



Accrediting Commission For Schools

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July 15, 1999

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Executive Director

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Associate Executive Director

Mrs. Emily Gaddis
Principal
John C. Fremont High School
4610 Foothill Boulevard
Oakland, CA 94601

Dear Mrs. Gaddis:

The Western Association of Schools and colleges announces the action taken by the Accrediting Commission for Schools granting John C. Fremont High School a three year term of accreditation, expiring on June 30, 2002. Under previous policy a term of three years meant that the school would complete a full self-study and a full visit by the third year. However, at the June meeting, the Accrediting Commission for Schools modified the follow-up procedure for schools receiving three year terms. The change is shown below:

Three-Year Term

[Schools may receive] a term of three years with a two-day visit by a two to five member committee during the third year, along with a Progress Report on critical areas of improvement and action plans, demonstrating that the school has:

- improved student achievement relative to the schoolwide learning expectations,
- made substantial progress toward correcting the critical areas for improvement, and
- made appropriate progress on implementation of schoolwide action plans.

The visiting committee shall recommend an extension of accreditation up to three years or denial.

While all schoolwide critical areas for follow-up need to be addressed, the Commission has identified from the Visiting Committee report those critical areas for follow-up that must be vigorously addressed as part of your schoolwide action plan. These are given on the following page.

- ◆ Develop a schoolwide system for the collection of student assessment data, discussion of data as it relates to the instructional program, and application to drive the decision making process to improve student results.
- ◆ Develop a comprehensive staff development plan which should include the understanding and interpretation of district derived data, evaluation, analyzation and interpretation of student results, instructional strategies to engage all students in higher order thinking skills, and appropriate support of special education students to ensure student learning success.
- ◆ Develop a plan to assess Focused Reading and its effect on student literacy.
- ◆ Develop a coherent system for student support services for students' needs to be organized and implemented.
- ◆ Develop a comprehensive communication system to ensure that all policies and procedures are understood by all stakeholders and uniformly enforced by all school staff.
- ◆ Develop a plan to ensure identified Special Education, RS, and SDC students are connected to the academy experience.

The Commission looks forward to your report of progress made in these areas as part of the two-day visit during the third year. Also, please note the enclosed information concerning the State of California Program Quality Review requirements.

An appropriate certificate of accreditation will be forwarded to you in the near future.

Very truly yours,



Judith L. Endeman, Ed.D.
Commission Chair

JLE:cw

cc: Carole C. Quan, Superintendent, Oakland USD
Marie V. Banuelos, Chair