



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

# Fremont

## Measure N Commission Presentation



Presented by Fremont High School Measure N Committee

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# Design Process Narrative



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## Areas for Inquiry:

- *As we move from proposal to implementation for Measure N-funded work, how is that work being held accountable to both the students it will impact now as well as the students in the future school being redesigned?*
- *How should Measure N planning and piloting work, as well as other school leadership teams, initiatives, and programs, include structures and communication feedback loops so that the activities are best aligned?*

## The Process:

Our work this year focused on developing committees and other structures to conduct root cause analysis and to facilitate the integration of the redesign schoolwide:

**SSC:** The SSC met regularly to engage in data analysis and monitoring of the 2015-16 site plan

**Site Based Governance Council:** This group was formed to ensure development of a coherent 2015-17 plan reflecting the school's core priorities.

**Master Schedule:** The master schedule was developed through a highly collaborative process in which teacher leaders identified priorities for scheduling and courses aligned with core site priorities.

**LOC:** The Local Organizing Committee consisting of parents and community members facilitated by Oakland Community Organizations and Alternatives in Action, engaged our students and families in root cause analysis activities.

**Planning Committees:** Teachers and other stakeholders formed committees around advisory, facilities, pathways, family engagement, hiring, school culture and newcomer students.

**Measure N Design Teams:** Whole school and pathway teams formed and developed capacity for planning and budgeting

Members of these groups and committees visited model schools to learn more about newcomer programs, community schools, personalized learning and advisory. Led by LOC, our root cause analysis involved listening to students and faculty, interviewing educational leaders. This root cause analysis helped us identify our **core priorities and school focus on literacy, democratic decision-making and new teacher support.**



# Focus Areas We Want To Shift

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IF we provide **academic intervention and acceleration for all students through personalized learning pathways** by increasing our school wide focus on literacy, providing increased social-emotional support to targeted populations, vertically articulating the Graduate Capstone program throughout the 9th-11th grades, and integrating our newcomer population into our career pathways, **THEN** we will see our students' SRI reading levels rise, increased EL and LTEL reclassification rates, increased attendance for our African American students, foster youth and special education students, and increased graduation rates for all students.

IF we **support all teachers** through a strong schoolwide PD plan, distributed leadership roles, coaching and support from CCTL's, collaboration periods with SLCs, summer PD and targeted new teacher support, **THEN** we will **recruit and retain high quality teachers**.

IF we **promote local accountability through democratic decision-making**, **THEN** we will be united around school-wide academic and social-emotional practices and improve our culture and climate.



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# Root Causes and Goals

## Root Causes

- 74% of all of our 9th grade students enter **reading several years below grade level**. Instruction is focused on core content and not the teaching of reading. LTEL and EL students are not reclassified as fluent. Teachers and students are not focused on reading and/or its assessment as indicators of student and school success.
- An average of 50% of students are **off track to graduate**. Students do not earn enough credits to graduate or their grade point average is below 2.0. Opportunities for credit recovery or to make up credit are not provided. Classroom instruction did not meet the need for intervention or acceleration. Counseling or case management not available to provide personalized support. All classes not A-G certified.
- All student groups **chronic absence rates** exceed district averages. African American students have the highest rates. No consistent targeted intervention focused on improving attendance. Poor academic performance, foster youth home life fluctuation, newcomer population's need to work. Large number of new teachers and high teacher turnover impacts student attendance.

## Goals for Next Year

- Increase average SRI reading level from 11.5% to 20% by the end of 2016-17
- Increase high school graduation rates by a minimum of 10% annually.
- Decrease the number of students school wide not meeting A-G requirements by 30%. 80% of 9th grade students will meet A-G requirements.
- Reduce the chronic absence rate of African American students from 35.50% to 20% by the end of 2016-17.



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# Instructional Focus and New Design Features



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***Instructional focus on literacy through direct instruction, specific literacy strategies, project-based learning, blended learning, and advisory.***

- All-staff training in **literacy strategies** specifically focused on annotation, writing-to-learn, and academic conversation.
- CCTL** for department push-in and individual teacher coaching.
- Training, coaching and collaboration time for developing **project-based learning** units and curricula.
- Building on the successes of the last two years, the **Graduate Capstone** training, coaching and collaboration for vertically aligning oral presentation and research skills across multiple content areas.
- Creating **common rubrics and grading standards** that reflect mastery of learning.
- Training, coaching and support for **blended learning strategies** to increase technology skill-building in classrooms.
- Training, support and collaboration time for **Advisory** in each grade to support literacy that is embedded in college and career curriculum, study skills, and social and emotional learning.



# Media Pathway



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## Key Root Causes

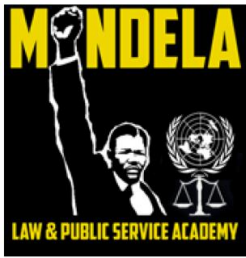
- **Challenge: Chronic absences drive low performance and ultimately student attrition to alt ed programs**
- **Root causes:** Lack of pathway and school-wide consequences and accountability
- **Challenge: Expectations for student work and performance are inconsistent across the pathway**
- **Root Causes:** High teacher turnover in the pathway has led to a relatively new team with a new director and steep learning curve for all. Master scheduling did not permit all team members access to shared collaboration time.
- **Challenge: Too many students have D's and F's in one or more classes**
- **Root Causes:** Inconsistent support, lack of opportunities for success and excellence, and disconnection between core academic and technical courses

## Goals for Next Year

- Increase graduation rate by 10%
- Ensure 80% of graduating seniors have taken a dual enrollment college course by the time they graduate
- Reduce chronic absences by 10%
- Formalize collaboration and connections between core academic and technical courses

## Instructional Strategy and New Design Features

- Each student in pathway will build cross-curricular portfolios beginning in the 10th grade culminating in a semester portfolio presentation based on current industry standards.
- Updated CTE course sequence to reflect industry developments in digital media and production
- UCCI curriculum for 10th grade English "GET REEL" course connecting ELA to filmmaking.
- Linking the learning, CTE/US History collaboration to further the cross curricular collaboration with CTE and core academics.



# Mandela Law & Public Service Pathway



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## Key Root Causes

- **Challenge: Too many students with D's and F's in one or more classes**
- **Root Causes:** Students unclear and unsupported with requirements, and what is needed to be successful in school. Failure to retain teachers & failure to provide time and space for collaboration on improving skills & strategies
- **Challenge: Too many college dropouts**
- **Root Causes:** Strong graduating students in the class of 2015 have already left college due to overwhelm with the work, family crises, inadequate financial counseling, and dealing with the disconnect between expectations at FHS & expectations in college. Students are also shocked by the racism they are encountering in college.
- **Challenge: Increase in African American males & females cutting class.**
- **Root Causes:** Lack of strategies to engage traumatized and underrepresented students.

## Goals for Next Year

- To provide time and guidance for collaboration for teachers to share strategies to improve lessons
- To increase and prioritize dual enrollment and a more seamless bridge between HS & college.
- To provide time and strategies for teachers to engage with and support African American students.
- To provide time and guidance for teacher collaboration, sharing strategies to improve lessons and assessments.

## Instructional Strategy and New Design Features

- Design a structure and provide time for peer observation, greater collaboration and support for teachers.
- Design and implement a pilot of units which integrate biotechnology/law curriculum.
- Strengthen our dual enrollment program with the addition of a political science course leading to legal interpretation certificate.





# Architecture Pathway



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## Key Root Causes

- **Challenge: African American students are underrepresented in the pathway**
- **Root Causes:** Historical enrollment and placement practices. African American students don't see their peers there and there is a perception that the pathway work is too hard. Many AA students have to left for continuation schools, pointing to insufficient support.
- **Challenge: Many students with chronic tardies**
- **Root Causes:** High chronic absence rate drives a sense of "It's ok as long as they are here at school." Low expectations or lack of consequences/accountability for being in class. Need to increase the sense of urgency to be in class on time.
- **Challenge: Expectations for student work and performance are inconsistent across the pathway**
- **Root Causes:** Some teachers have courses across multiple academies, so are not able to meet and collaborate with the team. High teacher turnover leads to inconsistency.

## Goals for Next Year

- 10th grade placement is balanced by ethnicity across pathways, increasing African American student enrollment by 6% over each of the next 2 years until it reaches parity with the school population.
- Substantial reduction of tardies in all pathway classes. 100% of pathway teachers set clear and uniform expectations at the beginning of the year and consistently reinforce them throughout the year.
- Expand collaboration around looking at student work, observing each other's classrooms, debriefing and having conversations about instruction.

## Instructional Strategy and New Design Features

- Cross-curricular collaboration with project-based learning to increase connections between courses; Design process for all classes leading to portfolio work; Peer teaching/Peer observation; Advisory; expanded architecture CTE electives and advanced offerings; Portfolios and showcases



# Action Plan



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Core Priorities	Key Actions	Summer/Fall Milestones
<b>1) Recruit, support, and retain High Quality teachers</b>	<b>Staffing:</b> CCLT, Newcomer TSA, WBL Liaison <b>Structures:</b> Newcomer Summer Planning Retreat , PD on PBL, Advisory, and Tier 1 community building, New Teacher Support Plan	June - Newcomer Planning August - complete all hiring August - Faculty PD
<b>2) Personalized Pathways that provide academic acceleration and intervention</b>	<b>Staffing:</b> Case Managers for 9th and 10th grade <b>Structures:</b> Summer Bridge Program for 9th graders Academic Literacy intervention for 9th grade, Dual Enrollment	June - Summer Bridge June - Students placed in dual enrollment and Academic intervention
<b>3) Democratic decision-making that promotes local accountability</b>	<b>Teams:</b> Site based governance council Re-established design team School culture/Tier 1 team ILT, Measure N, SSC  <i>All teams will collect data for ongoing inquiry</i>	August - (re) establish School Culture, ILT, Site-based governance council Sept. - (re) establish design team, SSC, Measure N schoolwide teams



# EVERY STUDENT THRIVES!



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