



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)
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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.

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- 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
<p>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.</p>	<ul style="list-style-type: none"> • 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

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	<ul style="list-style-type: none"> • The school will have an instructional leadership team
<p>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.</p>	<ul style="list-style-type: none"> • 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
<p>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.</p>	<ul style="list-style-type: none"> • 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
<p>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.</p>	<ul style="list-style-type: none"> • 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
<p>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.</p>	<ul style="list-style-type: none"> • 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.

Section I Culture (8 pages total)

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

	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

Innovation School of Oakland will work to break the unfair practices that have historically marginalized students in Oakland and may have short-changed them in their education. At the school we will hold high expectations of students and families and hold to the concept that we are always learning and always growing to reach our full potential as a community.

A. Vision Statement

Innovation School of Oakland's mission is to provide our diverse community with 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 We have established specific goals for the new school based on current data:

17 1) The **suspension rate**, which was 13.4% in the school year 13-14, will be pushed below
18 5% of the total school population within 3 years. This will be done by establishing both
19 clear boundaries and expectations but also by using restorative principles. For example,
20 “human beings are happier, more cooperative and productive, and more likely to make
21 positive change in their behavior when those in positions of authority do things *with*
22 them, rather than *to* or *for* them. This hypothesis maintains that the punitive and
23 authoritarian *to* mode and the permissive and paternalistic *for* mode are not as effective as
24 the restorative, participatory, engaging *with* mode” (Wachtel & McCold, 2004). (Please
25 note that all references are listed at the end of the “Teaching” section). Key to this
26 strategy is that classroom teachers must be using powerful, engaging pedagogy and that
27 administrators are developing youth leaders alongside of maintaining boundaries.

28 2) The **chronic absence rate**, which was 20.6% in the school year 13-14, will be cut in
29 half to 10%, with the target of pushing it also below 5% within five years. This will be
30 done by using careful monitoring techniques and having Advisory teachers take
31 responsibility for those students chronically absent to their Advisories. A strong push to
32 involve parents will be a major part of the attendance strategy.

33 3) **Parent Activities**: this is an area where strong growth is required and expected of the
34 new school. Rather than use the phrase “parent engagement” we prefer to use the phrase
35 “parent empowerment.” We have a goal of offering 10 academic activities for parents and
36 families for each school year—essentially one per month. These activities will range
37 from workshops on communicating with adolescents, “a-g” requirements, pre-GED class
38 through Adult Education, to open house and report card nights. In addition, English
39 language classes that are currently being offered on the campus will continue and parents
40 will be encouraged and supported to participate in any concurrent enrollment classes
41 from the Peralta Community Colleges held on the campus. Furthermore, parents will be
42 educated on how to access student grades via the Internet, have access to computers on
43 campus and have their Parent Center eventually co-located with the College and Career
44
45
46
47

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.

Section II Leadership (4 pages total)

Our principal must be an instructional leader who fully engages with teachers on teaching and learning. It would be ideal if our principal had a background as an excellent teacher and have experience with teaching students who had struggled with learning. It would also be ideal if our leader were bilingual (Spanish) and be a person who comes from one of our student’s communities. However, being a collaborative leader and being able to articulate the vision of the school take precedence over background.

Our leaders, administrators and teachers, must hold high expectations for every student in the school and convey these expectations clearly to all students. Our administrators also must hold high expectations for teachers and convey these expectations clearly to teachers and provide the support for the teachers to reach these expectations. As academic excellence in the classrooms is the goal, our leaders must support all efforts to improve classroom instruction. Innovation’s leadership must have the ability to inspire students to pursue their education unrelentingly. Our principal must inspire teachers to learn and grow in their professional development.

School leadership is the single most important aspect of this redesign process. Having a leader who is committed, dedicated, responsive to the community and has a strong work ethic is essential to the success of this effort.

We understand that the principal is the lead administrator on site, but we are looking for a leader who builds, supports and governs through a collective leadership model. Community stakeholders: parents, staff, teachers and students must be part of the collective leadership structure. Strong schools are schools where leadership is distributed across the school. We desire a principal who embodies support for this structure.

The qualities that have emerged from the engagement work this spring that create a profile of the leader and the leadership the community wants for the school is as follows:

The individual who is leading this effort must embrace the vision for the school and be able to clearly articulate that vision persistently to the school community. We expect our leader to constantly push the necessity of rigorous academics for our students and to not waver from that message.

We need a person who creates relationships with all stakeholders in the community and governs through trust. Our leader must have excellent social skills, be warm, engaging and personable. All administrators on campus must be able to lead across difference: race/ethnicity, gender, sexual orientation, class, language, culture. There should be no barriers. The leader must understand deeply that the community is stronger than any single person and that it is the community that keeps a school serving all students.

Our leader must love working with adolescents and their families. He or she must understand adolescent psychology and understand the challenges of our young people’s experiences. Our leader must be full of self-confidence, but not full of himself. He or she must know that the work is always about the students and not about the leader.

Our leader must know that it is not useful to command to “do as I say”, but rather to inspire in others the effort it takes to create an excellent school for all students, staff and community. We need a leader who rallies the team to make the sacrifices and do the 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 **Leadership Structure**

18 Although we will have a single leader, the principal, our school will utilize a
19 shared leadership structure to make decisions for the school. This leadership team which
20 will choose its own name, but for now will be referred to as the Innovation Team, will
21 include representatives from teachers, classified staff, students, and parents, as well as the
22 principal. Representatives to this group will be elected from their constituent group
23 (student body-one student per class, the Parent Council, the teachers and the classified
24 staff). A representative from the Extended Day Program will also serve on this
25 body. This group will meet twice a month and it will be a public meeting. They will
26 determine their by-laws and will conduct their meetings accordingly. (See the graph on
27 the next page)
28

29 **Other Leadership**

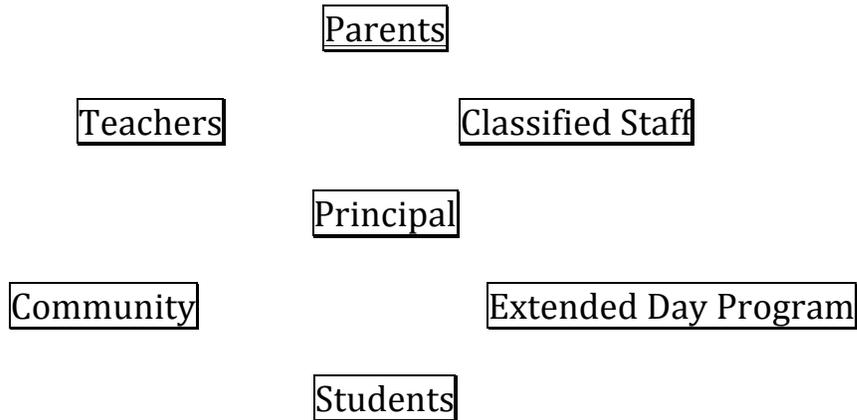
30 Assistant Principals (AP) (as the school grows, to 1400-1500 students, there
31 should be 3 assistant principals) will have instructional and administrative duties. One
32 AP will be responsible for administering key assessments such as the SRI, the state
33 assessments and the Writing Process Assessment. A Literacy Coach (initially, part-time)
34 will be responsible for managing assessments for English Language Learners and Long-
35 term English Language Learners, in order to keep a close watch on how students are
36 advancing in their literacy skills.
37

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.

Site-Based Decision-Making Team at Innovation School of Oakland (ISO)

Innovation Team
Site Based Decision Making



- All constituents with voting rights
- Principal attends all meetings and shares information with the team
- Representatives are elected from their group
- Key responsibilities include:
 - Problem solving on key school issues and concerns
 - Assessing how the school is advancing towards the goals of the Design Proposal
- The meeting will be public

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

27 Parents will be connected to their student’s progress through the Advisory
28 classes. Besides being able to access information on grades they will be included in
29 student-led conferences where students will review their own data with their parents or
30 caretaker. Student-led conferences are a best practice, as it both connects parents to the
31 progress of their children and develops leadership in the students. Parents will have
32 access to grades through the Internet and be taught how to access them through the Parent
33 Center.

34 **2) Authentic and Rigorous Learning for All:** As outlined above, students will be
35 engaged in classrooms through a strong focus on both high quality, rigorous Project-
36 Based Learning and in the daily use of Literacy Strategies. Students will work in
37 cooperative groups and will learn to use text as the primary source of information.
38 Teachers will learn to use strategies and structures that support academic discourse,
39 nonfiction reading and writing and the key components of the Common Core Literacy
40 Standards. Students will develop skills in: demonstrating independence, basic core
41 content knowledge, responding to audience, task, purpose and discipline and to value
42 evidence. They will learn to comprehend as well as to critique both the reading and
43 writing of others. Students will learn to use technology capably and intelligently and will
44 respect and deepen their knowledge about other cultures and perspectives. These key
45 standards will be taught through an active approach to learning. Students will be taught
46 to be responsible for their own learning, which includes doing research and revisions.
47 They will develop leadership skills in class and engage in peer review of work and
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.

d. The Process Writing Assessment (PWA) will be given at the 9th grade levels in September and the spring and students and parents will be included in understanding what it measures and how to improve writing scores.

e. Rubrics: teachers will collaborate on rubrics to grade compositions, projects and research papers in order to involve students in their own assessments.

f. Learning Targets will be used across the board in classrooms in order to provide students with the opportunity to assess themselves on a daily basis on classroom learning.

g. Smarter Balanced Assessment System: our school will fully participate in the new Common Core testing program. Once this year's baseline has been established, the school will set goals to sharply accelerate student's growth on these assessments.

Performance Goals:

Below is a list where we balance quantitative and qualitative assessments. District and traditional assessments will be balanced with innovative site-created measures.

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

Students will be the responsibility of the Small Learning Community. The teachers who share students will study assessment data and will follow up with students who are struggling. Advisors will also play a role in keeping students on track. All students who fall below a 3.00 GPA will be required to attend after school study hall.

Grades will be carefully monitored through the Jupiter Grading system currently being used at the school. Grades must be current and students will get progress reports every three weeks. Special Education teachers will be responsible for integrating students into regular classes as much as possible at the beginning of the school year. SPED teachers will partner with regular general education teachers to co-teach as the numbers demand.

Early intervention with students is critical to their academic success. ISO will partner with Alternatives in Action in order to provide academic support for students after school. Students will learn quickly that failure is not going to be accepted at 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.

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.

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

Supplemental Programming:

1) Alternatives in Action (AIA) is the organization that implements the **extended day programming** and youth leadership activities for Fremont HS. Their mission is to inspire Bay Area youth to realize their leadership potential and prepare them for college, career, and community life. AIA is well positioned to continue to serve as an excellent Lead Agency partner for Innovation School of Oakland. AIA’s work is research based on the model of “Integrated Student Supports (ISS)” which has been shown to boost student academic progress (Child Trends, Moore & Emig, 2014). This approach aligns with OUSD’s strategies for ensuring meaningful student engagement by teaching participants social and emotional learning skills (SEL). AIA’s different programs and activities support youth to develop into conscientious leaders who practice SEL skills, such as recognizing emotions, developing empathy, and positively handling challenges.

AIA’s work is aligned with the new school’s approach of collaborative teams, restorative practices and the development of youth voice in the school. At Fremont, AIA has already had success implementing a summer “Leadership Boot Camp” to train school peer leaders. Because of their fall orientation and extended day programming for 9th graders, Fremont has had a 700% increase in ninth grade after school participation, from 11% to 77%. We expect 9th grade participation to approach 100% with the new school.

AIA’s youth leaders, Youth Coaches, Peer Mentors, and Project Participants, play a pivotal role in creating a culture of leadership on campus. Through the practice of shared leadership, AIA’s Youth Coaches help to oversee all extended day activities.

Youth Coaches address needs identified by their peers by running after school project groups and developing community impact projects. Project groups help youth to build skills in project planning, organization, facilitation, and content-specific skills such as literacy, video and sound production, fitness, civic engagement, STEM and nutrition. AIA works in full partnership with the school leadership and will be members of the decision-making team. They have fully participated in the Proposal Writing Team.

2) **Sports:** ISO will continue to be fully involved in the Oakland Athletic League as a full participant. Therefore, the sports that are currently offered at the school will continue: Football, Volleyball, Basketball (male and female), Baseball, Softball, Cross-Country (male and female) and Soccer (male and female) and Badminton (female).

3) **Summer School:** ISO will have students involved in the Summer Bridge program as described above. Students will also participate in OUSD’s Summer School. However, when funding allows, ISO will hold its own summer school to support the academic acceleration of students in English and Math. Funding for summer school will come from categorical funding when available, with the approval of the school’s School Site Council.

4) **The Tiger Clinic** is operated by La Clínica de La Raza in collaboration with OUSD. The Tiger Clinic works to improve the health, well-being and success of Fremont students in school through the delivery of high-quality, comprehensive, confidential, and teen-friendly care. The Tiger Clinic maintains summer hours. The clinic offers medical and behavioral health to support continuity of care in the summer months and access for students to take care of their health. See Facilities section for discussion of possible expansion in the rebuild of the campus.

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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1
2 **Section V Facilities** (5 page limit)
3

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

11 We are proposing that the new school be built to accommodate the small learning
12 communities that are in this plan.
13

14 **1. 9th grade Small Learning Community**--we want a wing of the school to be
15 dedicated to students who are in the 9th grade. The 9th grade needs to accommodate
16 approximately 280-300 students. This wing will require a computer lab, half should be
17 PCs and the other half would be Mac to appropriately accommodate skills connected to
18 pathways. There will be a central hub that breaks out into classroom. A 9th grade office,
19 including conference rooms, will be located in the 9th grade wing.
20

21 **2. Newcomer Section**--we propose that a wing of the school be dedicated to the
22 Newcomer program. We expect to continue to serve approximately 200 students per
23 year, but some allowance for growth should be included in the building plan. This
24 section should include a language lab to facilitate English language learning. A small
25 office for the director and a counselor of the Newcomer program should be included in
26 this section.
27

28 **3. Pathways**--we propose that each of the Pathways have a separate wing of the school.
29 Each Pathway will need classroom space and maker spaces for approximately 200-220
30 students.

- 31 **a. Digital Media and Technology:** This Pathway will need to have several
32 computer labs to accommodate the career-technical classes.
- 33 **b. Science, Health, Forensics:** This Pathway will require several state of the art
34 science/forensic labs to accommodate career-technical classes.
- 35 **c. Engineering and Architectural Design:** This Pathway will require both
36 computer labs for career-technical classes, a Robotics lab and a building-
37 design classroom.
- 38 **d. Global Studies and Public Service:** This Pathway will require a computer
39 lab and language lab.
- 40 **e. Administrative space for each Pathway:** a small office needs to be part of
41 each Pathway wing to accommodate counseling and administration for each
42 small learning community.
43

44 **4. Classrooms**--all classrooms need to be outfitted with ceiling LCD projectors, white
45 boards, and smart boards, built in bookshelves and have the flexibility to have open
46 classrooms/blended learning. Science labs will be built for each Pathway.
47

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

Innovation School of Oakland
Think, Design, Create

(Fremont High School Quality School Proposal)

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
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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