APPENDIX B: SITE SPECIFIC CRITERIA

Rev; 3/23/15

**Castlemont High School**

8601 MacArthur Boulevard, 94605

AFTER REVIEWING THE ENTIRE PROPOSAL, PLACE AN “X” IN THE COLUMN THAT BEST MATCHES YOUR EVALUATION OF THE SPECIFIC CRITERIA.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Site-Based Criteria** | **Not Addressed** | **Somewhat Addressed** | **Adequately Addressed** |
| bar-512 - Copy.png **Priority Grade Configuration**  |
| **1** | * Must include grades 9-12
 |  |  |  |
| **2** | * May NOT include grades other than 9-12, due to newly implemented TK-8 program on-site
 |  |  |  |
| Group (1).png **Priority Target Populations** |
| **1** | * English Language Learners
 |  |  |  |
| **2** | * Students with significant course credit deficiencies
 |  |  |  |
| **3** | * African American male and female students
 |  |  |  |
| **4** | * Latino Male and Female students
 |  |  |  |
| **5** | * Low income students
 |  |  |  |
| **6** | * Students with low Scholastic Reading Index (SRI) lexile scores
 |  |  |  |
| **7** | * Students deficient in credits
 |  |  |  |
| folder 2.png **Priority Program Considerations** |
| **1** | * Linked Learning Pathways
 |  |  |  |
| **2** | * Master Schedule and class structure and instruction directly align to site mission and vision
 |  |  |  |
| **3** | * Internships and Academies
 |  |  |  |
| **4** | * Youth Action Research
 |  |  |  |
| **5** | * Safe Passage programming and support structures
 |  |  |  |
| **6** | * Social Emotional Learning
 |  |  |  |
| **7** | * Parent Education
 |  |  |  |
| **8** | * Increased partnership with local businesses and government
 |  |  |  |
| **9** | * Acceleration programs aligned with Master Schedules
 |  |  |  |
| **10** | * 21st Century learning classroom
 |  |  |  |
| **11** | * Development and alignment of the pipeline in order to address enrollment
 |  |  |  |
| **12** | * Focus on pipeline to build out employment opportunities for Oakland residents
 |  |  |  |
| **13** | * College Credit for all students
 |  |  |  |
| **14** | * Extended collaboration and PD time
 |  |  |  |
| **15** | * Extended day and year for students
 |  |  |  |
| **16** | * True authentic parent engagement and involvement
 |  |  |  |
| **17** | * Early College Models consideration
 |  |  |  |
| **18** | * Integration of technology across the curriculum
 |  |  |  |

APPENDIX B: SITE SPECIFIC CRITERIA

Rev; 3/30/15

**Fremont High School**

4610 Foothill Boulevard, 94601

AFTER REVIEWING THE ENTIRE PROPOSAL, PLACE AN “X” IN THE COLUMN THAT BEST MATCHES YOUR EVALUATION OF THE SPECIFIC CRITERIA.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Site-Based Criteria** | **Not Addressed** | **Somewhat Addressed** | **Adequately Addressed** |
| bar-512 - Copy.png **Priority Grade Configuration**  |
| **1** | * Must include grades 9-12
 |  |  |  |
| **2** | * May include grades 6-8
 |  |  |  |
| Group (1).png **Priority Target Populations** |
| **1** | * Newcomer English language learners (In U.S. schools 12 months or less)
 |  |  |  |
| **2** | * Long Term English Language Learners (6+ years)
 |  |  |  |
| **3** | * Latino male and female students
 |  |  |  |
| **4** | * African American male and female students
 |  |  |  |
| **5** | * Students with significant course credit deficiencies
 |  |  |  |
| **6** | * Students with special education needs (including Newcomer students and students with interrupted education)
 |  |  |  |
| **7** | * Low income students
 |  |  |  |
| **8** | * Students below grade level academically (especially reading below grade level)
 |  |  |  |
| **9** | * Students reflective of the Fremont community, including students of Polynesian, South East Asian, and Arabic descent and speakers of indigenous languages such as Mum.
 |  |  |  |
| folder 2.png **Priority Program Considerations** |
| **1** | * Linked Learning Pathways
 |  |  |  |
| **2** | * Internships and Academies with strong links to industry partners
 |  |  |  |
| **3** | * Gang affiliated youth interventions
 |  |  |  |
| **4** | * Master schedule with elective opportunities in visual and performing arts
 |  |  |  |
| **5** | * Social Emotional Learning
 |  |  |  |
| **6** | * Increased partnerships with local businesses and government
 |  |  |  |
| **7** | * Acceleration programs aligned with master schedule
 |  |  |  |
| **8** | * Increased honors or AP opportunities available for more students
 |  |  |  |
| **9** | * 21st Century learning classroom
 |  |  |  |
| **10** | * College credit for all students
 |  |  |  |
| **11** | * Extended collaboration and Professional Development time
 |  |  |  |
| **12** | * Extended day and year for students
 |  |  |  |
| **13** | * True authentic family engagement and involvement (including adult education opportunities)
 |  |  |  |
| **14** | * Integration of technology across the curriculum (blended learning)
 |  |  |  |
| **15** | * Structure to support cross-content, project-based learning
 |  |  |  |
| **16** | * Robust program of language classes
 |  |  |  |
| **17** | * Plan for how the health clinic (including mental health supports) is integrated into the fabric of the school
 |  |  |  |

APPENDIX B: SITE SPECIFIC CRITERIA

Rev; 3/23/15

**Frick Middle School**

2845 64th Avenue, 94605

AFTER REVIEWING THE ENTIRE PROPOSAL, PLACE AN “X” IN THE COLUMN THAT BEST MATCHES YOUR EVALUATION OF THE SPECIFIC CRITERIA.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Site-Based Criteria** | **Not Addressed** | **Somewhat Addressed** | **Adequately Addressed** |
| bar-512 - Copy.png **Priority Grade Configuration**  |
| **1** | * Must include grades 6-8
 |  |  |  |
| **2** | * Must include either grades TK-5 OR 9-12
 |  |  |  |
| **3** | * May NOT serve ONLY grades 6-8 due to low enrollment
 |  |  |  |
| Group (1).png **Priority Target Populations** |
| **1** | * African American male and female students
 |  |  |  |
| **2** | * Low income students
 |  |  |  |
| **3** | * English language learners
 |  |  |  |
| **4** | * Students entering below grade level academically
 |  |  |  |
| folder 2.png **Priority Program Considerations** |
| **1** | * DUE TO LOW **AND** DECLINING ENROLLMENT - Proposal must base its program on existing school models that are attracting students in Oakland (Strategic Regional Analysis)
 |  |  |  |
| **2** | * Magnet School Models considered thoroughly. Unique to the entire city, consideration given to Magnet school models (Strategic Regional Analysis)
 |  |  |  |
| **3** | * Mission, vision, and values based school
 |  |  |  |
| **4** | * Environment is not only inviting, but clean and uniformed inside the classroom and outside
 |  |  |  |
| **5** | * Program design must focus on existing school models proven to attract students in Oakland and have a proven track record both locally and nationally
 |  |  |  |
| **6** | * Linked Learning Pathways (If serving grades 6-12)
 |  |  |  |
| **7** | * Internships and Academies (If serving grades 6-12)
 |  |  |  |
| **8** | * Youth Action Research (If serving grades 6-12)
 |  |  |  |
| **9** | * Safe Passage programming and support structures
 |  |  |  |
| **10** | * Transitional Planning for students (5th to 6th grade OR 8th to 9th grade)
 |  |  |  |
| **11** | * Feeder program and outreach criteria (City-wide)
 |  |  |  |
| **12** | * Increased partnerships with city and government agencies
 |  |  |  |
| **13** | * Accelerated program and Master schedules (Advanced Placement classes - If serving grades 6-12, extended learning day, block schedules, open classrooms, mastery learning models)
 |  |  |  |
| **14** | * 21st Century Learning Classroom (technology based STEM focus…)
 |  |  |  |
| **15** | * Data and use of student performance is explicit and overt around the campus
 |  |  |  |
| **16** | * Strong parent and community based program/partnership and centers on the site
 |  |  |  |
| **17** | * Focus on pipeline to build out employment opportunities for Oakland residents
 |  |  |  |
| **18** | * Flexible calendar models and pay structures for professional learning and practice (teachers and staff)
 |  |  |  |
| **19** | * Early College Models consideration (If serving grades 6-12)
 |  |  |  |

APPENDIX B: SITE SPECIFIC CRITERIA

Rev; 3/23/15

**McClymonds High School**

2608 Myrtle Street, 94607

AFTER REVIEWING THE ENTIRE PROPOSAL, PLACE AN “X” IN THE COLUMN THAT BEST MATCHES YOUR EVALUATION OF THE SPECIFIC CRITERIA.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Site-Based Criteria** | **Not Addressed** | **Somewhat Addressed** | **Adequately Addressed** |
| bar-512 - Copy.png **Priority Grade Configuration**  |
| **1** | * Must serve grades 9-12
 |  |  |  |
| **2** | * May serve grades 6-8
 |  |  |  |
| Group (1).png **Priority Target Populations** |
| **1** | * African American male and female students
 |  |  |  |
| **2** | * Students with significant course credit deficiencies
 |  |  |  |
| **3** | * Students with disabilities
 |  |  |  |
| **4** | * Low income students
 |  |  |  |
| **5** | * Students with low SRI lexile scores
 |  |  |  |
| **6** | * Students deficient in high school credits
 |  |  |  |
| folder 2.png **Priority Program Considerations** |
| **1** | * Linked Learning Pathways
 |  |  |  |
| **2** | * Master Schedule and class structure and instruction directly align to site mission and vision
 |  |  |  |
| **3** | * Internships and Academies
 |  |  |  |
| **4** | * Safe Passage programming and support structures
 |  |  |  |
| **5** | * Transitional Summer School (8th / 9th grade)
 |  |  |  |
| **6** | * Programming unique to the entire city
 |  |  |  |
| **7** | * Increased partnerships with city and government agencies
 |  |  |  |
| **8** | * Accelerated program and Master schedules (Advanced Placement classes , extended learning day, block schedules, open classrooms)
 |  |  |  |
| **9** | * 21st Century Learning Classroom (technology-based STEM (Science, Technology, Engineering, Math) focus…)
 |  |  |  |
| **10** | * Strong parent and community based program/partnership and centers on the site
 |  |  |  |
| **11** | * Development and alignment of the pipeline in order to address enrollment
 |  |  |  |
| **12** | * Focus on pipeline to build out employment opportunities for Oakland residents
 |  |  |  |
| **13** | * College Credit for all students
 |  |  |  |
| **14** | * Extended collaboration and Professional Development time
 |  |  |  |
| **15** | * Extended day and year for students
 |  |  |  |
| **16** | * True authentic parent engagement and involvement
 |  |  |  |
| **17** | * Early College Model consideration
 |  |  |  |
| **18** | * Integration of technology across the curriculum
 |  |  |  |