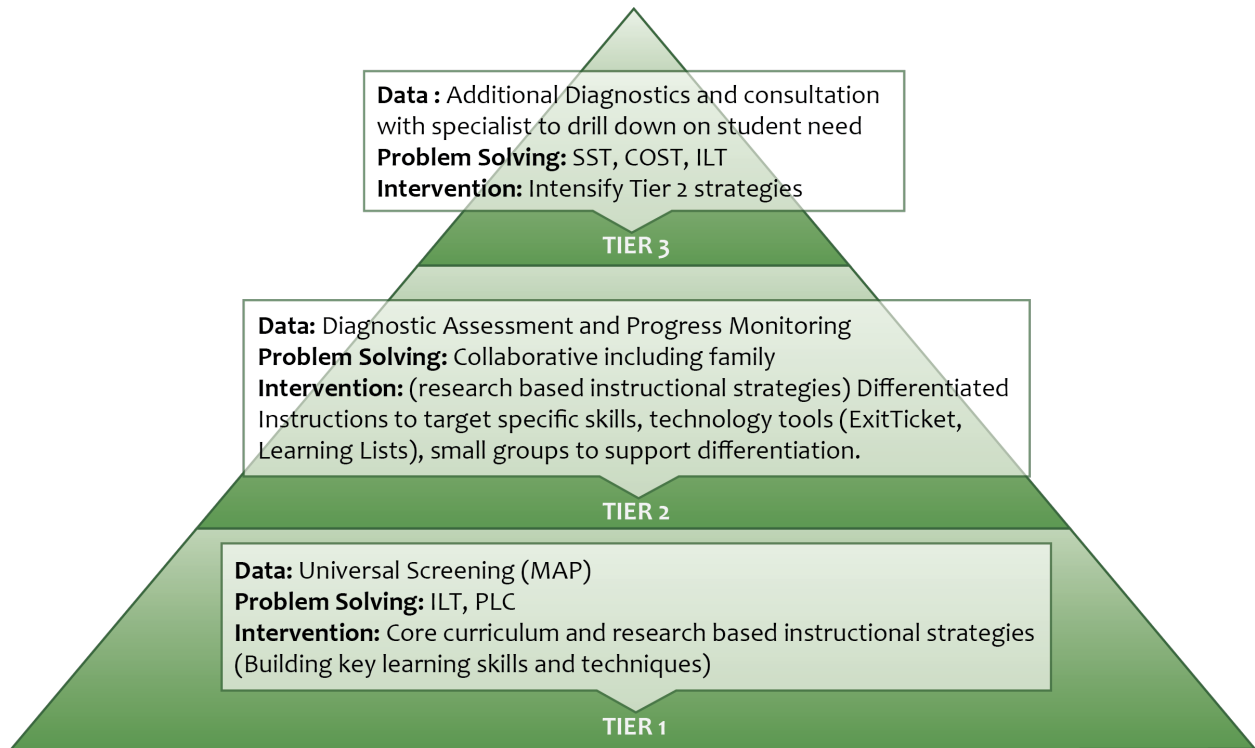21 exhausted prior to proceeding to formal Special Education testing.

22 Effective implementation of the RTI framework will help identify learning difficulties early,
23 intervene with appropriate levels of support, and solve small issues before they become bigger.
24 Testing protocols, including parent notification, consent requirements, and timelines, will be
25 strictly followed to avoid misidentification of students with learning disabilities. Once a learning
26 disability has been identified, Individualized Education Programs (IEPs) will be crafted in
27 collaboration with students and families, and implemented effectively to ensure that students
28 with special needs have access to the full college and career readiness curriculum. Annual and
29 tri-annual assessments and IEP meetings will be timely and support meeting the annual IEP goals
30 for each student with special needs.

31 *2. Professional Development:* The Frick Impact Academy will provide school-wide professional
32 development to Special Education and general education teachers who serve the needs of mild-
33 and moderate-needs students. A Special Education ILT will be created and facilitated by the
34 SPED coordinator. IEP and other assessments discussed above will support academic
35 acceleration, differentiated instruction, and data-driven collaboration between teachers. The data-
36 analysis protocol will include Special Education data analysis to monitor progress, refine and
37 improve instruction, and identify professional development needs on an ongoing basis.

38 ## E. Academic Acceleration

39 *1. Accelerating Learning for all Scholars and Response to Intervention (RTI):* As discussed in
40 the Assessment section, the proposed assessment system will identify students performing at,

1   below, and above grade level. The philosophy of the school, in alignment with RTI, is to
2   accelerate learning for all Frick scholars. All instructional staff will be involved in accelerating
3   learning at the school. Generally, learning challenges will be carefully crafted to reward
4   persistence, not to create additional barriers. Assessment data will be used to identify
5   individualized acceleration strategies for closing achievement gaps. Specifically, RTI will be
6   used to address academic, behavioral, and community needs through systems of **data analysis,**
7   **problem solving, and instruction and intervention**. The RTI process will be used to identify
8   at-risk scholars, why they are struggling, and how the school community can support them, in
9   alignment with state and federal requirements, as illustrated below:

Data : Additional Diagnostics and consultation with specialist to drill down on student need
Problem Solving: SST, COST, ILT
Intervention: Intensify Tier 2 strategies

TIER 3

Data: Diagnostic Assessment and Progress Monitoring
Problem Solving: Collaborative including family
Intervention: (research based instructional strategies) Differentiated Instructions to target specific skills, technology tools (ExitTicket, Learning Lists), small groups to support differentiation.

TIER 2

Data: Universal Screening (MAP)
Problem Solving: ILT, PLC
Intervention: Core curriculum and research based instructional strategies (Building key learning skills and techniques)

TIER 1

10
11
12 Professional development and time for teacher collaboration will be provided to support
13 accelerated learning for all students.

14 *Abolishing the Achievement Gap:* Closing the achievement gap takes more than backfilling
15 content knowledge and building proficiency with cognitive strategies; it takes supporting
16 students to develop critical learning skills and techniques.[xlvi] In addition to employing strategies
17 within the RTI framework discussed above, to close the achievement gap, the Frick Impact
18 Academy will focus on helping students develop the skills and techniques needed to own and
19 manage their own learning. This process is described in greater detail in the Key Learning Skills
20 and Techniques component of the curricular model discussed above and subscribes to Conley's
21 notion that high school and college students must manage their own learning to be successful,
22 and that without these skills, secondary students cannot grow to become independent learners:
23 "No single factor may be more important to student success than the degree to which students
24 take ownership of their learning and are allowed to do so."[xlvii]

1. The school will promote student ownership of their own learning through the development of
2. specific skills: goal setting, persistence, self-awareness, motivation, help seeking, progress
3. monitoring, and self-efficacy. In addition, development of the following high-leverage learning
4. techniques will be supported across the curriculum: time management, study skills, test taking,
5. note taking, memorization, strategic reading, collaborative learning, and technological
6. proficiency. Again, per Conley: "Teaching and emphasizing these skills and techniques is a key
7. next step towards closing the achievement gap and towards enabling more students to learn the
8. Common Core State Standards in ways that make them college and career ready."[xlviii]

9. Frick Impact Academy is committed to integrating the teaching of the Key Learning Skills and
10. Techniques into all instruction for all scholars each academic year and to allow scholars time to
11. practice and internalize the techniques so that they can be applied to future learning
12. environments.

13. **F. Gifted and Talented (GATE) Students**

14. *1. Identification of Gifted/Talented and Academically Advanced Students:* As previously
15. discussed, the goal of the school is to accelerate learning for all students, included academically
16. advanced and gifted/talented students. Generally, the school operates from the position that all
17. students are gifted/talented and have a right to be academically challenged. MAP assessments
18. will identify how far above grade level academically advanced students are preforming and
19. support the development of strategies to differentiate instruction and accelerate learning for those
20. students.

21. Best practices support using more than one criterion to identify gifted and talented students.[xlix]
22. The following criteria will be used to identify gifted and talented students at Frick Impact
23. Academy: achievement, intelligence quotient (IQ), ability, and other test scores; motivation;
24. parent/guardian, student, and teacher recommendations; classroom observations; and portfolio
25. assessments. All instructional staff will be responsible for helping to identify these advanced
26. scholars.

27. *2. Research-based Instructional Programs and Strategies:* The school will use the following
28. strategies to meet the needs of academically advanced and GATE students:

29. • Optional enrollment of younger students from the middle grades who may be placed in
30.   high school courses for advanced academic instruction
31. • Advanced Placement (AP) courses and personalized project-based learning
32. • Concurrent community college enrollment
33. • Technology-enhanced learning, including online courses
34. • Advancement Via Individual Determination (AVID)
35. • Youth action research

36. All staff will be qualified to serve gifted and academically advance students. As technology will
37. be key in accelerating the learning of this subgroup, one Chromebook per student will be
38. available for this subgroup and all Frick scholars.
39.

1 **G Supplemental Programming**

2 *1. Full-Service Community School*

3 Frick Impact Academy is designed as a Full-Service Community School with a comprehensive
4 integrated system of supports that are aligned with the mission, visions, and goals of the school.
5 The integrated system of supports includes Expanded Learning Opportunities, Health Services
6 and Family Engagement, and Support Services. Access to such comprehensive services can help
7 mitigate non-academic barriers to learning and strengthen families, in alignment with the Frick
8 Impact Academy mission. Safe Passages will serve as the Lead Agency Partner supporting the
9 implementation of an integrated system of support for students and families and leveraging
10 public and private resources to sustain programs. Safe Passages has partnered with the school
11 community since 2000. For the last five years, Safe Passages has directly leveraged over
12 $180,000 per year in city, state, and federal funding in the school community. The leveraging of
13 additional resources is expected to grow as the Frick Impact Academy is incubated and then
14 implemented. The Full-Service Community Schools Manager is charged with overseeing school-
15 based implementation and facilitating the COST.

16 The school will offer health services, including health education, sports physicals, and medical
17 services, through its evidence-based SBHC. Scholars and their families are eligible for services
18 and can access them on their own or be referred for services through the COST or SST process.
19 Health services are optional but highly desirable, given the significant gaps in health care
20 services for high-need populations, including students and families living in poverty.

21 The Frick Impact Academy will also offer a menu of evidence-based mental health services.
22 Longtime partner EBAC will provide individual, group, and family counseling services. EBAC
23 will leverage existing sources of funding, including EPSDT Medi-Cal reimbursements, to
24 support mental health services. These services will be supplemented with MSW, MFT, and
25 psychology graduate-student interns. All mental health services will be guided by the principles
26 of trauma-informed care to best meet the needs of the student population.

27 Partnerships between the Frick Impact Academy, Oakland Police Department, City of Oakland's
28 Department of Parks and Recreation, Oakland Public Libraries, OUSD Library Services, and
29 other community providers will be nurtured to deepen the system of support for students and
30 families. A Full-Service Community Schools approach aligns with the OUSD pillars of
31 Increased Time on Task and Strong School Culture.

32 *2. Extra- and Co-curricular Activities*

33 The Frick Impact Academy will offer a rich, comprehensive expanded learning program that
34 includes an Extended Day Program. The program aligns with the regular school-day instruction
35 to provide quality academic acceleration, enrichment opportunities, and sports for Frick scholars.
36 The Extended Day Program is managed by the Extended Day coordinator and supported through
37 braided funding from the state (ASES), the City of Oakland (Oakland Fund for Children and
38 Youth through a grant to Safe Passages), and the Corporation for National Community Service
39 (AmeriCorps through a grant from Safe Passages). The Extended Day Program will operate five
40 days per week during the school year, from 3:00 to 6:00 p.m., and offer extended hours during

1   minimum days.

2   Accelerated learning through small groups, one-on-one skill building, and academic mentoring
3   will be provided by highly qualified, trained instructors and AmeriCorps members at no cost to
4   families. AmeriCorps members work during the school day with an assigned cohort of high-need
5   students. High-need students will be specifically recruited to participate in the Extended Day
6   Program. Last year, 89% of students served through the Safe Passages AmeriCorps program
7   improved by at lease one functional grade level in ELA and/or Math. A diverse menu of
8   enrichment opportunities will be provided to Frick scholars, including digital art, visual art,
9   music, cultural arts, dance, cheerleading, cooking, and STEAM. Enrichment options will be
10   tailored to the needs of the school and the preferences of the students. The program will be
11   evaluated annually for alignment with the regular school-day curricula and student academic and
12   youth development outcome objectives.

13   Athletics will play a significant role in the Frick Impact Academy. A wide variety of sports will
14   be offered to scholars to support physical fitness, health, STEAM, discipline, good citizenship,
15   and leadership development. Research demonstrates the power of sports in supporting these
16   areas of youth development. Sports offerings will be available to male and female scholars and
17   include basketball, soccer, lacrosse, cheerleading, volleyball, and baseball. Opportunities to
18   expand sports offerings will be developed over time. School teams will participate in both
19   middle and high school leagues.

20   *3.   Summer School Bridge Programs*

21   The school will design and implement Summer Bridge programs for all incoming 6th- and 9th-
22   grade students, estimated to be 180 students total. The general Summer Bridge programs will
23   provide transition support for three hours a day over a one-week period for students as they move
24   from elementary to middle school and from middle school to high school. The Intensive Summer
25   Bridge programs will focus on high-need 6th- and 9th-grade students to adequately prepare them
26   for the transition to secondary school. A third track for incoming ELD scholars will be integrated
27   into Summer Bridge if needed.

28   To ensure that high-need students are identified for the Intensive Summer Bridge programs,
29   Frick Impact Academy will work with feeder schools to identify students based on academic and
30   engagement criteria. The intensive Summer Bridge track will be offered 4 hours a day for 4–5
31   weeks and serve approximately 100 students with academic support, transition support, and
32   enrichment. COST meetings will be scheduled for students requiring additional transition
33   support.

34   The school will seek funding from OUSD and align with the requirements of existing 21st
35   Century Summer Supplemental funding. In addition, the school will seek Oakland Fund for
36   Children and Youth (OFCY) funding and private resources to support its Summer Bridge
37   programs. All supplemental programming will uphold the OUSD pillars of Increased Time on
38   Task, Rigorous Academics, and Linked/Personalized Learning.

1 ## SECTION IV: TEACHING

2 ### A. Teacher Coaching

3 #### 1. Primary Goals for Teaching

4 High-quality instruction is a critical factor in achieving the mission and vision of the Frick
5 Impact Academy. Teachers will build collaborative practice rather than teach in silos, and the
6 whole school will evolve into a professional learning community (PLC). The Frick Impact
7 Academy PLC will provide teachers with the information, foundational documents, instructional
8 materials, skills, tools, and collaborative time to create high-quality instruction. The school will
9 employ a distributive instructional leadership model whereby every teacher is acknowledged as
10 an instructional leader.

11 The model for empowering teachers will leverage the assets and strengths of teachers and
12 encourage teachers to take ownership and hold each other accountable for high-quality
13 instruction across all subject areas. Teachers will be organized into Instructional Leadership
14 Teams by subject area, ELL, Special Education, and grade level to facilitate collaboration. In
15 addition, a Faculty Advisory Council will be created to garner teacher input regarding
16 instruction, coaching, and professional development for the Instructional Leadership Team.

17 The primary goals for teacher coaching at Frick Impact Academy are to provide a consistent
18 feedback loop using research-based tools that reinforce the school's curriculum scope and
19 sequence; a school-wide set of behavior-management agreements and consequences; and a
20 shared set of Common Core–aligned, inquiry-based best practices for differentiated high-quality
21 instruction. Specifically, teacher coaching will enable all Frick Impact Academy teachers to
22 implement the proposed curriculum model across various student ability levels, inclusive of ELL
23 and Special Education students.

24 Coaching is demonstrated to be a promising element of effective professional development and
25 critical to improving instruction and educational reform efforts. Research has shown that
26 effective coaching supports the following:[1]

27 - Increased collaboration among teachers;
28 - Promotes reflective practice;
29 - Leads to improvements in instructional capacity;
30 - Increased opportunities improve discipline-specific practice; and
31 - Positive cultural change.

32 The primary goals for teacher-coaching at Frick Impact Academy are related to furthering the
33 mission and vision of the school to ensure that every Frick scholar graduates from high school
34 and college, career ready. The primary goals include the following:

35 - Empower teachers to deliver high quality instruction;
36 - Build on the assets and strengths of teachers to deliver high quality instruction;
37 - Provide a consistent feedback loop using research-based tools that reinforce the school's

1   curriculum scope and sequence;

2   ▪ Support a school wide set of behavior management agreements and consequences; and

3   ▪ Provide a shared set of Common Core-aligned, inquiry-based best practices for
4   differentiated high quality instruction.

5

6   Teacher-coaching will be aligned with OUSD's Oakland Effective Teacher Framework (OETF).[li]
7   Specifically, coaching will support the four domains of OETF and their corresponding standards:

8   1. Domain 1: Planning and Preparation
9   ▪ Establishing a clear purpose for learning
10   ▪ Using knowledge of students to tailor instructions
11   ▪ Planning coherent, rigorous instruction
12   ▪ Planning challenging learning experiences for all students

13

14   2. Domain 2: Classroom Environment
15   ▪ Promoting an environment of respect and rapport
16   ▪ Establishing a culture for learning
17   ▪ Managing behavioral expectations and routines
18   ▪ Organizing physical space and resources

19

20   3. Domain 3: Teaching and Learning
21   ▪ Communicating with students
22   ▪ Questions and discussion techniques
23   ▪ Engaging and supporting all learners
24   ▪ Monitoring student understanding

25

26   4. Domain 4: Professional Responsibilities
27   ▪ Engaging in reflection to increase effectiveness
28   ▪ Growing and developing professionally
29   ▪ Collaborating with families
30   ▪ Participating in a professional community

31

32   The Frick Impact Academy believes that the proposed Teacher-coaching model will enable all
33   teachers to implement the proposed curriculum model across various student ability levels,
34   inclusive of ELL and Special Education students.

35   Finally, the Frick Impact Academy teacher-coaching model assumes an abiding respect for
36   teachers and an unwavering commitment to high quality instruction. Teachers will be treated as
37   professional in the context of coaching and professional development. Coaching schedules and
38   criteria will be posted in advance, diligently followed, and impartially administered in a timely
39   and professional manner. All persons involved in teacher-coaching will receive advance training
40   to ensure consistency in evaluation an adherence to OEA and OUSD regulations and agreements.

41   **2. Plan for Coaching**

42   Coaching is a core strategy for achieving exceptional instruction in every classroom. Frick
43   Impact Academy will implement the OUSD Teacher Growth and Development System (TGDS)

1 and the Oakland Effective Teaching Framework (OETF). The Frick Impact Academy teacher-
2 coaching model will begin with a three-day orientation prior to the first day of instruction. The
3 principal and teacher coach will lead this orientation with the support of Instructional Leadership
4 Team leads and Faculty Advisory Council representatives selected by the teaching staff. During
5 the orientation, all teachers will be provided with a clear outline of the teacher-coaching model,
6 the schedule for observations (including peer observations), the biographies of all personnel
7 involved in teacher coaching, and the observation criteria. All teachers will watch the OUSD-
8 produced videos on the TGDS and will be provided with a binder that includes all the materials
9 and tools to be utilized during the observations and feedback sessions. The initial orientation will
10 focus on building a cross-functional team and emphasize the supportive intent of the peer-
11 coaching model. The second day of orientation will be a SMARTe goal-setting work session
12 facilitated by the teacher coach and principal. Teachers will receive a one-hour training on
13 SMARTe goals, discuss examples of SMARTe goals most relevant to the Frick Impact Academy
14 scholar population and curriculum, and work in small groups, pairs, and individually to articulate
15 their own SMARTe goals for the academic year. The principal along with the teacher coach will
16 review these goals with each teacher before the first observation. The last day of orientation will
17 include a training session on performing a successful peer observation and the use of
18 BloomBoard.

19 ***Personnel Involved in Teacher Coaching***

20 Frick Impact Academy proposes to hire one teacher coach who will serve as the point person and
21 coordinator for all teacher-coaching and professional development activities The teacher coach
22 will not serve in a supervisory role but rather as the hub of a support system designed to
23 maximize coaching effectiveness and leadership development among the teaching staff. The
24 teacher coach will possess five years of successful teacher experience; previous coaching
25 experience; demonstrated knowledge of the Common Core standards across core content areas;
26 experience in research-based instructional practices; deep knowledge of and experience in
27 instructional strategies, conditions of learning, and teaching/learning processes; effective
28 communication, collaboration, and interpersonal skills for building an environment with an
29 instructional focus; ability to design and deliver quality professional development for
30 administrators and teachers; and outstanding presentation and facilitation skills. This model will
31 emphasize the empowerment of teachers as experts and encourage the utilization of teachers'
32 expertise in creating high-quality instruction.

33 ***Teacher Feedback:*** Frick Impact Academy teachers will receive feedback from the principal,
34 teacher coach, and their peers on both their lessons plans (uploaded to BloomBoard) and their
35 teaching. The teacher coach and/or principal will substitute into classrooms to free up teachers to
36 conduct preconference, observations, and post conference meetings with their peers. Teacher
37 feedback will be discussed in meetings of the Instructional Leadership Teams, Faculty Advisory
38 Council and the Leadership Team, and used in the performance-improvement process.

39 ***Focus Areas:*** Since Frick Impact Academy is a STEAM-focused school, teacher coaching will
40 focus on the following: 1) effective implementation of the curriculum model; 2) Common Core
41 alignment; 2) STEAM; 3) multicultural/Ethnic-Studies-infused STEAM integration; 4)
42 embedding technology in the classroom; 5) Differentiated Instruction and Acceleration

1 strategies to strengthen instructional planning:

2 ▪ Inquiry-based instruction and problem solving
3 ▪ Acceleration
4 ▪ Individualized instruction based on the zone of proximal development
5 ▪ High-level instruction
6 ▪ Academic discourse
7 ▪ Academic vocabulary
8 ▪ Bell-to-bell strategies (Do Now) to maximize instructional time
9 ▪ Ongoing checks for understanding (ExitTicket)
10 ▪ Technology as an instructional tool
11
12 Technology will support many of the instructional strategies but will require additional
13 instructional planning. For example, Google Docs and the Google Suite tools will be used to
14 embed writing across the curriculum, supporting horizontal alignment and strengthening key
15 writing skills, but teachers will have to consider how best to build in the use of equipment and
16 real-time, collaborative document creation into their instructional plans. Coaching will support
17 teachers in integrating technology in their instructional plans. As part of the proposed
18 collaboration with Leadership Public Schools, Frick Impact Academy will collaborate with the
19 Oakland R&D High School on coaching related to the use of technology as an instructional tool.
20
21 Coaching on the system of instruction and intervention will support teachers integrating the
22 needs of ELL students into their instructional plans to ensure that ELLs at all proficiency levels
23 receive both targeted and explicit ELD instruction as well as full access to the academic
24 demands of the Common Core and Next Generation Science Standards. Similarly, teachers
25 will be supported through coaching to incorporate the needs of Special Education students into
26 their instructional planning. Frick Impact Academy will utilize BloomBoard and the TGDS Step
27 1 Lesson Plan Template rubric to guide and evaluate teachers' instructional planning.

28 **B. Professional Development**

29 **1. Professional Development Standards and Opportunities**

30 As discussed in the Teaching section of this proposal, the school redesign embodies a deep
31 commitment to the professional development of teachers. Effective professional development
32 practices do the following:

33 ▪ Focus on developing teachers' capabilities and knowledge to teach content and subject
34   matter;
35 ▪ Address teachers' classroom work and the problems they encounter in their school
36   settings; and
37 ▪ Provide multiple and sustained opportunities for teacher learning over a substantial
38   time interval.[liii]

39 Teachers will be provided appropriate time to collaborate to develop lessons, participate in real-
40 time professional learning to develop and refine their instructional practice, and are accountable
41 for effective implementation of the practices they have been sufficiently supported to implement.
42 Teachers will also have the opportunity to meet with external experts to support the

1 implementation of the proposed curriculum model. For example, the Design Team has been
2 invited to meet with David Conley, leading education expert in the field of college and career
3 readiness and author of the Four Keys to College and Career Readiness model, in a professional
4 development session organized by Leadership Public Schools.

5 The Frick Impact Academy professional development model will be a continuous improvement
6 process, not a series of events. Professional development topics are selected to address the
7 specific components of the redesigned Frick Impact Academy model and to thoroughly address
8 the needs of the inaugural staff so as to ensure a cohesive and cross-functional team.

9 The monthly PD topics will include the following:

10   1. The Four Keys to College and Career Readiness
11
12   2. Key Learning Skills and Techniques and Closing the Achievement Gap
13
14   3. STEAM: Increasing Science Literacy across Content Areas
15
16   4. Frick Impact Academy Expectations: School-Wide and Classroom Management Systems,
17   Including PBIS and COST
18
19   5. Immersive Technologies: how to integrate 21st-century technology into your classroom
20   and curriculum, including BloomBoard, ExitTicket, Learning Lists, Gooru, Khan
21   Academy, and Promethean Boards
22
23   6. RTI: Data Analysis, Problem Solving, and Instruction and Intervention
24
25   7. Differentiated Instruction and Remediation: how to use data to identify and meet the
26   learning needs of students with varied learning styles and abilities within one classroom,
27   including ELL and Special Education students
28
29   8. How to Use the NWEA MAP Assessments to differentiate instruction
30
31   9. Project-Based Learning and Student Action Research: how to develop projects that align
32   with Common Core and the Frick Impact Academy multicultural STEAM curriculum
33
34   10. Linked Learning and Career Pathways: how to integrate "the real world" into your
35   classroom and make the curriculum relevant to your students
36
37   11. Sustaining Ourselves and Our Students and Families: how to identify and prevent burnout
38   and vicarious trauma; how to develop self-care mechanisms for teachers, trauma-
39   informed care for students, and resources and referrals for students and families
40
41   12. Planning for the End of the Year Testing: how to shore up students' test-taking abilities
42   without "teaching to the test"
43

13. Planning for the Next Year: how to assess the strengths and challenges of your classroom and the school so as to make improvements for the following year; identifying school leaders and strengthening the cross-functionality of the team

14. Teacher-Selected Professional Development: based on teacher feedback and survey results, this session will be designed to meet the needs of teachers. This session will also serve as an opportunity to identify and address the strengths and challenges of the OPD sessions and to gather input into the professional development cycle for the following year.

Frequency: The whole staff will participate in required professional development four times per month, and Instructional Leadership Teams will meet an additional two hours per month. The Faculty Advisory Council will meet once per month to help design professional development sessions and identify additional professional development needs.

2. Cultural Responsiveness of the Professional Development Plans

Professional development activities will be designed and implemented to strengthen teachers' capacity to serve the cultural, linguistic, and learning needs (ELL, Special Education, and/or Gifted and Talented) of Frick Impact Academy scholars. As Critical Pedagogy is the overarching transformative approach, the professional development plans will be undergirded by cultural responsiveness, and trainers will facilitate each professional development activity through the lens of cultural responsiveness.

Professional development plans related to ELL students will also incorporate cultural responsiveness as best practices in ELL instruction, which includes incorporating and building on the prior experiences of ELL students. In addition, the Frick Impact Academy is committed to providing school-wide professional development to Special Education and general education teachers to serve the needs of mild- and moderate-needs students. A Special Education Instructional Leadership Team will be created and facilitated by the SPED coordinator. IEP and other assessments discussed above will support academic acceleration, differentiated instruction, and data-driven collaboration between teachers to meet the needs of Special Education students.

3. Evaluation of Professional Development

The professional development program will be evaluated throughout its implementation. Anonymous surveys will be required at the end of each monthly professional development session. Teachers will also be asked to rate and discuss the sessions during their teacher-observation feedback meetings with the teacher coach and principal. The collected data will be analyzed by the Instructional Leadership Teams, Faculty Advisory Council, and the Leadership Team as part of the program-improvement process and utilized to identify gaps in the professional development program and to drive future activities. The professional development practices and approach align with OUSD pillars of Rigorous Academics, Increased Time on Task and Educator Development and Pipelines.

1   # SECTION V: FACILITIES

2   *Facility Modifications/Improvements*
3   The existing Frick Middle School was originally built in 1958 as Site 203 in Region 3; it was
4   designed to accommodate 6th–8th grades. The site sits on 6.3 acres of land and consists of
5   85,323 square feet of permanent building area and another 5,969 square feet of portable
6   classroom space. The current buildings consist of 38 classroom, 6 general education rooms, three
7   program rooms, one flexible room, and one parent space. The outdoor space includes antiquated
8   portables built between the years 1957 and 1969, and an all-blacktop recreational field that
9   provides little to no green space for scholars. In order to accommodate all the STEAM academic
10 components of the proposal and expand upon the Full-Service Community School vision as
11 stated in the OUSD Strategic Plan, the Design Team proposes several facility upgrades and
12 modifications, as outlined below.

13 The following documents and community forums guided the proposed facilities modifications:
14 Oakland Unified School District, Facilities Master Plan, 2012; *The Pathway to Excellence: 2015-*
15 *2020 Strategic Plan*; Oakland Unified School District, Design Guidelines, Draft, 2014;
16 Community input meetings (held January–May 2015); Design Team member meetings (held
17 January–May 2015); Parent survey forms (collected February–May 2015); stakeholders'
18 interviews (conducted March–May 2015); door-knocking events where community residents
19 living within a mile parameter of the school grounds provided recommendations for internal and
20 external capital improvements. DSK Architects provided advice and rendered architectural
21 drawings for the proposed modifications, available in the Appendix.

22 In summary, the recommendations include the utilization of all existing buildings and outdoor
23 spaces to accommodate the growth of a STEAM academy that will serve scholars in grades 6
24 through 12. It is recommended that the first floor of the main building be modified to
25 accommodate the middle school (grades 6–8) classrooms and that the second floor house the
26 proposed high school (grades 9–12). Finally, the proposal recommends significant improvements
27 to the outdoor space to accommodate "outdoor classrooms," a community partners building,
28 additional green space, and sports facilities. The proposed modifications include the following:

29 ## All Buildings, Including Classrooms and Offices on Campus

30 - Install high-speed broadband/wireless Internet.
31 - Increase number of outlets to accommodate computers and other electronic
32   equipment.
33 - Remove antiquated Ethernet-cable connections.
34 - Upgrade wattage levels of electrical systems.
35 - Upgrade existing glass windows to energy-efficient windows.
36 - Improve overall temperature cooling systems of buildings to account for number of
37   computers and electrical use.
38 - Ensure that all climate control systems are energy efficient and inclusive of
39   alternative fuels.
40 - Upgrade all existing bathrooms; install hands-free dryers and new mirrors.

1   **Rationale:** The Frick School has antiquated electrical systems, poor ventilation, and lacks
2   energy-efficient building components. The modifications proposed to the existing buildings are
3   necessary to deliver high-quality STEAM programs, increase solar and energy-efficient
4   programs, and ensure the safety of the school community and its assets. Additionally, the
5   modifications are aligned with the OUSD Facilities Master Plan goals of Supporting Full-Service
6   Community Schools; Modernizing and Upgrading Facilities, including sustainability upgrades
7   that reduce energy and water consumption; and Sustainability.

8   **Safety Improvements**

9   1. Add surveillance cameras in the cafeteria, back-of-the-school entrance, gym, main
10   building hallways, and computer labs.
11   2. Reinforce locks on all doors, especially in computer rooms.
12   3. Reinforce locks on cabinets that store chemicals in computer rooms.
13
14   **Rationale:** The proposed safety modifications will provide additional security to the school
15   community and to high-value computer equipment, and will prevent theft. Additionally,
16   proposed locks to cabinets are necessary in order to limit access to toxic chemicals needed for
17   computers and printers.

18   **Main Buildings (A–D)—Classroom Modifications**
19   1. 1st floor—grades 6–8: update one existing science laboratory; convert one existing
20   classroom space into a STEAM innovation laboratory; upgrade computer room (room
21   102) with smart board; upgrade cabinet space; add additional computer spaces; and install
22   a 3-D printer.
23   2. 2nd floor—grades 9–12: update two science laboratories to accommodate a STEAM
24   program for high school students and convert one classroom into a computer laboratory
25   (room 214).
26
27   **Rationale:** In order to implement the STEAM programs outlined in this proposal, the existing
28   building classroom spaces must be upgraded to meet 21st-Century Classroom guidelines as
29   described in the OUSD Facilities Master Plan. In addition, the proposed classroom modifications
30   are aligned with the *OUSD Design Guidelines* that include specifications for 21st-Century
31   Classrooms, Flexible Classroom Configurations, Classroom Environment, Classroom Storage,
32   and Classroom Technology.
33
34   **Library**
35   1. Reconfigure the room adjacent to the library as a teacher resource room.
36   2. Upgrade library spaces to allow for increased computer access for online research.
37   3. Add a soundproof room for study groups.
38   4. Install an LCD interactive screen.
39   5. Replace old furniture with new ergonomic furniture.
40
41   **Rationale:** The proposed library modifications would provide a sufficient number of outlets and
42   network connections for computer access. Modifications would provide a flexible configuration
43   to enable medium-size meetings. Additionally, the proposed reconfigurations are aligned with

1   the Design Guidelines, the OUSD School Library Program Standards and the California School
2   Library Program Standards.

3   ### Shops 1–2 and Health Center (Buildings D–F)
4   The team proposes to develop the existing Shops 1 and 2 spaces adjacent to the Health Center
5   into a Family Resource Center. The requested modifications are the following:
6   1. Convert the Shop 1 building into an exercise and flexible meeting space for parents. This
7   space would be utilized for exercise, nutrition, and other group activities.
8   2. Convert the Shop 2 building into a Parent Resource Office with space for a food pantry,
9   computer room, childcare area, and a small office.
10   3. Upgrade the bathrooms attached to this building (currently not functional).
11

12   **Rationale:** Research demonstrates that scholars perform better academically when their parents
13   are engaged and active in their children's education. The Design Team recommends the
14   development of a Parent Resource Center, which would provide sufficient and adequate space
15   for families to gather, enhance their academic profile, participate in school and community
16   activities, increase their capacity to guide their children's education, and develop their own
17   leadership skills to lead school-community programs and initiatives. These modifications are
18   also aligned with the adopted Facilities Master Plan of 2012.

19   ### Portables G–K (built 1957–1969)
20   1. Demolish all portables.
21   2. Add one new community partners building with two multipurpose classroom spaces, one
22   conference room, and five office spaces.
23   3. Install a modern high-tech greenhouse.
24

25   **Rationale:** The request to remove the existing portables is aligned with the OUSD Facilities
26   Master Plan goal to "use permanent facilities to accommodate district enrollment goals and
27   provide students with healthier learning environments." The document also presents examples of
28   how to accomplish this goal, e.g., "Substantially reduce the number of portables district-wide"
29   (page 11 of the OUSD Facilities Master Plan, 2012).

30   The antiquated portables will be replaced by a new, permanent building for use by community-
31   based providers. The building will have office and classroom space for wraparound services,
32   after-school programs, gardening programs, adult education, academic tutoring, Restorative
33   Justice and others. The proposed modifications are aligned with the OUSD Facilities Master Plan
34   Goal. The greenhouse will allow for the development of a science program that will introduce
35   scholars to a variety of industries, including agriculture, horticulture (the scientific cultivation of
36   fruits, vegetables, herbs, flowers, and ornamental plants in nurseries and gardens), energy (solar,
37   wind, and fuel cells), greenhouse manufacturing, hydroponics (soil-less growing),
38   environmental-control software, lighting, heating and ventilation, polymers, and many more.

39   ### Auditorium/Theater/Multi-purpose/Cafeteria
40   1. Rehabilitate the existing snack bar to support scholars' entrepreneurial skills.
41   2. Upgrade and maintain the kitchen.
42   3. Install a new sound system and stage lights in the theater.

4. Update locks on the doors of Room M1 (existing office space behind cafeteria), to be used for housing after-school supplies.
5. Remodel existing teachers' lounge to make it an inviting area for teachers. The lounge needs new flooring, window treatments, furniture, and appliances.

Rationale: The modifications proposed above support the supplemental programs of the school. Currently, several spaces in this building are underutilized due to a lack of maintenance. The upgrades proposed would allow students and staff to conduct nutrition, theater, and other supplemental programming at the school.

Gymnasium and Health Education Room
1. Gymnasium: install new flooring, scoreboard, bleachers, lighting and sound system; remove showers; and create sports-medicine simulation lab.
2. Health Education Room: replace the floors and add mirrors; install projector/TV/DVD/CD system and locked space for sound system.

Rationale: The existing gymnasium is in need of upgrades to promote sports and community engagement. Also, the existing Health Education Room needs upgrades to accommodate performing arts programs such as dance, cheerleading, and other movement classes.

Major Capital Improvements
The Design Team is recommending two potential "major" capital improvements: a) removal of the existing portables (built in 1959) to make space for a new building structure for community partners offices and wraparound services; and b) the addition of a greenhouse in the location where the portables are currently located. The rationale for both of these capital improvements is provided above and is aligned with the goals of the OUSD Facilities Master Plan of 2012 and the OUSD Strategic Plan.

Use of Outdoor Space
The current space consists primarily of blacktop and is completely void of green space. Improvements to the outdoor space are critical to the implementation of STEAM-oriented career pathways, including sports medicine and chiropractic medicine. Additionally, the proposed sports facilities will enhance the overall well-being of scholars and community members alike. The addition of sports facilities and green space will greatly add to the overall "look" of the school, making it more appealing to prospective scholars and families. Neighborhood residents surrounding the school have equally expressed a desire to improve the school facility to add both aesthetic appeal and a sense of safety to the neighborhood.

Proposed Sports Facilities
The following modifications and outdoor space improvements are necessary to deliver the academic STEAM program that supports an extensive sports medicine and chiropractic focus. The recommended sports facilities improvements include the following:

1. **Soccer Field:** The major enhancement to the outdoor space will be the addition of a National Federation of State High School Association regulation-size soccer field that

will also serve as a lacrosse field. The Design Team surveyed families and concluded that the addition of soccer ("futbol") will also be a great attraction to prospective families. The addition of a soccer field will also support the integration of many ELL scholars and their families, as the sport is a highly valued activity in many immigrant communities.

2. **100-meter Sprint Track**: The available outdoor space will also accommodate a 100-meter sprit track where teachers can hold outdoor classroom programs related to body motion and sports injury.
3. **Basketball Courts:** The existing outdoor basketball courts will be upgraded to provide adequate space for the practice of this sport.
4. **Other Sports- and Recreational-Space Modifications**

- Installation of outdoor lighting in the field for night games.
- Outdoor lighting around the school for safety and facility access during night games.
- Update of the existing outdoor concession stand, including water and electrical systems.

Green Outdoor Space

Finally, the Design Team recommends further outdoor modification of the existing blacktop field to include ample, properly designed green spaces to increase scholars' access to nature, and to beautify the overall outdoor space for the school and community at large. This will include the following:

1. The installation of fencing that utilizes natural "green" products, is adaptable to vegetation, and provides safety. Fencing will also allow the community to view the school activities from the outside perimeters of the school.
2. Landscaped schoolyard with trees, plants, and other natural components that provide for additional outdoor space for science curriculum, including biology and botany. In addition, a "green" playground will provide scholars with a safe and inviting space to relax, eat, and play.

Rationale: Research has shown a strong correlation between access to green space and learning. Research findings indicate five major benefits of a schoolyard habitat used as a classroom throughout the school day: (1) critical thinking and curiosity; (2) ownership and identity; (3) peace and calm; (4) respite and respect; and (5) adventure and imagination.[liv]

Other External and Outdoor Improvements

1. The installation of an outdoor electrical billboard for school announcements.
2. Façade improvements, including repainting of the building.
3. Designation and design of a scholar drop-off and pick-up zone.
4. Installation of speed bumps around the perimeter to improve pedestrian safety.

The facilities modifications and improvements recommended in this section are integral to supporting the proposed STEAM Academy components and the development of healthy, well-supported young people and their families. In the focus group with the Design Team, students emphasized their strong desire for a beautiful, welcoming, campus. These modifications support the OUSD pillar of Strong School Culture.

1

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OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Quality School Development Proposal

McClymonds High School

McClymonds High School

Intensive School Support Proposal

Submitted by the McClymonds High School Site-Based Committee

5/21/2015

Table of Contents

EXECUTIVE SUMMARY

Name of Applicants/Design Team	McClymonds High School Site-Based Committee
In--District or Charter Applicant	In-District
Grade Configuration	9-12
Model or Focus (e.g., Blended Learning, Dual Language, etc.)	The Futures Personalized Pathway Model
Name of Intensive Support School	McClymonds High School
Primary Contact (name, email, mobile phone)	Tinisha Hamberlin tinisha.hamberlin@ousd.k12.ca.us 510.238.8607 (office) 510.501.8744 (cell)

EXECUTIVE SUMMARY NARRATIVE

1. CULTURE:

A. MISSION & VISION

Vision Statement: McClymonds High School will build a network of college, career, and community-ready graduates who effect positive change through service and activism.

Mission Statement: McClymonds High School and its partners will strategically and cohesively utilize each grade level to implement skills and knowledge around self-discovery, responsibility, accountability, and commitment in order to build a network of empowered graduates that effect positive change through college and career readiness. Students will understand and demonstrate completion of A-G requirements, community service, service learning, and student voice, ultimately elevating West Oakland.

B. ROLE OF COMMUNITY AND FAMILY IN SHAPING APPLICATION

Several families/guardians, alumni, students, and community members have served as committee members of the Site-Based Committee and Proposal Design Teams. At the start of the Intensive School Support process, all McClymonds High School stakeholders were invited to apply to serve as a member on the Site-Based Committee or to serve on one or more of the five (5) Proposal Design Teams. We conducted the following outreach efforts to engage prospective families, teachers, and students:

- One (1) of the two (2) *monthly* meetings of the Site-Based Committee was open to the public. At these meetings there were updates on the proposal writing process and opportunities to ask questions and offer recommendations, which were noted and considered by the Site-Based Committee.
- Four (4) meetings were held both during and after school to engage student voice in the process.
- Teachers, alumni, parents, community members, etc. were invited to attend an additional adult engagement meeting to discuss concerns and offer suggestions.
- Weekly Robo-Emails to promote community engagement and provide updates were provided.

C. COMMUNITY NEED

- 89% of our current population meets Local Control Funding Formula (LCFF) indicators, i.e. free/reduced meals, English Language Learners (ELL), and/or foster youth;
- 86% of students in 2013-14 qualified for free/reduced meals;
- 65% of our students demonstrate symptoms of trauma exposure (Coordination of Services Team (COST) trauma-screening data);
- 60% of incoming students are Far Below Basic (FBB) on formal benchmarks, 15% are Below Basic, and only 25% enter at or above basic skill levels;
- 18% of our students have an identified disability; and
- 2.2% of our student body in 2013-14 comprised ELL, with an additional 2.7% Fluent English Proficient.

In 2013-14 McClymonds's suspension rates were higher than the district average, at 21.4% overall, 32.6% for Special Ed, and 22.1% for African Americans. Our Cohort Graduation and Dropout rates were 67.3%, and 21.8%, respectively, A-G completion was 50%, and career pathway participation was 6%.

A majority of students arrive at McClymonds not ready to perform at grade level and deeply affected by the compound injuries of racial oppression, trauma and poverty. The risk of academic failure is therefore distressingly high. Many students are in credit recovery, and recent scholastic reading inventory (SRI) scores show only 39% of students who took the assessment testing at or above grade level. While these

figures accurately depict a school that is struggling to serve a population disadvantaged by poverty, trauma, and, in many cases, years of academic disengagement, McClymonds also has many assets and strengths as a school. Approximately 80%of our student body comprises African American young men and women. The needs identified at McClymonds are called out in the Call for Quality Schools.

2. LEADERSHIP: QUALIFICATIONS, CREDENTIALS AND ATTRIBUTES OF SCHOOL LEADER

The Leader of McClymonds will serve as the school's *Moral Compass*, to be *Transparent*, to demonstrate *Commitment* and *Compassion*, and to show *Integrity*. It is preferred that our school leader have school leadership experience, but the aforementioned qualities, along with communication skills, cultural competency, and a willingness to make a *long-term time investment* to our school are more important. We expect the school leader to participate in ongoing learning through a community of practice and/or a principal leadership training program to help him/her transform McClymonds into a high-performing school. This work will focus on the following priorities: 1) Shaping a vision of academic success for all students; 2) Creating a climate hospitable to education; 3) Cultivating leadership in others; 4) Improving instruction; and 5) Managing people, data and processes to foster continuous school improvement.

The school leader, or Principal, will serve, in close collaboration with the Assistant Principal (AP) of Instruction, as the instructional leader at McClymonds. A cabinet of leaders comprising the Principal, the AP of Instruction, the AP of Culture, the Director of College and Career Readiness, 2 Student Academic Counselors, a Data Analyst, and representatives from the Parent Teacher Student Association (PTSA) and the student body will act as a cross-functional leadership team.

3. EDUCATION PLAN: OVERVIEW OF EDUCATION PROGRAM

The curricular model is built on a personalized learning pathway. The McClymonds High School community will use the Collaborative Organized for Results in Education's (CORE) 5Rs Educational Framework: Rigor, Relevance, Relationships, Reflection, and Renewal™ and The Futures Personalized Pathway Model™ to design a Science Technology Engineering Arts and Math (STEAM), Entrepreneurial, and Sports magnet program.

Component	Key Strategies
Rigor	Standards-aligned curriculum with A-G requirements seminars, AP, college courses and other electives
Relevance	Personalized Pathway Plan for each student, interdisciplinary project-, service-, and work-based learning
Relationships	Grade-level Learning Village, Advisory, College/Career Mentors, Workplace Mentors, partners, district-led relationship-building initiatives
Reflection	Continuous improvement cycles of inquiry at all levels of the school, accountability sessions, and reporting results to all members of the school community using various forms of media and venues
Renewal	Individual recognitions, group celebrations, bi-annual meetings to demonstrate ongoing commitment

Instructional strategies will include writing, inquiry, collaboration, organization, and reading (WICOR). Some school-wide instructional strategies will include:

- Cornell note-taking
- Organized binder
- Evidence-based writing
- Electronic portfolio
- Consultancy in which students receive feedback
- Differentiated small groups in which students can work at their own pace
- Applied learning strategies (project based learning)

3

- Blended learning
- Critical reading strategies
- Academic discourse
- Experiential learning strategies (field trips, service-learning, internships)
- Independent study

1. Teachers will utilize content diagnostics to support the personalized plan. The entire school learning
2. community, teachers, students and parents, mentors will engage in progress monitoring based on estab-
3. lished goals and benchmarks. Students will develop success plans every five weeks based on school and
4. individual targets on which students will reflect during Personalized Learning Time. An instructional
5. framework will be developed to help guide coherent instructional practice school-wide, including deep-
6. ening the practice of reflective teaching.

4. TEACHING: TEACHER EFFECTIVENESS THROUGH COACHING, EVALUATIONS AND PD

8. Teachers will receive professional development and/or coaching in PBIS, trauma-informed RJ, literacy
9. strategies, planning instruction, reflective teaching, formative assessments, differentiated instruction,
10. strategies for Special Ed and ELL students, blended learning, and using data to inform instruction. The
11. coaching cycle/protocol will include the following components: Pre-conference (discuss identified
12. needs), Modeling (coach may model lesson/strategies while teacher observes), Debrief and Plan (debrief
13. and plan with teacher), Collaborative Teaching (type of collaboration depends on level of support need-
14. ed; i.e. co-teaching), Observation (coach observes teacher using approved/appropriate observation pro-
15. tocol), Feedback (coach meets with teacher to discuss feedback and identify next steps).

5. FACILITY: MODIFICATIONS AND IMPROVEMENTS

17. The following upgrades and modifications are required to improve the site and enable a high-quality
18. educational experience for students at McClymonds High School.

Fumigation for rodents	Upgraded surveillance system to include auditorium/cafeteria/gym
Allocation of space on main floors	New seating, lighting and stage floor, electrical for auditorium
Central air	Digital marquees for both inside and outside
Clean basement for storage	Science rooms need chemical hoods/vents and lab counters/stools
Windows replacement	Opposing stadium seating at the field
Door upgrade for safety locks	The library needs security system and technology improvements
Emergency exit doors with alarm	Two-story gym (basketball, volleyball, racquetball, shower/locker room)
Collaborative desks	
Parking lot lights	Upgraded cafeteria (sound system, projector, windows, and doors)
Wifi in cafeteria/ Plaza of Peace	Baseball field within ½ mile from school and batting cage
Swimming pool seating area	Cafe seating and vending machines in cafeteria
Library renovation	Picnic seating in the Plaza of Peace with charging docks
Updated student store space	Updated secured gate 28th Street entrance to the parking lot

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4

2

PILLARS	Elements of proposal that align to Pillars.
1. Educator Development and Pipelines – Successful schools will be led by effective leaders who work collaboratively to develop and nurture a cross--functional leadership team. The school will help educators develop through effective professional learning and recognize effective educators for their success.	· 5 Administrative Positions · Instructional Leadership Team · Peer Collaborations · Academic Coaching · Multi-level cycles of inquiry · Teacher Effectiveness Development
2. Strong School Culture – The school will have a mission, vision, and values that are focused on high academic achievement for students while preparing them for college, career, and community success. The school will stress the importance of education as well as the social and emotional well--being of students. This feature must permeate all other components of the school and include restorative practices as a part of the approach to strengthening culture.	· School-wide Positive Behavioral Interventions and Supports (PBIS) · Behavior-specific praise · Trauma-informed Restorative Justice (RJ) and Peer-Mediation ·Individual support to develop Personalized Pathway and 10 Year Plan · Mentorships · Grade-level cohort community building
3. Increased Time on Task – Successful schools will intentionally use time to maximize student learning. Extended school days, weeks, and years are integral components. Additionally, the school must prioritize providing teachers' time for planning, collaboration, and professional learning.	· Summer Bridge Programs · Concurrent Enrollment · Mini-sessions (winter/spring) · Protected common planning time for teachers · Quarterly staff retreats
4. Rigorous Academics – Effective schools ensure teachers have access to foundational documents and instructional materials needed to help students achieve high growth. This includes data--driven inquiry cycles that support regularly assessing student progress, analyzing student progress, and re-- teaching skills with the expectation that students master standards.	· Blended Learning Technologies · Project-based Learning Development Weekly, Monthly, Quarterly Cycles of Inquiry · Competency Defense
5. Linked/Personalized Learning – Students will be exposed throughout a K--12 program to different educational options that go beyond the "four walls" of the school in effective schools. This will include bringing relevance to students' lives and the world of real world of work through the curriculum, allowing students to innovate and create, having them concurrently enrolled in college classes, engaging them in internships, using online learning, and providing students access to career pathways in our secondary schools.	Personalized Pathways built on 10-year plans, may include: · Science, Technology, Engineering, Arts, Math (STEAM) · Sports industry · Entrepreneurship · Career Technical Education · Concurrent enrollment · Internships/externships · Field Trips, Study Tours, Speakers

SECTION I: CULTURE

VISION AND MISSION STATEMENTS

Vision Statement: McClymonds High School students will create and implement a 10-year personalized
STEAM pathway in order to actively contribute and advocate for their local and global communities.
McClymonds will serve as a transformative learning environment for students and educators in a climate
that embraces individuality while fostering respect for others. By serving students' personalized educa-
tional trajectory, McClymonds exhibits its legacy as a hub of knowledge and empowerment that is an
essential aspect of the West Oakland Community.

Mission Statement: McClymonds High School and its partners will strategically and cohesively utilize
each grade level to implement skills and knowledge around self-discovery, responsibility, accountability,
and commitment in order to build a network of empowered graduates that affect positive change
through college and career readiness. Students will understand and demonstrate completion of A-G re-
quirements, community service, service learning, and student voice, ultimately elevating West Oakland.

TARGETED STUDENT POPULATION

This proposal concerns McClymonds High School, whose demographics are as follows (data tables draw
from official records held by OUSD and the California Department of Education):

Grade	Total En-rolled	Hispan-ic	Native Amer/ Alaskan	Asian	Black/ African Ameri-can	Hawai-ian/ Pacific Islander	White	Multi-ple	Missing
9	79	12	1	3	52	1	7	1	2
10	98	7	2	1	79	1	3	3	2
11	72	4	0	0	63	1	4	0	0
12	59	3	1	1	49	2	1	1	1
Total	308	26	4	5	243	5	15	5	5
%	100%	8%	1%	2%	79%	2%	5%	2%	2%

* CBEDS 12/24/2014

Historical and Projected Total Day 20 Enrollment and Trend
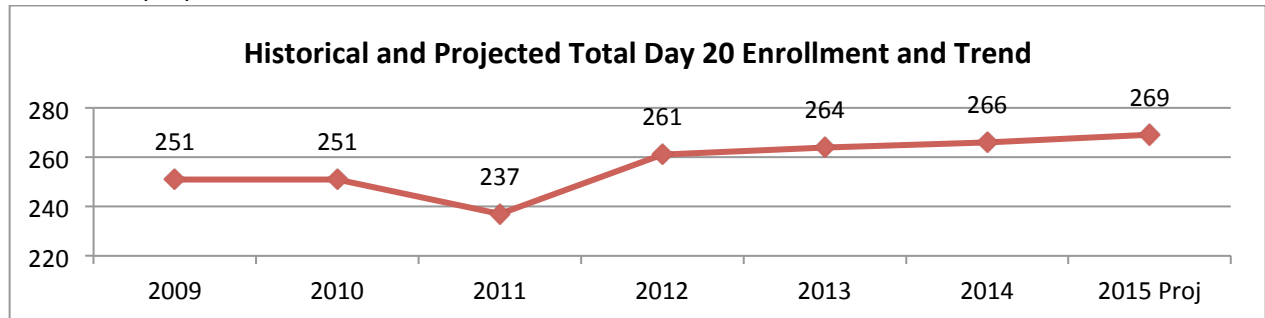
Most McClymonds students are West Oakland residents and/or are legacy of McClymonds alumni, with
a majority of rising from West Oakland Middle School. Additionally,

• 86% of students in 2013-14 qualified for free/reduced meal plan (FRMP);
• 89% meet Local Control Funding Formula (LCFF) indicators (FRMP, ELL, and/or foster youth);

- 65% of our students demonstrate symptoms of trauma exposure (COST trauma screening data);
- 60% of incoming students are Far Below Basic (FBB) on formal benchmarks, 15% are Below Basic, and only 25% enter at or above basic skill levels;
- 18% of our students have an identified disability; and
- 2.2% of our student body in 2013-14 comprised English Language Learners (ELL), with an additional 2.7% Fluent English Proficient.

In 2013-14 McClymonds's suspension rates were higher than the district average, at 21.4% overall, 32.6% for Special Ed, and 22.1% for African Americans. Our Cohort Graduation and dropout rates were 67.3%, and 21.8%, respectively, A-G completion was 50%, and career pathway participation was 6%.

A majority of students arrive at McClymonds not ready to perform at grade level and deeply affected by the compound injuries of racial oppression, trauma and poverty. The risk of academic failure is distressingly high. Many students are in credit recovery, and recent scholastic reading inventory (SRI) scores show only 39% of students who took the assessment testing at or above grade level. While these figures accurately depict a school struggling to serve a population disadvantaged by poverty, trauma, and, in many cases, years of academic disengagement, McClymonds also has many assets and strengths.

Data show that we are experiencing positive growth that has resulted in a 23.6% graduation rate increase. In addition to a 14% enrollment increase, we have also been successful in encouraging more students to attend school, as evidenced by a consistent downward trend in chronic absenteeism (from 23.8% to 13.8% over the past three years).Furthermore, the 39% SRI figure represents a leap from 29% the year before. McClymonds received the following 2013-14 OUSD School Site Achievement Awards:

- Highest Advanced Placement (AP) Course Completion Rate (37 % increase)
- Most Improved Graduation Rate (23.6 % increase)
- Most Improved Chronic Absence Rate (High Schools)
- Highest Participation Rate in 2014 California Parent Survey (High Schools: 44 %)
- Most Improved Participation Rate in 2014 California Parent Survey (High Schools)

FAMILY & COMMUNITY PARTICIPATION IN THE PROPOSAL

Several families/guardians, alumni, students, and community members have served on the Site-Based Committee and Proposal Design Teams. At the start of the Intensive School Support process, all McClymonds High School stakeholders were invited to apply to serve as a member on the Site-Based Committee. For the aforementioned stakeholders that did not have a position on the Site-Based Committee, they had the opportunity to serve on one or more of the five (5) Proposal Design Teams. Both the Site-Based Committee and Proposal Design Team members were active thought-partners in providing insight and suggestions on the re-designing of the school organizational structure. We conducted the following outreach to engage prospective families, teachers, and students:

- One (1) of the two (2) monthly meetings of the Site-Based Committee was open to the public. At these meetings there were updates on the proposal writing process and opportunities to ask questions and offer recommendations, which were noted and considered by the Site-Based Committee.
- Four (4) meetings were held both during and after school time to engage student voice in the proposed school redesign.
- Teachers, alumni, parents, community members, etc. were invited to attend an additional adult engagement meeting to discuss concerns and offer suggestions.
- Weekly Robo-Emails to promote community engagements and updates.

Below are meeting dates jj(additional detail provided in Appendix C)

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- Intensive School Support (ISS) Student Engagement Meeting- February 10, 2015
- Public Site-Based Committee Community Engagement Meeting- March 25, 2015 (Adults/Youth)
- Student Engagement Meeting - April 24, 2015 (Youth)
- Public Site-Based Committee Community Engagement Meeting-April 28, 2015 (Adults/Youth)
- Community Engagement Meeting- April 29, 2015 (Adults)
- Student Engagement Meeting- May 4, 2015 (Youth)
- Student Engagement Meeting- May 6, 2015 (Youth)
- Public Site-Based Committee Community Engagement Meeting- May 12, 2015 (Adults/Youth)

STUDENT DISCIPLINE POLICY

The McClymonds discipline policy will align with OUSD's most recently adopted discipline policies. The use of suspension and expulsion will be limited to the behaviors listed in the Discipline Matrix as Type III, IV, V or VI offenses, befitting suspension and expulsion. The Pre-Referral Intervention Guide will be used to prevent the loss of instructional time for students engaged in Type I offenses/behaviors (defiance, minor violations, truancy, etc.), and the Post-Referral Intervention Guide will be used to minimize the loss of instructional time for students engaged in offenses/behaviors listed as Type II or higher (repeated or more serious offenses). Our multi-tiered approach to discipline will preserve the dignity of students while addressing inappropriate student behavior. The disciplinary progression at McClymonds includes mediation/restorative conversation, after school detention, in-school/lunch detention, Saturday detention, in-school suspension, off-site suspension, and expulsion.

Students and parents/guardians will be provided comprehensive information about the discipline policy through the Parent Guide, Learning Village/tribe (traditionally advisory), presentations at in-school assemblies, Back-to-School night, and other meetings, where they will be informed of their right to:

- Be informed of the policies and rules governing student conduct and discipline
- Be informed of charges of misconduct and the evidence used as a basis for the charges
- Present their version of the facts and any supporting evidence or testimony to the appropriate school administrator prior to disciplinary action, unless deemed an emergency situation
- Have a conference with school staff
- Be notified in advance of any disciplinary hearing
- Subpoena witnesses, and appear and be represented in disciplinary hearings
- Appeal expulsion decisions to the alameda county board of education within 30 days

Parents and students will also be provided with contact information and informed that they can submit their complaints regarding the implementation of discipline policies to the Office of the Ombudsperson.

Constructive, positive interventions from the Pre and Post-Referral Intervention Guides will be utilized when student misbehavior occurs. But the focus at McClymonds will be on *preventing* behavior issues by improving adult-student relationships and increasing positive supports throughout the school. Positive relationships lie at the heart of the envisioned school culture, and will help drive adults' ability to engage students to achieve our school's vision for successful career and college-ready graduates. To support more positive relationships, McClymonds will implement school-wide Positive Behavior Interventions and Supports (PBIS). PBIS has been shown to increase time on task, improve behavior throughout the school building, and reduce office discipline referrals, suspensions, and dropouts (Bohanon, Flannery, Malloy, & Fenning, 2009; Bradshaw, Mitchell, & Leaf, 2010; Lewis et al., 2006).

As a majority African American high school, we are highly aware of the impact that disciplinary actions at McClymonds have on the district's problem of disproportionate use of discipline with African American students. Implementation of PBIS will help ensure that disciplinary procedures at McClymonds are

uniform, fair and non-discriminatory – PBIS requires the establishment of clear expectations, which helps to decrease the effects of implicit bias by reducing ambiguity in disciplinary decisions (Lai, Hoffman, Nosek, & Greenwald, 2013), and reduces overall disproportionality in the use of discipline (Vincent, Swain-Bradway, Tobin, & May, 2011). With PBIS our school will teach and reinforce behavioral expectations that are fair and equally applied to all students in all contexts. These behavioral expectations will be posted throughout the school and reinforced in positive ways through both formal and informal means (more on this under Student Engagement), to ensure universal, shared awareness of behavioral expectations and potential rewards and consequences.

McClymonds will also renew its commitment to restorative practices by participating in Project Prevent, a program funded by the US Department of Education and administered by OUSD's Behavioral Health Unit. Through professional development, coaching, and onsite support, participation in Project Prevent will help McClymonds personnel recognize and address trauma-related behaviors in classrooms, and deepen our use of restorative practices to address and resolve conflict more effectively. Furthermore, because OUDS's Restorative Justice (RJ) model has recently been found to help schools reduce the disproportionate use of discipline with African American students, we believe our involvement in Project Prevent will help move McClymonds toward more racially equitable disciplinary practices.

We anticipate that Project Prevent will build upon the McClymonds peer mediation program. In this approach students of the same age-group facilitate resolving disputes between two people or small groups. This process has proven effective in schools around the United States, changing the way students understand and resolve conflict in their lives. Changes include improved self-esteem, listening and critical thinking skills, and school climate for learning, as well as reduced disciplinary actions and fewer fights. These skills are transferable outside of the classroom. The process is voluntary for both sides. Peer mediators do not "make decisions" but rather work towards a win-win resolution for both sides in order to avoid further trouble. Administrators in charge of discipline incorporate this conflict resolution process into their strategies as well. Peer mediators must be trained and monitored since they often lack maturity and experience, both in conflict management and negotiation skills. Strategies include role-playing, problem-based learning and active-learning. If possible, workshops will be conducted away from school to minimize distraction. The goal is to move from mutual blame toward a solution acceptable to all parties. The approach is highly consistent with Peer-RJ and will form a solid cultural foundation for authentic implementation of the Project Prevent model.

Additionally, McClymonds uses a Peer Review Board to resolve formal complaints from students. This Board comprises 5 students (sophomores, juniors and seniors, who receive course credit), 1 administrator, 1 parent and 2 teachers. Cases are presented and heard on Fridays, discussed for a full week, and participants are notified of resulting decisions on Mondays. Responsive measures are educationally-based and designed to address behavior at it relates to creating a positive school culture.

McClymonds will make personnel available to participate in all Professional Development (PD) and coaching required over the next few years to build our capacity to implement PBIS, Project Prevent and Restorative Justice with fidelity.

As PBIS and Project Prevent begin to take hold, McClymonds hopes to see a reduction in behavior problems as well as the use of discipline. This will be monitored at our school through regular Coordination of Services Team (COST) reviews of office referral (using the Universal Referral Form (URF)), suspension, and expulsion data. On a monthly basis we will review URF to get a sense of overall disciplinary trends in office referrals, to monitor the use of Pre- and Post-Referral Intervention Guides to defer suspension referrals, and to understand places, time of day, and classrooms where disciplinary referrals are taking place. Another function of these data reviews will be to flag students who might be in need of additional supports, including Tier 2 supports like Check-In/Check-Out, assessments, healing circles, etc., and to

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monitor and recognize progress made via Tier 2 and Tier 3 supports. We will use regular data reviews to help identify where we need to put additional effort as a school, which school personnel might be in need of individualized support in implementing the models, and how we can support our students more effectively.

STUDENT ENGAGEMENT

Our goal is to reduce chronic absences by 50% incrementally over the next two years, and achieve and maintain a 97% positive attendance rate. We will encourage high rates of attendance through positive intrinsic and extrinsic incentives (Tier 1) and attendance agreements (Tier 2). Students will be supported by their "Learning Village" teacher and mentors who will monitor attendance data weekly. Students will use attendance data, as well as other performance data to update their short term success plans that are benchmarked to their long range Personalized Pathway Plan. Attendance data will be shared with students and their families. Our attendance compliance officer, attendance clerk, and data analyst will be responsible for monitoring and reporting on attendance data. These data will be shared monthly with Collaboration of Services Team (COST) members and teachers. In the event we do not reach our goals using Tier 1 and Tier 2 supports, we will conduct home visits for chronically absent students to investigate the root cause (Tier 3) and implement strategies to address the cause(s).

As mentioned earlier, McClymonds will be implementing school-wide PBIS. A key Tier 1 element of our PBIS implementation, designed to foster authentic student engagement, will be the use of behavior-specific praise. Behavior-specific praise has been shown to increase time on-task, especially for students in special education (Sutherland, Wehby & Copeland, 2000). A high praise-to-corrective statement ratio (at least 4:1), significantly reduces disruptive student behavior and improves adult-student relationships (Gable, Hester, et al. 2009; Kalis, Vannest & Parker, 2007; Kerr & Nelson, 2006; Reinke, Herman & Stormont, 2012; Shores, Gunter & Jack, 1993; Trussell, 2008; Walker, Ramsey & Gresham, 2004). The customary habit in high-need schools is for adults to focus on corrective statements, so true adoption of behavior-specific praise is very different and may feel counter-intuitive to many staff, but it is considered a low-intensity shift in practice, requiring minimal professional development time for measurable results (Jackson, 2013). It is also an evidence-based way to improve relationships and the social-emotional well-being of students by creating a re-enforcing academic environment.

The use of behavior-specific praise, PBIS and Restorative Justice practices will help to reduce lost instructional time that results from low engagement, poor attendance, and removal from class. Because lost instructional time is a key factor in drop-out, these strategies should help prevent and remediate risk of drop-out. Additionally, our design includes the development of a 10-year Personalized Pathway Plan for every student to support buy-in and empowerment for each student. Goal-setting has been found to correlate with reduced drop-out (McIntyre, 2013). Each student's mentor will track early warning indicators (EWIs), such as poor attendance, disciplinary referrals, Ds and Fs in core subjects, and overall GPA below 2.0, in order to proactively counter risk of drop-out. We will offer credit recovery options and modified schedules to encourage continuation. If the student's circumstances and needs exceed our school's ability to prevent drop-out, the student will be referred to OUSD resources and partners to ensure he or she has access to the full array of accelerated and alternative options.

These strategies aim to create a positive environment universally throughout the school, while also providing behavioral and social supports that address the individual needs of all youths, including those with disabilities and English learners. PBIS has been shown to be an effective strategy in settings with large proportions of English learners (Preciado, Horner & Baker, 2009), and the individualized, positive

10

1 strategies are strongly recommended to promote school engagement for students with disabilities (Carr,
2 Horner, et al., 1999), particularly to help prevent drop-out (Sinclair, Christenson & Turlow, 2005).

3 To build a sense of community within the student body, grade level "Learning Villages" will be organized
4 based on the advisory model. Teachers will be assigned to and will remain with their Learning Village
5 through graduation. Additionally, each advisory "Learning Village" will meet at least 2 times per week
6 for personalized learning time to support the development, implementation and assessment of stu-
7 dents' Futures Personalized Pathway Plan.

8 A bridge structure will be designed to engage rising 9th graders and their families during their 8th grade
9 Spring. This will be done through a series of workshops, campus visits/shadow days, and family inter-
10 views. Students will get acclimated to the McClymonds campus the summer before 9th grade. During this
11 time, incoming 9th graders will partner with upper classmen to foster mentor/mentee relationships.

12 Examples of events that will be embedded at each grade level include:

Freshman	Freshmen will go on a mandatory overnight retreat to assist with setting culture.
	Adult mentors will be brought in to share stories, expectations, and what it means to be a MACK Man or Warrior Woman
	Freshmen will be paired up with a Junior class mentors
Sophomore	Sophomores will be paired with class teachers
	Sophomores will engage in 3-5 events during the year that focus on community responsibility, including a clean-up and engaging the West Oakland Library, West Oakland Senior Center, and deFremery Park
Junior	Juniors will be assigned a Freshman mentee
	Juniors will be asked to engage regularly with their mentees, including working with them on (1) big event each marking period
Senior	Seniors will participate in a "senior commitment" retreat, a 3-night, 4-day, student-led retreat. The team of leaders, comprising student leaders and senior class teachers, meet six weeks prior to organize and prepare for the upcoming retreat. During the retreat, students and adult leaders give talks centered on the key themes of knowing oneself, discovering their life purpose, recognizing and responding to their community/society needs, gaining a better sense of what it means to be an adult, committing to the type of life that they want to live, and person that they want to be.
	Students spend their time "unplugged" at a beautiful retreat site, personally reflecting on their own relationships with self, family, friends, and community, while listening to talks, responding in journals and small groups, and spending silent time alone. Goals are to build community, foster trust and openness, and encourage reflection, and tighten bonds to family and friends.

13 McClymonds will work with the OUSD African American Male Achievement office to support our efforts
14 toward building authentic student voice based on their success with student leadership councils. We will
15 also expand extra-curricular and co-curricular activities based on student interest.

16 ## COMMUNITY SCHOOL: ONGOING FAMILY/GUARDIAN INVOLVEMENT & SATISFACTION

17 Through community partnerships, McClymonds will help to ensure that students and families have ac-
18 cess to resources and supports to meet multi-dimensional needs, including health, academic support,
19 college readiness, and behavioral health and wellness.

11

Health Partners: The current partnership between McClymonds and the Children's Hospital Chappell Hayes Health Center will be continued. In order to increase the effectiveness of this partnership the school will need:

- o A minimum of 10 clinicians (to serve students, families, faculty/staff).
- o At least 1 school psychologist
- o 2 substance abuse/tobacco education counselors
- o Additionally, there needs to be a full time nurse on campus who collaborates weekly with the administration and the Health Clinic regarding student medical needs.

Academic Support Partners: The Fresh35 is a new peer-mentoring program which provides 35 underachieving freshmen with academic and social support. Alternatives in Action (AIA) runs the McClymonds Youth and Family Center, with programs ranging from music studio to parent groups to daily academic tutoring for all students. Partnerships with Aspire Education and Moving Forward also provide tutoring. We will continue to partner with other organizations to provide personalized support to all students.

College and Career Readiness Partners: The Student Program for Academic & Athletic Transitioning (SPAAT) program empowers our student-athletes by providing them with academic, community and athletic support services to increase the number of student-athletes prepared for college, careers, and life after sports. The East Bay Consortium provides college research and admissions support for students. Through the Linked Learning office within OUSD and in partnership with Peralta Community College District, students may access Concurrent Enrollment. We will expand partnerships with higher education institutions and business partners to support students' Personalized Pathway Plans.

Behavioral Health and Wellness Partners: Alternatives in Action provides mental health services, as does Chappell Hayes Health Center. Attitudinal Healing Connection provides holistic wellness training, and LaFamilia provides substance abuse services. Through OUSD's Tobacco Use and Prevention Education (TUPE) and Behavioral Health Unit, McClymonds students receive counseling and behavioral health supports, including COST case management and direct services.
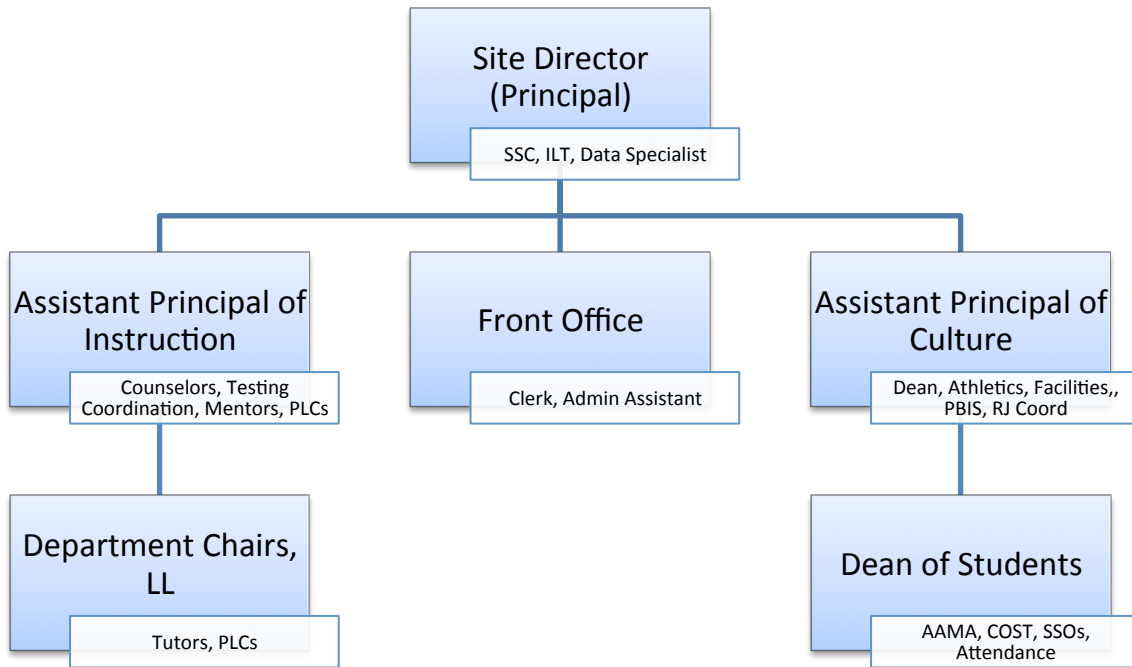
Additional McClymonds High School partners are as follows:

- Junior Achievement/Jamba Juice
- EBCAN/Marcus Foster Educational Institute - Financial Aid Incentives
- Planting Justice -Food Justice
- H.I.F.Y. - Gay Straight Alliance
- The McClymonds Alumni Association – miscellaneous support
- OUSD Programs for Exceptional Children - IEP/SST/Assessments
- Collaborative Organized for Results in Education's (CORE) – school redesign

Engaging Families in School Culture and Operations: McClymonds High School believes that significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians. This requires: a mutual belief in and commitment to educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication on progress toward goal(s). In order to ensure that families are engaged in the school's culture and operations, we have intentionally built their involvement into the design of grade-level "Learning Villages." Each Learning Village will intentionally involve parents/guardians in developing, supporting, monitoring, and assessing their child's 10-Year Plan by: 1) Participating in at least two sessions per year with their child to review and update their child's 10 Year Personalized Pathway Plan; 2) Developing and implementing appropriate strategies for helping their students achieve the learning objectives that lead to accomplishing the learning outcomes; and 3) Providing a school and home environment which encourage learning.

12

To build a sense of family in the community, the following shall be implemented:

- Hold bi-annual meetings to engage in and inform parents of the district parent involvement plan. Positive outreach and communications in language understandable to the parents will be provided to engage and obtain parents' commitment, as well as inform parents' of their rights and responsibilities to be involved in their child's educational process.
- Provide parents with their child's individual assessment results, reading results, progress reports, and report cards. We will work with parents to use this information to assess their child's progress and to engage parents in supporting their child's Personalized Pathway Plan.
- Provide a description and explanation of the curriculum in use at the school, the types of assessment used to measure student progress and the proficiency levels students are expected to meet. The school will also provide and discuss the discipline plan along with a tardy plan.
- Maintain a consistent, District-wide effort to communicate regularly with parents.
- Schedule at least two (2) flexible student conferences annually with the teacher(s) to inform parents of student's progress.
- Publish school newsletter informing parents about the parent involvement plan and other events. This newsletter will also send a positive invitation to parents/guardians to participate in various activities and will provide at-a-glance information about scheduled school meetings and activities.
- Provide brainstorming sessions at least once monthly to provide parents the opportunity to share concerns and desires and to contribute to the improvement of the school environment and student achievement.
- Send home a parent/guardian-student-teacher compact that outlines how parents and school staff will share the responsibility for improved student achievement of their student. This compact shall be discussed and revised as necessary at least annually at school meetings.
- Make calls and use e-mail and letters as needed to communicate with the parents.
- Encourage parents to serve as chaperones for class field trips and other school activities.
- Provide various workshops for parents including Parent Advocacy, the IEP process, the SST Process, Scholarships and other topics of interest (Conflict Resolution, Community-building etc).
- Provide information and access to therapeutic services, health education, and referrals to support services for parents/guardians.

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                    ┌─────────────────────────┐
                    │    Site Director         │
                    │    (Principal)           │
                    ├─────────────────────────┤
                    │  SSC, ILT, Data Specialist │
                    └─────────────────────────┘
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Assistant Principal of Instruction	Front Office	Assistant Principal of Culture
Counselors, Testing Coordination, Mentors, PLCs	Clerk, Admin Assistant	Dean, Athletics, Facilities,, PBIS, RJ Coord

Department Chairs, LL		Dean of Students
Tutors, PLCs		AAMA, COST, SSOs, Attendance

2

3 ### SCHOOL LEADER PROFILE

4 We expect the leader of McClymonds to serve as the school's *Moral Compass*, to be *Transparent*, to
5 demonstrate *Commitment* and *Compassion*, and to show *Integrity*. Our school leader will have strong
6 school leadership experience, including the aforementioned qualities, along with communication skills,
7 cultural competency, and a willingness to make a *long-term time investment* to our school are more im-
8 portant.

9 We expect the school leader to serve as the instructional leader of the school who also has strong, effec-
10 tive management skills, and is committed to continuing to grow professionally to successfully lead the
11 transformation work at McClymonds. Our leader will:

12 • Lead with a focus on and commitment to success for all students,
13 • Practice shared leadership,
14 • Set high goals for quality instruction and instructional coherence,
15 • Maintain mutually trusting and respectful relationships,
16 • Support professional advancement for faculty and staff,
17 • Manage resources for sustained program improvement,
18 • Demonstrate knowledge of the community and compassion for students served,
19 • Lead staff in creating and sustaining a positive culture and safe, nurturing climate,
20 • Cultivate leadership in others, and
21 • Build a school community that use data to foster continuous school improvement.

22 We propose to have a cabinet of leaders comprised of the Principal, AP of Instruction, AP of Culture, Di-
23 rector of College and Career Readiness, 2 Student Academic Counselors, a Data Analyst, and representa-
24 tives from the Parent Teacher Student Association (PTSA) and the student body. This cabinet will:

25   1. Hold, expand, and articulate vision for the school,

14

1. 2. Manage day-to-day responsibilities (discipline, structure of school),
2. 3. Provide and oversee instructional coaching and professional development,
3. 4. Ensure delivery of student services,
4. 5. Engage families,
5. 6. Engage community stakeholders, and
6. 7. Practice and engage school-community in data-driven decisions.

7. **Principal:** The principal will hold and promote the school vision and mission, and be the brand steward
8. of the school. S/he will ensure that systems, structures, and strategies are in place for the 5Rs Educa-
9. tional Framework (Rigor, Relevance, Relationships, Reflection and Renewal). The principal will be ulti-
10. mately responsible for leading a team to ensure that a positive culture and climate exists for students,
11. staff and families. S/he will ensure that that cycles of inquiry are instituted at all levels of the organiza-
12. tion to build capacity of all members of the organization (e.g. cabinet leaders, teachers, students, par-
13. ents, and partners) to engage in continuous program improvement designed to meet individual student
14. needs. The principal will ensure that teachers are supported to plan and develop professionally. S/he
15. will be the "face" of the school to the community and will be responsible for developing relationships
16. with feeder schools and aligning a student feeder pipeline to help direct students toward McClymonds.
17. The individual who holds this position must possess an administrative credential and have classroom
18. teaching experience. S/he must also be willing to make a 3-10 year commitment to McClymonds.

19. **Assistant Principal of Culture:** The AP of Culture will support the Principal, particularly in the areas of
20. student engagement, attendance, school discipline, and facilities. The AP of Culture will ensure that
21. school culture indicators are monitored in reflective cycles of inquiry, and that growth in this area is rec-
22. ognized and celebrated. The AP of Culture will integrate differential analysis into data reviews to moni-
23. tor the proportionate use of discipline with all student sub-groups, including students with disabilities.
24. S/he will ensure COST, PBIS, Restorative Justice, TUPE and other programs are implemented with fideli-
25. ty, and will be the primary liaison with OUSD's Behavioral Health Unit. S/he will also oversee family en-
26. gagement and outreach. The individual who holds this position must possess an administrative creden-
27. tial and have classroom teaching experience.

28. **Assistant Principal of Instruction:** The AP of Instruction will oversee all curriculum and instruction relat-
29. ed functions. The AP of Instruction will ensure that teachers receive appropriate coaching and profes-
30. sional development to deliver rigorous and relevant lessons, including training for faculty on working
31. effectively with students with disabilities. It will be the responsibility of the AP of Instruction to ensure
32. that academic indicators are monitored in reflective cycles of inquiry, and that growth is recognized and
33. celebrated – this includes developing a system for recognizing excellence and achievement in teaching
34. when these are reflected in data (including observational data). S/he will use regular data reviews to
35. investigate the effectiveness of instructional approaches outlined in this proposal. The individual who
36. holds this position must possess an administrative credential and have classroom teaching experience.

37. **Director of College and Career Readiness:** The Director of College and Career Readiness will oversee all
38. things related to college and career services and supports, including building relationships with colleg-
39. es/universities for concurrent enrollment, being the primary liaison to the OUSD Linked Learning Office,
40. cultivating community relationships for internships and career placement, and working with staff to en-
41. sure successful implementation of 10-year Personalized Pathway Plans; including participation of fami-
42. lies and mentors in the process. S/he will also be the primary faculty member liaison with student gov-
43. ernment and student ambassadors. S/he will be responsible for collecting and sharing data with the cab-
44. inet of leaders and the Instructional Leadership Team on metrics for college and career readiness, in-
45. cluding AP course enrollment, concurrent college course enrollment, and internship placements, college
46. applications and college enrollment, and certifications. The individual who holds this position must pos-

15

1 sess a secondary (single subject) teaching credential, have classroom teaching experience, and have
2 specialized training in linked learning program administration.

3 **Student Academic Counselors:** At least two Student Academic Counselors will provide individualized
4 planning, support and coaching to students. One Student Academic Counselor will serve 9th and 10th
5 grade and one will serve 11th and 12th grade. These counselors will help to ensure that individual student
6 strengths and assets are included in students' 10-year Personalized Pathway Plans. Counselors will work
7 closely with teachers so they can effectively support students in developing, implementing, monitoring,
8 assessing and updating their Personalized Pathway Plans. This is true from students who are may need
9 credit recovery, for students with disabilities, for students identified as Gifted and Talented, and for stu-
10 dents for whom English is not their native language. They will also work with students, parents and staff
11 to ensure that Personalized Pathway Plans are adjusted as students' interests and needs shift or expand.
12 The individuals who hold this position must have experience providing academic counseling at the high
13 school level.

14 **Data Analyst:** A Data Analyst will manage all school academic and operational data, including attend-
15 ance, disciplinary (universal referral form data as well as suspension and expulsion referral records),
16 scholastic reading inventory (SRI), CAHSEE and diagnostic tests, specialized course enrollment, student
17 and parent survey, and college and career readiness program data. S/he will furnish cabinet, COST, and
18 ILT members with customized analyses as required for weekly, monthly, quarterly, and semester-level
19 cycles of inquiry. The individual who holds this position must have a high level of proficiency with data
20 systems, including statistical software packages, and be an effective communicator.

21 **Parent Teacher Student Association:** The cabinet will have representation from the McClymonds Parent
22 Teacher Student Association (PTSA). The PTSA comprises parents, teachers, students, and staff to create
23 authentic opportunities for parent/family voice in the governance and service of our school community.
24 The PTSA will receive regular data updates on disciplinary data, student and family survey data, attend-
25 ance, academic indicators, etc., and will work with other cabinet members to trouble-shoot areas of
26 need identified in the data, and celebrate and recognize areas of growth identified in the data. The PTSA
27 will be enlisted to support the development of a student feeder pipeline with local feeder middle
28 schools. The Principal and AP of Culture will work to ensure that family representation on the PTSA is
29 representative and authentic.

30 **Student Ambassadors:** There will be Student Ambassador representation on the cabinet. Student Am-
31 bassadors will serve as a liaison between adults in the school and students, as a formalized mechanism
32 for amplifying student voice in school governance. Student Ambassadors will provide input into the ef-
33 fectiveness of school culture and climate strategies, academic programs and supports, and the fami-
34 ly/community engagement strategies.

35 Together this cabinet will serve as a cross-functional leadership team, assisting the Principal to ensure a
36 high-functioning school with authentic engagement at all levels.

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4 **Curricular Model and Focus**

5 The curricular model is founded on research-based teaching and learning strategies and personalized
6 student learning. The McClymonds High School community will use the Collaborative Organized for Re-
7 sults in Education's (CORE) 5Rs Educational Framework: Rigor, Relevance, Relationships, Reflection, and
8 Renewal™ and The Futures Personalized Pathway Model™ to design a STEAM (Science, Technology, En-
9 gineering, Arts, Math) Entrepreneurial, and Sports magnet program. The educational framework is de-
10 signed to nurture the seeds of potential that are inherent within each child. The Theory of Change for
11 Futures Personalized Pathway Model is based on research that shows that when students can see them-
12 selves in the curriculum and understand its relevance to their lives in the present and future, they will
13 engage more deeply and acquire the knowledge, skills and behaviors for success in college and career.
14 McClymonds High School design will help students to increase their understanding of self, societal issues
15 and needs, and what they need to prepare for their futures as productive, contributing members of so-
16 ciety, including college and career. High school students must be prepared to map their futures for 21st
17 century careers, which includes continuously reinventing themselves due to the impact of automation
18 and outsourcing (Smerdon and Bormon, 2012).

19 Each student who enrolls at McClymonds will develop a personalized action plan for their success in high
20 school and the six years following. This 10 Year Personalized Pathway Plan will include requirements for
21 graduation from high school, including A-G requirements, AP courses, Career Technical Courses, college
22 concurrent enrollment courses, the student's short and long-term goals (college and/or career), assess-
23 ment results, skills, interests, and a range of experiential learning through field trips, study tours, ser-
24 vice-learning and internships. Student voice, along with nurturing guidance, will establish each student's
25 course of study.

26 The 5Rs Educational Framework draws from the Relationship/Rigor/Relevance Framework developed by
27 Willard R. Daggett, President of the International Center for Leadership in Education. This framework is
28 based on the six levels of Bloom's Taxonomy (knowledge/awareness, comprehension, application, anal-
29 ysis, synthesis, evaluation). Rigorous and relevant learning require students to apply core knowledge,
30 concepts and skills to solve real-world problems; relevant learning is contextual and interdisciplinary.

31 All McClymonds students will be supported to engage with *Rigorous*, standards-based curriculum that
32 requires higher order thinking skills. Students will have opportunities to demonstrate in-depth mastery
33 of demanding tasks in the school, classroom, and broader community; including competency defending.
34 The curriculum will be *Relevant* as students apply core knowledge, skills and concepts to understand and
35 solve real-world issues and problems. The curriculum uses a coherent and cohesive range of research-
36 based, applied, experiential, brain-based learning instructional strategies (e.g. authentic problems and
37 tasks, inquiry-based, project-based learning, cooperative learning, service-learning, internships learn-
38 ing). In addition to content-based classes, students will engage in instructional strategies during weekly
39 "Learning Villages" that support grade-level interdisciplinary projects that incorporate 21 Century skills.
40 Relevance is a key component of our educational approach so students may see themselves in the cur-
41 riculum and be able to demonstrate the usefulness of the curriculum to real life situations.

42 The third component, *Relationships*, addresses the need for supports and positive interactions between
43 and among students, as well as with adults within the school and outside the school who are involved in
44 the teaching and learning process (e.g. students, teachers, staff, college/career mentors, work-based

1 learning mentors). A key strategy for this component is "The Learning Village." A team of teachers will
2 be responsible for a grade-level Learning Village consisting of cohorts of 15 – 20 students assigned to an
3 advisory teacher. The advisory teacher will remain with their cohort of students for four year periods.
4 The Learning Village supports the development of strong relationships among students, teachers, and
5 families and provides support for students' Personalized Pathway Plan and collective accountability for
6 the outcomes of students in each Learning Village.

7 *Reflection* will engage the entire school community in cycles of inquiry. Students self-assess by engaging
8 in reflective thought about their own learning and how what they have learned and need to learn con-
9 nect to their future. As the school staff systematically engages in cycles of inquiry throughout the teach-
10 ing and learning process, individual and collective reflection will guide continuous improvement at the
11 classroom and school level. Frequent formal and informal sessions with parents will involve parents in
12 reflective thought to keep them engaged in supporting their students in the teaching and learning pro-
13 cess. The purpose of reflection is to personalize data for all students so that their individual needs can
14 be effectively addressed (Sharratt and Fullan, 2012).

15 The fifth and final component is *Renewal*. Having reflected upon and assessed how well the learning or-
16 ganization is doing toward achieving its targets, the renewal component engages the school community,
17 collectively and individually (leadership, faculty, staff, students, parents, community partners) in cele-
18 brating accomplishments and being accountable for results. This component requires an ongoing com-
19 mitment by all stakeholders to revitalize and revamp as needed to achieve our vision and mission. Below
20 is a snapshot of the components of the Futures Personalized Pathway Educational Model.

Futures Frame-work Component	Key Strategies
Rigor	Standards aligned curriculum that includes graduation and A-G requirements in-cluding seminars, AP, college courses and other CTE electives, Blooms Taxonomy.
Relevance	Personalized Pathway Plan for each student, interdisciplinary project-based learn-ing, service-learning, work-based learning. Real-world problems
Relationships	Grade-level Learning Village, Peer/ College/Career Mentors, Workplace Mentors, community school partners, district-led relationship-building initiatives.
Reflection	Continuous improvement cycles of inquiry at all levels of the school, accountability sessions, and reporting results to all members of the school community using vari-ous forms of media and venues
Renewal	Individual recognitions, group celebrations, bi-annual and annual meetings to pro-vide opportunities for stakeholders to demonstrate their ongoing commitment to work together to achieve the mission and vision

21 **The Learning Environment**

22 Structures and systems will be organized to support the Futures Personalized Pathway Model and the
23 STEAM (Science Technology Engineering Arts and Math) program. Current and emerging industry sec-
24 tors in the Bay Area will provide the foundation upon which the Futures Personalized Pathway Model
25 will be built. To support a college-going culture and the personalized pathway model, our master sched-
26 ule structure will be designed to optimize learning for students in preparation for college and career
27 post-secondary options:

18

- Block schedule
- Math and language courses to run all year
- Flexible start/end times to accommodate special programming (campus open from 7AM-5PM)
- Nutrition break in addition to lunch service
- Personalized learning time (PLT) (college and career pathway course) offers students the opportunity and autonomy to work at their own pace to complete projects, accelerate, remediate, or advocate
- Common protected planning time for teachers (content and/or grade level supporting vertical and horizontal alignment, interdisciplinary planning)
- Schedules for juniors and seniors will accommodate work-based learning experiences, independent study, and concurrent enrollment at local colleges

In order to create small, rigorous personalized learning environments class sizes will be capped at 20. Classroom environments will provide a communal/collaborative culture that promotes student voice, academic discourse, and project-based learning.

Technology is an important tool to facilitate teaching and learning. By using technology in all classrooms, the teaching and learning become relevant to a growing industry sector that needs qualified people, and touches all our lives in some way. Through an emerging partnership with Intel, McClymonds will provide each classroom with at least 20 laptops. Technology will enable support for learning in specialized pathways (e.g. engineering) and provide flexibility to support students' Personalized Pathway Plans (e.g. cosmetology, construction, solar, fashion design, performing arts).

Proposed Curriculum Fit for Target Population

The primary purpose of schooling is to prepare students for their life after high school, whatever their choice may be. Therefore the most important responsibility we have is to equip students with the knowledge, skills, and experiences to help them make informed choices. The students that currently attend McClymonds face numerous challenges, including the need for skills remediation and credit recovery, trauma-related impediments to learning, and social-emotional learning needs. The 5Rs Futures Personalized Pathways Model establishes a positive learner-centered environment as the norm for each class, the school community, and in work with community partners. Positive, respectful interactions between adults and students and between and among students are the cornerstone for the Futures Personalized Pathway model, which is designed to foster a productive learning environment that supports students' academic, social and emotional learning. The learning is designed to be relevant, to increase authentic engagement from students at serious risk of disengagement from school. The rigor ensures that we meet the goal of helping all students reach their full potential, and the cycles of reflection and renewal ensure that the model is intentionally sustained so that multiple generations of McClymonds students may benefit from the design.

Since 1985, Oakland Unified School District has implemented Career Academies across the district. This design uses key elements of the academy model while exposing students to and preparing them for a range of college and career options. STEAM careers and the current and emerging industry sectors in the Bay Area provide the overarching themes, context, and foundation upon which the Personalized Pathway Model is built. STEAM permeates all facets of our lives, so STEAM education is fundamental to securing all our futures—especially the future of our children. Much work has been done to bring STEM education into schools; but without integration of the arts.

Due to the size of McClymonds currently, rather than designing "academies" within the school which would not provide an array of options to students, we plan to offer flexible, linked, integrated pathways to allow students to develop and pursue their Personalized Pathway Plan. Our CTE courses will fall with-

1 in themes of Science, Technology, Engineering, Arts, Math (STEAM), including pathway opportunities in
2 entrepreneurship (business, culinary, cosmetology, automotive, manufacturing) and the Sports industry
3 (sports medicine, communications, management, marketing). It should be noted, however that these
4 pathway themes are not intended to limit students' options in their Personalized Pathway Plans.

5 A skilled 21st century educator helps students master learning targets and standards using purposefully
6 crafted lessons, and teaches with appropriate instructional strategies. The students understand why
7 they are learning particular skills and content and are engaged in learning opportunities that allow them
8 to use their inquiry skills, creativity, and critical thinking to solve problems. Teachers will support stu-
9 dents by identifying a range of careers related the content to help increase students' awareness of how
10 and why the courses in which they are enrolled may help prepare them for a range of careers. An exam-
11 ple of courses 9th grade students will take and examples of careers appear below:

English Language Arts (journalist, actor/actress, writer, talk show host, etc.)	Mathematics (engineer, contractor, accountant, data analyst, statistician, etc.)
Biology (doctor, nurse, cosmetology, barber, dermatologist, gardener, biologist, forensic, etc.)	African American History (historian, attorney, sociologist, teacher, community organizer, politician)
Physical Education (sports medicine, physical therapist, athlete, trainer, coach, etc.)	Art (architecture, graphic design, fashion, artist, cinematographer, etc.)
AVID or English Strategies (supports reading, writing, thinking strategies for all content areas)	Computer Programming (Intro to Tech) (coding, software engineer, app designer, game designer)
Advisory – Personalized Learning Time (PLT) Personalized Pathway Plan development, review, update, project team time, independent study time, relationship building	

12 **Timeline of Curriculum Development**

13 Under the leadership of the principal and ILT, curricula will be developed by teachers in collaboration
14 with District content curriculum specialists, coaches and other professional curriculum developers. The
15 curriculum will be reviewed, developed, aligned, and validated during the 2015-16 incubation period,
16 guided by the following proposed timeline.

Phase	Outcome	Timeframe
Visioning and Planning Retreat	o Articulate school vision, mission, 5Rs Educational Framework and Personalized Pathway Plan model and program philosophy o Define program, grade-level and course goals o Develop and sequence grade-level and course objectives	Month 1
Review/Research Resources	o Inventory current local resources (i.e. educational materials, human resources, technology, schedules, needs-based assessments, district initiatives, school design, ESLRs, 21st Century Skills, instructional strategies, etc.) o Gather new resource data emphasizing researched based practices (i.e. educational materials, written curriculum, staffing, frameworks, standards, technology, schedules, programs, school design, etc.) o Gather California Academic and Common Core State Standards o Identify and validate researched-based instructional strategies (e.g. project-based learning, literacy across the curriculum)	Month 1- 2
Align Resources	o Compare resources/ curriculum to CA Standards/Common Core/Next Generation Science Standards/CTE	Month 2-4

20

	o Compare current and new instructional strategies o Identify gaps o Identify additional resources needed	
Curriculum Modifications (cycles of inquiry)	o Write or revise the curriculum and assessments o Examine learning progressions o Create implementation plan	Month 4-12
Assessment System (Backwards Mapping)	o Create a comprehensive assessment system and plan (formative to summative) o Develop a school progress report making assessment data public throughout the year	Month 4-12
Conduct Action Research	o Pilot select curriculum and instructional strategies (e.g. integrated project-based learning) o Revise curriculum and assessments as needed	Month 6-12

1   To ensure high-quality project-based learning, teachers will plan at least two projects per year that are
2   aligned to standards, to deepen students' understanding of the content and its application to STEAM
3   careers. Also, at least one grade-level theme-based service-learning project will be designed and imple-
4   mented each year. There will also be curriculum provided for community-based learning experiences
5   (e.g. job shadows, internships, independent study) that intentionally link and align to 21st Century Skills,
6   including reading, writing, and speaking and providing students with an "Understanding of All Aspects of
7   the Industry" (requirement of Perkins Legislation for CTE programs). We anticipate the need to develop
8   and obtain approval for courses, including independent study courses that meet A-G and UC entrance
9   requirements.

10 ## INSTRUCTIONAL STRATEGIES

11 **Approaches to Instruction**

12 The 5Rs Educational Framework and the Futures Personalized Pathway Model focus students on the
13 possibilities for a successful future. The Rigor, Relevance and Relationship components of the frame-
14 work are student-centered and will be designed to ensure that teaching and learning help students ac-
15 quire, apply, and assimilate information and knowledge and adapt their thinking to analyze and solve
16 problems and create "new" solutions (e.g. "new" for the student if not a new innovation). In order to
17 provide students the opportunity to develop 21st century communication skills and demonstrate college
18 and career readiness, instructional strategies will include writing, inquiry, collaboration, organization,
19 and reading (WICOR). In addition, research and presentation skills will be embedded into units of study
20 – units that link across the curriculum. Some school-wide instructional strategies will include:

- o Cornell note-taking
- o Organized binder
- o Electronic portfolio
- o Blended learning
- o Critical reading strategies
- o Academic discourse
- o Independent study

- o Evidence-based writing
- o Consultancy in which students receive feedback
- o Differentiated small groups in which students can work at their own pace
- o Applied learning strategies (project based learning)
- o Experiential learning strategies (field trips, service-learning, internships)

Each student will design a flexible Personalized Pathway Plan that includes the following sequential
components: College & Career Awareness, College & Career Exploration, College & Career Preparation,
College and Career Transition. Each of these components aligns with the school's grade-level social-
emotional learning (SEL) components of Self-Discovery, Responsibility, Accountability, and Commitment.

21

Personalized Pathway Component	Example of Teaching and Learning Strategies and Supports
College and Career Awareness **Self-Discovery**	Self-Assessment Inventories, Exposure to STEAM careers linked to academic disciplines (e.g. science, math, English, art, physical education), mini-tasks and integrated projects, field trips, college visits, annual grade-level "Learning Village" service-learning project science, college/career ambassador/mentors, personalized learning time and reflection sessions
College and Career Exploration **Responsibility**	Update plan and narrow focus on careers within an industry sector/cluster (e.g. Engineering, Sports, Health, Human and Personal Services, Visual/Performing Arts, Business and Entrepreneurship). Integrated/interdisciplinary projects, job shadows, college visits, grade-level "Learning Village" service-learning project, college/career ambassadors/mentors, personalized learning time and reflection sessions
College and Career Preparation **Accountability**	Update plan and narrow focus to a career within industry sector/cluster. Integrated/interdisciplinary projects, internships, job shadow, college tours, dual enrollment, grade-level "Learning Village" service-learning project, internships, college/career ambassadors/mentors, personalized learning time and reflection sessions
College and Career Transition **Commitment**	Update plan and narrow focus to a career within an industry sector/cluster. Integrated/interdisciplinary projects, internships, dual enrollment, Independent Study service-learning project, internships, dual enrollment, college/career ambassador/mentors, college workshops, personalized learning time and reflection sessions

Meeting the Needs of All Students

In the "student-centered" classroom, all teachers will know all students' strengths as well as their needs. Teachers will design lessons and differentiate, adapt/modify instruction based on student need. Behavior-specific praise and positive relationships with teachers and other adults (college/career mentors, academic counselors, etc.), will provide students with a more positive and reinforcing learning environment than they may have experienced in the past. Differentiated, relationship-based, and student-centered instruction will help to ensure that all students feel supported, irrespective of skill level, disability, English-proficiency, or other factors that may be contributing to a student's risk of academic failure. Incorporating WICOR and critical thinking will help to build key skills; project-based learning has been shown to engage disengaged students; and allowing for students to work at their own pace will help prevent the sense of discouragement that can accompany learning challenges.

Research Basis

Although our curriculum will be aligned to Common Core Standards, Next Generation Science Standards, and Career Technical Education Standards, research supports the need for curriculum and instruction that are both rigorous and relevant. The Personalized Pathway Plan will serve as a tool and strategy to engage each student in his/her own learning. As early as 1902 John Dewey's research called for a curriculum that involves a "critical but balanced understanding" of the culture and the prior knowledge of each child in order to extend learning. The implementation of standards-aligned, inquiry-based projects is based on Grant Wiggins and Jay McTighe's Understanding by Design Framework, which recommends that the teacher's role become more of a facilitator of learning as students apply knowledge to analyze

and address real world problems/issues, and/or participate in real world situations (e.g. workplace). Applied learning strategies such as project-based learning, service-learning and learning through internships increase students' control over their own learning, provide opportunities for collaboration, and help develop critical thinking, inquiry, communication, reasoning and resilience (Barron & Hammond, 2008; Thomas, 2000). Studies also reveal that students taught through well-developed and implemented authentic, applied learning strategies have better long-term retention of content, improved problem-solving and collaboration skills, and improved attitudes towards learning (Strobel & Barneveld, 2009; Walker & Leary, 2009; Daggett, 2005). Curriculum and instruction require construction of knowledge, disciplined inquiry, and performance, in order to ensure value beyond success in school. They should also connect to the world of students' lives and experiences to help them internalize meaning (Wehlage & Newmann, 1995; Weaver & Cottrell 1997; Sass 1999). The "All Aspects of the Industry" (AAI) strategy promoted in the Perkins Vocational Act for Career Technical Education will be implemented through well-developed internships and job shadowing experiences. AAI is a pedagogical strategy that (1) promotes more effective learning; (2) better prepares students for varied and changing roles; and (3) is employment preparation for the restructured workplace (Bailey, 1994).

AVID's learning strategies known as WICOR incorporate teaching/learning methodologies in the following critical areas: Writing, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR will be used school-wide. These types of research-based strategies help studies learn vocabulary, discourse, and comprehend complex texts (Carr & Bertrando, 2012).

The integration of arts into the design will not only provide opportunities for students to explore and prepare for careers in the arts, the arts play an important role in human development, enhancing the growth of cognitive, emotional and psychomotor pathways in the brain. The skills that the arts develop include creativity, problem solving, critical thinking, communications, self-direction, initiative, and collaboration. All these skills align with what many educators now refer to as "21st century skills" needed to be successful in an increasingly complex and technologically driven world (Sousa and Pilecki, 2013).

PROGRESS MONITORING AND ASSESSMENT

Use of Assessments to Evaluate Progress

The "R" for reflection in the 5Rs framework addresses progress monitoring and assessment. The entire school learning community, teachers, students and parents, mentors will engage in progress monitoring based on established goals and benchmarks. For example, students will develop success plans every five weeks based on school and individual targets. During Personalized Learning Time, students assess and reflect on how well they are doing and update their 5-week success plan. Teachers will use reflective practices to assess their own instructional practices (e.g. teacher assignments) and student learning (e.g. student work, student responses), to make adjustments and provide feedback to students to increase student learning. They will also use reflective practices with other teachers during collaborative planning time as they review student data and share practices. Parents and mentors will participate in scheduled sessions to obtain training in the use of simple protocols and tools to use to monitor and assess students' progress.

Formative assessments such as questioning, providing feedback to students, and similar strategies will be used to monitor and support student learning. Formative assessment is a cycle of instruction, data-gathering, re-adjustment, and sharing. Immediate data-gathering will enable feedback that helps the teacher re-adjust instruction, and the sharing of that feedback will enable students themselves to be engaged in the teacher's learning process. This classroom-level cycle of inquiry will be the common practice in all classrooms to support differentiation and the implementation of each student's Personalized

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Pathway Plan. A few examples of formative assessments to assess student learning and to inform instruction are: exit/admit slips, individual/small group conferencing, peer/self-assessments, discussions, practice presentations, think-pair-share, four corners, quizzes. An instructional framework will be developed to help guide coherent instructional practice school-wide, including deepening the practice of reflective teaching.

Interim Assessments

Interim assessments required by the district that are aligned to standards will be implemented in accordance with the district assessment calendar. These assessments include the following:

9th Grade:

- The English interim assessments will consist of California High School Exit Exam (CAHSEE) diagnostic, quarterly SRI, OUSD Performance Writing Tasks, and pre-post assessments for each unit of study.
- The Math interim assessments will consist of CAHSEE diagnostic, quarterly SMI, OUSD Performance Tasks, and pre-post assessments for each units of study that need to be developed.
- The Science interim assessments will consists of the OUSD Biology Performance Task.
- The History interim assessments will consists of the OUSD performance tasks, and the pre-post assessments aligned/linked with English.
- AVID students will engage in weekly tutorial in order to assess their progress towards standards in core classes.
- At the end of the academic year, students will have to defend their competency portfolio.

10th Grade:

- The English interim assessments will consist of CAHSEE diagnostic, CAHSEE exam, quarterly SRI, OUSD Performance Writing Tasks, and pre-post assessments for each units of study that need to be developed.
- The Math interim assessments will consist of CAHSEE diagnostic, CAHSEE exam, quarterly SRI, OUSD Performance Tasks, and pre-post assessments for each units of study that need to be developed.
- The Science interim assessments will consists of the OUSD Chemistry Performance Tasks will engage in weekly tutorial in order to assess their progress towards standards in core classes.
- Preliminary Scholastic Aptitude Test (PSAT).
- The History interim assessments will consists of the OUSD performance tasks, and the pre-post assessments aligned/linked with English, and AP World History.
- At the end of the academic year, students will have to defend their competency portfolio and AVID students will complete their AVID portfolio.

11th Grade:

- The English interim assessments will consist of Smarter Balanced Assessment Consortium (SBAC), SRI, OUSD Performance Writing Tasks, AP exams, and pre-post assessments for each units of study that need to be developed.
- The Math interim assessments will consist of SMI, OUSD Performance Tasks, and pre-post assessments for each unit of study that need to be developed.
- The Science interim assessments will consists of the OUSD Chemistry Performance Tasks will engage in weekly tutorial in order to assess their progress towards standards in core classes.
- Preliminary Scholastic Aptitude Test (PSAT).

- The History interim assessments will consists of the OUSD performance tasks, and the pre-post assessments aligned/linked with English, and AP US History.
- At the end of the academic year, students will have to defend their competency portfolio.
- Concurrent course completion.

12th Grade

- The English interim assessments will consist of SBAC, SRI, OUSD Performance Writing Tasks, AP exams, and pre-post assessments for each units of study that need to be developed.
- The Math interim assessments will consist of SMI, OUSD Performance Tasks, AP Calculus, and pre-post assessments for each units of study that need to be developed.
- The Science interim assessments will consists of the OUSD Physics Performance Task.
- Scholastic Aptitude Test (SAT)/American College Test (ACT).
- The History interim assessments will consists of the OUSD performance tasks, and the pre-post assessments aligned/linked with English, and AP Government.
- At the end of the academic year, students will have to defend their competency portfolio.
- Concurrent course completion

So that we provide appropriate supports for incoming students, we will use all middle school data to help inform our decisions. Likewise, teachers will utilize content diagnostics to support the personalized plan. McClymonds will develop grade level indicators in which students must demonstrate competency (assessed with validated rubrics) with evidence maintained in a portfolio that includes:

- Evidence of a grading system that distinguishes the demonstration of content knowledge (product) and work habits (process);
- Evidence of mastery of common writing rubrics;
- Evidence of AVID strategies (Writing, Inquiry, Collaboration, Organization, and Reading)
  - Evidence of evidence-based writing
  - Evidence of community service
  - Evidence of service learning
  - Evidence of college/career exploration
  - Evidence of progress towards personalized pathway
  - Evidence of 21st century professional communication
  - Career readiness certificates (industry validated)
  - Standardized course benchmarks

This assessment plan and the tools proposed align with our overarching approach, which emphasizes AVID's WICOR, college and career-readiness, 21st Century skills, STEAM integration into learning, and common core standards.

Performance Goals

Monitoring and assessing progress toward accelerating student achievement will be guided by the following timetable:

Indicator	Frequency	Indicator	Frequency
Attendance Rate	Monthly	SRI grade level scores	Semester
Grades D/F%	Quarterly	PSAT/SAT/ACT scores	Yearly
GPA	Quarterly	AP Exam passage rate	Yearly
On track rates	Semester	A-G completion rate	Semester
Concurrent enrolment completion	Semester	Graduation rate	Yearly

Suspension rate	Semester	4-yr college enrollment rate	Yearly
% of students completed internship/externship	Monthly	Benchmark/interim assessments	Quarterly
Pathway plan completion	Semester	Classroom observation ratings	Monthly

Corrective Actions When Necessary:

At the student level, each student will be assigned a mentor/counselor/ and administrator. This team will be responsible for bi-weekly collection and discussion of the students' demonstration towards goals and indicators. Students who need acceleration and support will either be referred to the PLT advisor for personalized supports: SST, tutorials, extended learning time, etc. Professional Learning Community teams will collaborate bi-weekly to discuss and review student progress towards mastery of standards and competency indicators.

At the classroom or teacher level, student work samples and teacher assignments will be reviewed in order to inform practice. At the end of each marking period, the leadership will lead all stakeholders through data analysis and root-cause analysis to inform adjustments that may be needed. If data reveal that some classrooms or teachers are consistently falling short of the goals for the school, individual performance goals will be reviewed, and coaching will be intensified. If these measures prove to have little or no impact, based on analysis of the data, school leadership will seek the support of the Network Superintendent to re-assign personnel to ensure that student needs are being met.

At the school-wide level, data will be systematically reviewed during leadership team meetings at the cabinet level. We will analyze whether our model is falling short in terms of inadequate professional development, insufficient time allowances, poor fidelity to the model, or other deficiencies. We will then collaborate with support staff within the OUSD Central Office to refine and improve our approaches, as well as outside experts. Based on our analysis corrective actions will be employed and/or abandonment of practices that are not working.

LANGUAGE PROGRAM DESIGN AND INSTRUCTION

Philosophy & Approach

Currently our non-native English speaking population is approximately 6% (data from 2013-14 show 2.2% of students to be ELL (6 students) and 2.7% to be Fluent English Proficient (7 students) – home language is provided only for the 6 ELL students, and shows 3 Spanish and 3 Arabic-speakers). Our philosophy and approach for English Language Learners is asset-based, valuing language, cultural, and ethnic diversity, and recognizing the individual needs (i.e. knowledge and/or skills) for each student's success. The Futures Personalized Pathway Plan is a good match for serving ELL students as it is designed to support each student's need, irrespective of English proficiency.

We have a two-pronged focus with language instruction: EL and General population. Literacy will be implemented across the curriculum. The components of this approach will include speaking, listening, writing, and reading--all embedded in the common core framework.

Based on the research from Dr. Lourdes Ferrer, Minority Academic Achievement Specialist, students want and need to be literate to contribute to their family and community. Becoming literate in English does not mean abandoning their first language or aspects of their culture/ identity. ELLs need access to a rigorous curriculum to process new information and demonstrate new learning. There's the belief that all students possess the necessary background, language, and cultural knowledge to become fully literate. Teachers are aware of the ways of thinking about literacy and that the uses of literacy may differ based on tradition and culture.

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Ferrer's research includes the most effective teaching practices for ELL students. The five most effective practices include: culturally-responsive teaching; cooperative learning; instructional conversation; cognitive-guided instruction, and technology-enriched instruction. This includes teachers:

- Using lesson sequencing that proceeds from prior knowledge; the concrete to the abstract; oral language to texts; more contextual support to less contextual support.
- Teaching the text backwards (using contextual support to communicate the overall message, then correlate the message with language).
- Increasing interaction among students and between students and teachers.
- Increasing students' thinking skills.
- Making connections to other content areas, students' interests, and other cultures.

Based on the work from the Clayton Christensen Institute for Disruptive Innovation, a sound approach to ELL instruction is through blended learning. Blended learning is not meant to replace the teacher, but to provide deeper differentiated, and personalized instruction. Some benefits of utilizing a blended learning program include:

- curriculum accessed based on students' individual learning needs
- supports personalized learning plans
- immediately identify gaps and misconceptions, creating a lesson for pre-teaching or re-teaching
- provides for more efficient collection and analysis of data (vs. traditional methods)
- provides digital literacy and fluency

There are primarily four blended learning models. Research suggests that an effective model for ELL is the rotation model. The rotation model is a course or subject in which students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning (which will be facilitated by our classroom laptop computers). Rotation models are either conducted in stations, labs, flipped, or individual. The station rotation model would be used to support small group instruction by the teacher and 3:1 instruction by tutors.

Content Accessible to ELL Students of All Typologies

Because McClymonds has a small number of ELL students, we are able to meet their individual needs effectively, irrespective of English proficiency level and typology. Some of the measures we will take to ensure that content is accessible to all ELL students (including newcomers, SIFE and long-term ELLs) are:

- Support class (modeled after CCPA)
- English 3-D
- Blended model (rotation) to be piloted in first implementation year
- Whole school language around content language development
- Designate a CCTL
- Focus on discussion, quality of language, close/critical read of complex text

Similar to the curriculum development timeline, a timeline and committee will be formed to address curriculum, program, and assessment needs for ELL students within the first weeks of the incubation year. The committee will develop a more detailed professional development and collaboration calendar.

Assessing Language and Literacy Needs of ELL Students

In order to assess the language and literacy needs of our ELL students, we will use the following assessment approaches:

- GAP analysis – develop by EL Achieve, addresses the gaps of the typical long-term ELD (short gains)
- Domains of EL: speaking, listening, writing, reading
- ADEPT—longer assessment that gives breakdown of grammatical issues
- Teaching Channel strategies for a cycle of reflective practice

ELL students will be re-assessed four times a year. For students who are not demonstrating adequate progress, additional assessments will be used to ascertain if the student has some other barrier that would necessitate a more specialized approach. We will utilize support from OUSD's English Learner Office, Programs for Exceptional Children, Behavioral Health, and community partners to help identify effective ways to reach students who are not showing progress. For all students, irrespective of home-language, if academic progress is stymied, we will reach out to families to better understand and support learning plans. If translation or interpretation is needed to communicate with families, we will contact OUSD's English Learner Office for support.

Full Service Community School Resources and Supports for ELL Students and Families

We will continue to be mindful of hiring teachers with diverse language offerings, and collaborate with our Lead Agency to identify community-based organizations that have specialized cultural competency with our predominant immigrant groups (Latin Americans and people from Arabic and other Middle Eastern locations). We will also meet with and inform ELL students of the Snapshot tool.

SPECIAL EDUCATION STUDENTS

Identifying and Ensuring Professional Development for Students with Special Needs

The leadership team will collaborate with OUSD's Programs for Exceptional Children (PEC) staff and counselors to run Special Education Information System (SEIS) queries in order to identify PEC students. In addition, the PEC lead staff member will coordinate with the Enrollment Office to ensure incoming students are placed appropriately. The site's PEC lead staff (Instructional Lead Team member) will take the lead to rectify any missing or outdated information.

The site will coordinate with PEC to align PD opportunities. PEC staff will participate in Central PD and conferences. Site PD will be two-pronged: 1) The role of the site's PEC team (RSP, SDC, IEPs) and 2) Best meeting the diverse needs for support (accommodations/modifications). The majority of this PD will take place in the summer, but each quarter PEC will provide specific /benchmark themed sessions.

ACADEMIC ACCELERATION

Assessment for Acceleration

Each marking period, students will work with their mentors to demonstrate progress towards their college/career indicators and portfolio: GPA, Grades, attendance, service hours, scholarships, internships, field trips, etc. will be noted. Students who fall below the set benchmarks/indicators will be placed into RtI Tiers 2 and 3 during their PLT. If appropriate, an SST will be held to determine the most appropriate response: extended learning, tutoring, SEL support, etc. The intensive, individualized emphasis of the Futures Personalized Pathway Model lends itself well to close monitoring of student strengths and needs and identification of acceleration approaches, appropriate to those strengths and needs.

Interventions to Close Achievement Gap

To help close achievement gaps, we will offer the following interventions: tutoring, peer-tutoring, summer boot camp, extended school day/semester, differentiated instruction, blended learning, personalized learning time.

In many cases an "achievement gap" began long before high school. In addition, many of the root causes are not in our control. With that said, we must employ systematic, pedagogical, and cultural shifts and supports that are sustainable and that will norm the "opportunity to learn." Specifically, we will intentionally implement and evaluate:

1. Small class sizes
2. PLT-assigned tutors, mentors, and counselors
3. Personalized Pathways—created and monitored by student, teachers and mentors
4. Embedded content remediation
5. Critical reading and literacy across the curriculum
6. PBIS-cultural responsiveness
7. Concurrent enrollment
8. Middle School bridge
9. Rubrics/indicators illustrating quality of work
10. Travel-field trips, internships, tours, study abroad, exchange programs, etc.
11. Highly qualified, committed teacher-leaders

We will develop 'extended day' courses that provide additional support for students. Staff will design and lead courses for acceleration and remediation for the extended day program, which will require modification of OUSD curriculum and supplementing it with additional content in English, math, and presentation skills. Students who need remediation in these subjects will attend an additional course period during the day during which they may delve deeper into areas of the curriculum where they are getting stuck. We will also continue to offer summer school for remediation and acceleration.

GIFTED AND TALENTED STUDENTS

Identification of Gifted and Talented

We believe that all students have gifts and talents, and that through a the personalized plans these will be revealed for students irrespective of their past academic achievement level. That said, some students may need specialized opportunity. Students will be identified according to the incoming student data-base/tracker. We will follow OUSD policy to determine exceptional ability. In addition, we will utilize SRI and standardized testing to evaluate potential. The counselors and ILT will be accountable for identifying these students. We propose to allow for acceleration of all students through grades 9-12 by allowing students to receive high school credit for courses taken in 8th grade that corresponded to high school level content. Currently, students who demonstrate advanced proficiency in mathematics and English can take high school courses, but do not receive credit for them and therefore must retake them in high school to meet graduation requirements. We would like to allow those students to receive the high school credit while in middle school so that they can accelerate their progress once they are in high school, allowing them to take more college-level courses as upper-classmen. Students who will be enrolled in these courses will be assigned a mentor who will monitor their progress and ensure that they have the necessary academic supports necessary to succeed in the advanced courses, such as tutoring or peer-mentoring. Students will have the option and be encouraged to complete their high school requirements early to allow more opportunity to take college level courses in their junior and senior years.

All students will have the option to include college preparation courses, as well as CTE seminars. In addition to AP courses in English, English Literature, World History, US History, Chemistry, Biology, Calculus, Spanish and Government, the following course offerings will be available to McClymonds students through Peralta Community College District:

- o POSCI 11 COMPARATIVE SOCIAL MOVEMENTS SINCE THE 1960S
- o PSYCH 6 SOCIAL PSYCHOLOGY
- o SOC 6 COMPARATIVE SOCIAL MOVEMENTS SINCE THE 1960S
- o "AFRAM 19 RACISM IN THE UNITED STATES
- o ART 142A BEGINNING DIGITAL ART
- o BUS 10 INTRO TO BUSINESS
- o COMM 20 INTERPERSONAL COMMUNICATION SKILLS
- o FREN 1A ELEMENTARY FRENCH
- o GRART 115 WEBSITE DESIGN
- o JOURN 65 SOCIAL MEDIA FOR JOURNALISTS
- o MUSIC 10 MUSIC APPRECIATION
- o PHOTO 20 PHOTO JOURNALISM
- o SOC1 INTRO TO SOCIOLOGY

Research-Based Instructional Programs and Strategies for Gifted Students

The following strategies will be used to meet the needs of gifted students:

- Curriculum Compacting: The regular curriculum of any or all subjects is tailored to the specific gaps, deficiencies, and strengths of an individual student. The learner tests out or bypasses previously mastered skills and content, focusing only on mastery of deficient areas, thus moving more rapidly through the curriculum. [no special materials required]
- Grade telescoping--A student's progress is reorganized and shortened by one year; therefore, high school may require three years instead of four. [no special materials required]
- Concurrent enrollment--A student attends classes in more than one building level during the school year—for example, high school for part of the day and college the remainder. [college-level texts required]
- Independent Study with Mentorship-- A student is placed with a subject matter expert or professional to further a specific interest or proficiency. [mentorship protocol required]
- AP courses-- A student takes courses with advanced or accelerated content. [AP materials required]

Grade telescoping has been found to increase achievement by a factor of.83. Concurrent enrollment also shows increased achievement, as does enrollment in AP courses (by a factor of .22). Mentorship has been found to increase academic achievement by a factor of .57, to improve socialization by a factor of.47, and to improve self-esteem by a factor of .42. Early admission to college and permitting college credit by examination (e.g., AP test passage) both show improved college outcomes.

SUPPLEMENTAL PROGRAMMING

Supplementary Programs for Students and Families for Mental, Emotional and Physical Health

COST (Coordination of Services Team): COST is the learning support umbrella structure that brings together all support service providers at a school site. The COST develops and monitors programs and resources that enhance prevention and intervention efforts contributing to student success. The COST focuses on referred students, and coordinate respective programs and services to promote their academic success (Student, Teacher, Counselor, Nurse, Social Worker, Administrator, Staff, City & Community Stakeholders, or Parent Advocates). Participation in supports resulting from COST will be optional.

SST (Student Success Team): SST is a problem-solving and coordinating structure that assists individual students, families and teachers to seek positive solutions for maximizing student potential. The SST focuses in-depth on one student at a time, and invites the parent/caregiver and the student to participate

in finding solutions. (Student, Teacher, Parent, Caregiver, Administrator, Counselor, Psychologist, COST Coordinator, School Nurse, Social Worker, School Psychologist, Nurse, or Behaviorist is invited to assist as a consultant, if and when available). Participation in resulting supports will be optional.

Additionally, various health, social, and emotional supports will be offered through our partners, listed in the Community School: Ongoing Family/Guardian Involvement & Satisfaction subsection of this proposal – participation in these programs, services, and supports will be optional.

Co-Curricular Programming

All students will be offered the opportunity to participate in myriad extra or co-curricular activities and programming. We will offer a range of sports (junior varsity and varsity) including baseball, softball, basketball, football and swimming to all students. Coaches will be paid a stipend by McClymonds. Students will compete in the Oakland Athletic League (OAL). We will also offer Cheerleading, in which all students will have the opportunity to participate. Coach(es) will be paid a stipend by McClymonds. Students will cheer at OAL events.

Other activities will include the following: SPAAT- Student Program for Academic & Athletic Transitioning, available to all student athletes, to provide generalized and academic support; Clubs (YOLO, E-Team, Culture Keepers, FLY) – these clubs meet as per individual charters or group agreements and are sponsored by a faculty member; Debate- Students will have the opportunity to participate in the Bay Area Urban Debate League. Leaders and advisors will be paid a stipend by McClymonds. Additional campus student groups include: Student Government/Student Voice Committee, African American Male Achievement Program, Black Women Code, Young Gifted Women (YGA), Music Club, Young Artist Program, Journalism, GSA (Gay Straight Alliance), NASBE, Young Life, Young Mo, Fly Girls, Fly Boys, Code.Org, and Yearbook.

Summer School

Summer school will have a tiered approach:
1. 50 rising 8th grade students who will receive orientation, assessment, and peer supports to transition into the Mack Way.
2. 40 students who will engage in Pre-AP curriculum and support in order to build rhetorical skills and knowledge. Students are whose SRI scores are at least 1250, and those recommended by teachers will participate in this summer school program.
3. Any 10th grade student who did not pass a section of the CAHSEE will receive tutorals and test-taking strategies during summer.

TEACHER COACHING

The overarching goal for teacher coaching is to build the capacity of our teachers to improve <u>student outcomes/achievement by:</u>

- Developing a repertoire of high-yield instructional strategies,
- Becoming reflective practitioners in planning, delivering and assessing instruction (cognitive coaching),
- Supporting teachers to become facilitators of student learning,
- Emphasizing a growth mindset for staff and students (equality, choice, voice, dialogue, reflection, praxis, and reciprocity) (Knight and Cornett), and
- Increasing teacher retention.

Research indicates that teachers who are coached on a specific instructional strategy will be more likely to implement the strategy, more effective in implementing the strategy, and more likely to try new strategies in the future even after coaching has stopped (Knight, Conclusion, University of Kansas).

Coaching Plan

The school's coaching plan will be designed to provide:

- Differentiated support to teachers in curriculum planning (i.e. lesson planning),
- Implementing school-wide instructional strategies (i.e. literacy across the curriculum) and high-leverage classroom instructional strategies to address the diverse learning needs of students,
- Designing and implementing applied learning strategies (i.e. project-based learning), and
- Developing and/or using formative assessments, and classroom environment.

The principal, an instructional coach, and content-specific instructional coaches, including members of the Instructional Leadership Team (ILT) will oversee teacher coaching. This team will manage the process for hiring the coaches. The primary role of the principal in the coaching process is that of administrative support. Based on data, the principal will determine tiers for teacher coaching and share data with coaches. The principal will debrief teachers' progress with coaches and monitors classroom instruction and assessment to ensure the coaching plan is implemented with fidelity.

"The Mentoring Guide for Principals" (2013-2014) illustrates that, "New York City Public Schools offer school-based mentoring that enables principals to shape how mentoring will be provided. Recent studies have found 50% of the new teachers in large urban districts leave the profession within 5 years…Mentoring is one critical support for new teachers" (page 4). Mentoring or coaching is crucial for instructional planning. The coaching tiers will be as follows:

Tier 1 Coaches: These coaches will focus on mentoring novice teachers (new to the profession and new to Mack). The criteria for a tier 1 coach are as follows: the coach must have taught at McClymonds High School for 5 years or more. If the coach has not taught at Mack for 5 years or more then the coach must have experience with teacher coaching/mentoring for 5 years or more in an urban school district. Since tier 1 coaches will be supporting only novice teachers, the focus for each coaching segment will be on classroom management and instructional planning. The teaching committee and administration from Mack must approve all coaches.

Tier 2 Coaches: These coaches will focus on mentoring developing teachers (teaching for 1 year or more, but are new to Mack). The criteria for a tier 2 coach are as follows: The coach must have taught at Mack for two years or more. Tier 2 coaches are mentoring teachers who have been in the classroom with some experience, so tier 2 coaches are focusing more on classroom management issues as compared to instructional planning. Once again, the teaching committee and administration from Mack must approve all coaches.

Tier 3 Coaches: These coaches will focus on mentoring emerging teachers (teaching for 2-5 years at McClymonds). The criteria for a tier 3 coach are as follows: The coach must have teaching experience (5 years or more) in the same content taught by the retained teacher and be considered a proficient teacher. These coaching sessions will focus on higher level instructional planning and not classroom management issues. Higher level instructional planning will consist of project based learning, differentiated instruction, content aligned unit plans, data analysis, etc. Once again, the teaching committee and administration from Mack must approve all coaches.

Research Basis

We use research that supports cognitive coaching and reflective teaching, a constructivist approach to teaching and problem-solving (Art Costa and Robert Garmston), and Charlotte Danielson's Framework for Teaching to select and/or refine research-based observation tools. Cognitive coaching will help to engage teachers in cycles of inquiry that require reflection and promote a "growth" mindset. Danielson's Framework includes four domains: 1- Planning and Preparation, 2 - Classroom Environment, 3 - Instruction and 4- Professional Responsibilities (which will include reflecting on practice and growing professionally). "The Mentoring Guide for Principals" (2013-2014) for New York City Public Schools notes that offer school-based mentoring is one critical support for new teachers" (page 4). Mentoring or coaching is crucial for instructional planning.

Teacher Coach Methodologies

Teacher coaches will be expected to use the following research-based practices
http://instructionalcoach.org/research/tools/paper-studying-the-impact-of-instructional-coaching

- Equality: Coaches must also be seen as learners who can benefit from the coaching relationship (which is why it is ideal for them to also be teachers/peers/colleagues, not evaluators)
- Choice: Teachers should have a choice in where they are pushing their practice while being challenged by their coach
- Voice: Teachers and coaches both ought to feel heard in their conversations rather than the process being punitive or evaluative
- Dialogue: Regular conversations and mutually agreed upon goals ought to be at the forefront of the coaching relationship
- Reflection: Reflecting on feedback and lessons to improve a specific strategy (Research shows it takes about 6 hours of implementation for a teacher to master a specific strategy)
- Praxis: Practicing of instructional strategies in 3 main ways, (1) during PD, (2) coach demonstrating in class, (3) teacher trying.
- Reciprocity: Coaches should expect to receive something from the relationship in terms of their own learning and practice

Coaching and Feedback on Instructional Planning

The caseload for coaches/experienced teachers will be a maximum of two new/inexperienced teachers. Weekly meetings will be mandated, which will be accompanied by a sign-in sheet, objective, and agenda. The one-on-one meetings will consist of benchmarks, planning time for current or future units, align-

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ing common core standards, implementation of backwards design, creating formative and summative assessments, examining student data, and finally unit design templates Buck Institute for Education (BIE).

The coaching cycle/protocol will include the following components:

- Pre-conference (discuss identified needs),
- Modeling (coach may model lesson/strategies while teacher observes),
- Debrief and Plan (debrief and plan with teacher),
- Collaborative Teaching (type of collaboration depends on level of support needed; i.e. co-teaching),
- Observation (coach observes teacher using approved/appropriate observation protocol), and
- Feedback (coach meets with teacher to discuss feedback and identify next steps).

Coaching observations will be conducted by trained non-supervisory staff. Observations are non-evaluative and are solely conducted to provide support for improving teacher practice. Observation protocols will be standardized using criteria that align with standards and high-leverage instructional strategies, including specific school-wide strategies and classroom practices that provide a supportive, student-centered environment. It is important that the tools we select and/or refine provide consistency across the school and are reliable and valid.

Some specific areas of focus for coaching include: literacy strategies, planning instruction, reflective teaching, formative assessments, differentiated instruction, blended learning, classroom environment, using data to inform instruction.

PROFESSIONAL DEVELOPMENT

Professional Development Standards and Opportunities

We propose a new position at McClymonds: Instructional Coordinator/Coach. This person would be responsible for developing professional development sessions and facilitating professional development sessions. In addition, s/he would be the keeper of resources regarding instructional strategies to develop teachers around the school foci. This person would observe and provide feedback regarding the implementation of specific instructional strategies taught in professional development sessions. This person would also analyze data from surveys at professional development sessions.

Whole staff PD will be required every week. Each month there will be different topic areas (e.g. close reading, academic discussion, etc.) and each week a different strategy would be rolled out. The PD calendar will be the responsibility of the Instructional Coordinator/Coach. In the case of this position being unavailable, we are requesting funds so that current teachers and leaders can be adequately compensated to create that calendar themselves.

We will develop our PD plan according to the following research-based characteristics of high quality teacher PD:

- Extended – Extended development experiences allow for more substantive engagement with subject matter, more opportunities for active learning, and the development of connections to teachers' daily work. This work should occur over time and be ongoing.
- Content-focused – Bland, generally-focused content becomes hard for teachers to connect to their practice. Work more in alignment with the teacher's content area allows for more real development to take place.

- Collaborative – Teacher learning is most likely to be effective when they are collaborating with professional peers, both within and outside of their schools, and when they gain further expertise through access to external researchers and program developers.
- Coaching – As described above. Integrated with professional development
- On-going – Professional development should be continuous, not episodic, and include follow-up and support for further learning.
- Coherent and Integrated - Professional development should incorporate experiences that are consistent with teachers' goals; aligned with standards, assessments, and other reform initiatives; and informed by the best available research evidence.
- Inquiry-based - Professional development should promote continuous inquiry and reflection through active learning which has the effect of encouraging teachers to become engaged in meaningful discussion, planning and practice as part of the professional development activity.
- Self-evaluation - Professional development should include procedures for self-evaluation to guide teachers in their ongoing efforts to improve.
- Part of Daily Work - Professional development should be largely school-based and incorporated into the day-to-day work of teachers. Professional development is modeled by facilitator (instructional strategies, etc.).

Teacher-driven - Professional development should respond to teachers' self-identified needs and interests in order to support individual and organizational growth. Professional development is more meaningful to teachers when they exercise ownership of its content and process. In addition to PD in which we will participate as part of district-led initiatives such as PBIS and RJ, some potential PD areas are:

- Analysis of student work
- Analysis of observations
- Analysis of lessons
- New instructional strategies
- Developing a ToolKit
- Role of a coach
- Vertical alignment creation/refinement
- Common Core Standards
- Mastery of competency
- Blended learning

Cultural Responsiveness of Professional Development

Professional development opportunities will support staff in cultural responsiveness and differentiating instruction by:

- Acknowledging the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
- Building bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.
- Using a wide variety of instructional strategies that are connected to different learning styles.
- Teaching students to know and praise their own and each other's cultural heritages.
- Incorporating multicultural information, resources, and materials in all the subjects and skills routinely taught in schools
- Re-engaging E3 organization for cultural responsiveness training

- Student-teacher/Teacher-student relationship building
- Professional development will have differentiated and scaffolded approaches for each instructional strategy taught. The goal will be for each instructional strategy to address GATE, SpEd, and ELL students.

Explain how the professional development program will be evaluated to assess its effectiveness and success.

- The professional development program will be evaluated through surveys and observations. Surveys will be conducted by teachers who were present for each PD. We will use commonly accepted rubrics/surveys for PD (for example: http://www.del.wa.gov/publications/PD/docs/Scoring_Rubric.pdf)
- Surveys will be analyzed to ascertain the effectiveness of each PD.
- Teachers who have completed any type of professional development will be formally observed by a department chair or admin for each marking period.
- Formal observations will rate the effectiveness of each teacher's performance after undergoing professional development.
- Teachers will have their students complete surveys that rate their effectiveness of implementing an instructional strategy learned at PD.
- Each student survey will be conducted at the end of each month to correlate with the different instructional foci from PD.
- Research from the article, "Improvement of instruction and teacher effectiveness: are student ratings reliable and valid?" shows that, "the use of student ratings leads to the improvement of instruction" (Arubayi, abstract).

SECTION V: FACILITIES

FACILITY MODIFICATIONS / IMPROVEMENTS

In order to create a professional, safe environment the following issues must be addressed regarding facility improvements:

1. The entire premises must be fumigated to rid buildings of ALL rodents.
2. The main floors must be allocated for all McClymonds school programming.
3. The auditorium should be modified accordingly: New seating, new lighting to brighten the space, the stage floor needs to be replaced, all electrical sockets upgraded, backstage controls upgraded, bluetooth sound system, upgraded spot light, projector/screen
4. Clean basement for storage
5. Windows need to be replaced to account for upgraded blinds and ventilation.
6. Door should be upgraded to account for safety locks.
7. Emergency exit doors with alarm.
8. Collaborative desks
9. Picnic seating in the Plaza of Peace with charging docks
10. Wifi in cafeteria/ Plaza of Peace
11. Cafe seating and vending machines in cafeteria
12. The library must be renovated to function as a research-media space: new furniture, painting, new flooring, and adequate storage/study spaces.
13. Updated student store space
14. Upgraded surveillance cameras inclusive of auditorium/cafeteria/gym.

Capital Improvements to Accommodate Proposed Program

- The site needs central air
- The site needs two digital marquees for both inside and outside
- Science rooms need chemical hoods/vents and lab counters/stools
- Opposing stadium seating at the field
- The library needs security system for entry point, additional electrical sockets, charging docks, projector/sound system, flat screen television, a smartboard, emergency exit door, cafe furniture space, chromebook cart (30), 6 computers, high speed wireless printer/copier/scanner, printer for circulation desk, 3-D printer
- Two-story gym for both site and community use (basketball, volleyball, racquetball, shower/locker room)
- Upgraded cafeteria (sound system, projector, windows, and doors)
- Baseball field within ½ mile from school and batting cage where current tennis courts are located
- Swimming pool seating area
- Parking lot lights
- Updated secured gate 28th Street entrance to the parking lot
- Technology labs to support Personalized Pathway Plans/programs and STEM curriculum

Use of Outdoor Space to Facilitate Learning and Programming

Outdoor space on campus will be utilized to enhance the learning and teaching opportunities and expand the traditional understanding of what constitutes a "classroom". As we work to redesign the

learning space of the school, construction and upgrades will take place to include electronic and technology accessibility outdoors. These additions will enhance students' engagement in STEAM related lessons and activities. Some of the ways that outdoor space will be used in an academic capacity are:

- The McClymonds Community Garden and greenhouses will be used to facilitate lessons and research in biological sciences.
- Collaborative seating will allow students to use computers and work together in an outdoor setting.
- An automotive shop will be built to support a automotive engineering curriculum
- A course for Driver's Education
- The campus swimming pool will be opened to expand the P.E curriculum and to provide classes and certification on swimming technique and safety.
- Space for an outdoor theater to support the arts program
- Provide authentic learning experiences in environmental studies and issues