

**MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION**

1016 Union Street, #940  
Oakland, CA 94607-



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H- College &  
Career Readiness - Commission**

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# Memo

**To** Measures N and H – College and Career Readiness Commission

**From** Vanessa Sifuentes, Deputy Chief of Post-Secondary Readiness

**Board Meeting Date**

**Subject** Services For: Castlemont High School

**Action Requested and Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2026-2027 Education Improvement Plan and Assessment for Castlemont High School as “Approved,” with a base allocation of \$575,450.00 and a strategic carryover plan and budget of \$104,742.88, for a total amount not to exceed \$680,192.88.

**Background** (*Why do we need these services?  
Why have you selected this vendor?*)

**Competitively Bid** : Was this contract competitively bid? No  
If no, exception: N/A

**Fiscal Impact** Funding resource(s): Measure H

**Attachments**

1. 26-27 Proposed EIP
2. 26-27 EIP Assessment, with Supplemental Materials (Program of study, Work-based learning plan and Master Schedule)

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## Castlemont High School

# Measures N and H 2026-2027 Education Improvement Plan Assessment (Year Four of a Four-Year Cycle)

### Final Recommendation

**Instructions:** Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, and overall Budget feedback. Identify the Next Steps for the Site. See Rating descriptions below.

**Rating<sup>1</sup>:**    Fully Approved    Approved    Conditionally Approved

**Strengths:**

- You've made some strong gains in the first three years of this plan, and have made some adjustments to the areas that have lagged in results.

**Key Questions:**

- Many of your revisions are big systems. How are you going to build and maintain those systems (for example, "Enhance teacher training on proactive classroom engagement strategies, including culturally responsive teaching and trauma-informed practices, to create more welcoming and engaging learning environments") in practice?

**Budget Feedback:**

- See below

#### <sup>1</sup>Fully Approved

- School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning are evidenced for all students: Integrated Program of Study (a distinct CTE program plus integrated and cohorted core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School is deeply engaged in the strategic continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

#### Approved

- School is **actively developing and implementing** a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

#### Conditionally Approved

- School is **actively developing** a whole-school pathways model as evidenced by early implementation of key elements of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School does not demonstrate continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Castlemont High School

**Measures N and H 2026-2027 Education Improvement Plan Assessment**  
*(Year Four of a Four-Year Cycle)*

**Next Steps for Conditionally Approved Schools: N/A**

**Criterion: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan**

**Section to be completed by HS Principal Supervisor (OUSD) or Measures N and H Staff (Charters)**

**Instructions:** Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways

**Strategic &  
Aligned**

4

**Partially  
Strategic &  
Aligned**

3

**Unclear  
Strategy &  
Alignment**

2

**Missing or  
Non-Compliant**

1

The budget is strategically aligned with the Pathway Strategic Goals and the School Performance Goals and Indicators

Expenditures include complete justifications demonstrating alignment between the expense and the three domains of Linked Learning.

Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming).

**Score: 3.5**

**Rationale:** Provide feedback only if the site receives a score of 3 or below.

## Castlemont High School

# Measures N and H 2026-2027 Education Improvement Plan Assessment (Year Four of a Four-Year Cycle)

### Criterion: Evidence of Progress and Linked Learning Implementation

#### Section to be completed by Measures N and H Staff

**Instructions:** Review the *Work-Based Learning template*, *Master Schedule*, and *Program of Study* to demonstrate an understanding of and development of high-quality pathway implementation.

<input checked="" type="checkbox"/> Program of Study	<p>CHEA</p> <ul style="list-style-type: none"> <li>- Significant list of industry partners</li> <li>- Post-Secondary and Community Partners are not listed</li> <li>- Identify the regular day and time for the teachers who are integrating multimedia and college and career staff to collaborate to assess student progress toward Pathway Student Learning outcomes and graduation requirements, design and assess impact of interventions, and to design and implement thematic and standards integration to maximize engagement and content mastery.           <ul style="list-style-type: none"> <li>- Maximize integration via <a href="#">Integration Types</a></li> </ul> </li> <li>- Elements are missing (outdated Program of Study template); transfer content <a href="#">here</a> and resubmit to Jan Quijada.</li> </ul> <p>SUDA</p> <ul style="list-style-type: none"> <li>- Significant list of industry partners</li> <li>- Post-Secondary and Community Partners are not listed</li> <li>- 12th grade team needs common planning time</li> <li>- CTE Course syllabi (web-based); include CTE standards and more units taught</li> <li>- Significant DE offerings</li> <li>- Identify the regular day and time for the teachers who are integrating multimedia and college and career staff to collaborate to assess student progress toward Pathway Student Learning outcomes and graduation requirements, design and assess impact of interventions, and to design and implement thematic and standards integration to maximize engagement and content mastery.           <ul style="list-style-type: none"> <li>- Maximize integration via <a href="#">Integration Types</a></li> </ul> </li> <li>- Elements are missing (outdated Program of Study template); transfer content <a href="#">here</a> and resubmit to Jan Quijada.</li> </ul> <p>International: Missing Program of Study</p>
<input type="checkbox"/> Work-Based Learning Plan	<p>CHEA</p> <ul style="list-style-type: none"> <li>- Strong, sequenced WBL across the continuum (awareness, exploration, preparation)</li> <li>- Strong range of WBL experiences across grades 9 - 12</li> <li>- Industry partners included: add specific partners for guest speakers where possible</li> <li>- Includes additional WBL activities beyond suggested benchmarks, including opportunity fairs, job shadows, financial literacy, career aptitude test, and informational interviews at each grade level</li> <li>- Career exploration visits are clearly aligned with the pathway industry theme</li> </ul> <p>SUDA</p> <ul style="list-style-type: none"> <li>- Strong, sequenced WBL across the continuum (awareness, exploration, preparation)</li> </ul>

Castlemont High School

**Measures N and H 2026-2027 Education Improvement Plan Assessment**  
**(Year Four of a Four-Year Cycle)**

	<ul style="list-style-type: none"> <li>- Strong range of WBL experiences across grades 9–12</li> <li>- Multiple college visits in 11th &amp; 12th grades</li> <li>- Industry partners or WBL type noted for most items. Add WBL type and industry pattern if known where not indicated.</li> <li>- Includes additional WBL activities beyond suggested benchmarks, including opportunity fairs, job shadows, financial literacy, and informational interviews at each grade level</li> <li>- Career exploration visits are clearly aligned with the pathway industry theme</li> </ul>
<input checked="" type="checkbox"/> Master Schedule	<ul style="list-style-type: none"> <li>● MST submitted for two pathways but only one color code used and not three colors (one per grade level)</li> <li>● Clearly highlighted the Intro, Concentrator and Capstone courses for each pathway</li> <li>● Which academic courses (ELA, History, Math and/or Science) and teachers are integrated into each pathway</li> <li>● Are students and core academic courses/sections assigned specific scheduling groups (SG) for their specific pathway</li> <li>● Conference periods are blank in the MST but not clear which teachers share common collaboration/ planning period</li> </ul>

2026-2027 MEASURE H BUDGET			
Effective: July 1, 2026 - June 30, 2027			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$575,450.00	\$575,450.00	\$0.00

*\*Funding Allocation is based on school's 2025-2026 student enrollment count, Oakland Residents only (677) multiplied by the per pupil amount of \$850.*

School: Castlemont High School

Site #: 301

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME	Row Number
301-1	<p>Supervisor &amp; Administrative Salaries: Hire a College and Career Pathway Coach at .50 FTE. DESCRIPTION OF RESPONSIBILITIES: The Pathway Coach will guide the design, implementation, and evaluation of pathway programs and schoolwide efforts to support (and be supported by) pathway initiatives. Support pathway lead and pathway team capacity development. Provide one-on-one coaching support to leads and teachers as needed and requested. Plan with school leadership to draft and facilitate team processes around pathway planning, budgeting, and reporting. Support budgeting, purchasing, and follow through on experiences, supplies, and materials for pathway programs. Coordinate with community and school stakeholders to align programs and projects along pathway pillars. Support all faculty Professional Learning as pertaining to pathway collaborative work and projects, and connecting school-wide literacy and SEL initiatives to pathway designs. Engage with contacts, industry partners, and community partners to develop project-based learning and pathway programs. PCN 1584 - Robert Lee (Salary and Benefit costs included)</p> <p>(This is a full-time position split-funded with other departments, resources, including .50 FTE site's MH, .25 FTE from MH Admin 10% Budget, and .25 FTE from Central Grant funding, for a total of 1.0 FTE per Pathway Coach)</p>	\$90,624.05	2305 - Supervisor & Admin Salaries	Supervisor & Admin Salaries	College and Career Pathway Coach	.50 FTE	Whole School	1
301-2	<p>Classified Support Salaries: Hire a Specialist College &amp; Career Readiness (CCRS) at .30 FTE. DESCRIPTION OF RESPONSIBILITIES: The CCRS will coordinate postsecondary planning for all students, including assistance with college, scholarship, and financial aid applications. CCRS will work through the senior capstone course to engage all seniors, and with pathway leads to develop plans for connecting with all pathway students via advisory sessions that are tied to specific postsecondary readiness outcomes, including A-G awareness, the various college options, and transcript reviews that build students' capacity to monitor their own on-track to graduation progress. CCRS will work with other college access partners to leverage support for grade 9 students, and will coordinate with the Newcomer Coordinator to ensure that grade 9 &amp; 10 newcomer students are supported to meet the same outcomes. PCN 6450 - Berenice Vega (Salary and Benefit costs included)</p>	\$40,190.54	2205 - Classified Support Salaries	Classified Support Salaries	Specialist College and Career Readiness	.30 FTE	Whole School	2

301-3	<p>Classified Support Salaries: Hire a Site Liaison Work-Based Learning (WBLL) at .40 FTE. DESCRIPTION OF RESPONSIBILITIES: The WBL Liaison will continue developing WBL opportunities for students, co-planning with both pathway teams, coordinating with the International program, and engaging with seniors through the senior capstone class. This will develop both pathways through connections with industry partners, coordination with leadership, pathway leads, and teams, planning WBL/CTE experiences for pathway programs, and coordinating with District WBL/CTE efforts, such as skilled trades, ECCO summer internships, and Dual Enrollment. PCN 1795 - Sheree West (Salary and Benefit costs included)</p>	\$50,119.91	2205 - Classified Support Salaries	Classified Support Salaries	Site Liaison Work-Based Learning	.40 FTE	Whole School	3
301-4	<p>Classified Support Salaries: Hire an Administrative Assistant II Bilingual at .30 FTE. DESCRIPTION OF RESPONSIBILITIES: The administrative assistant will ensure we are compliant with the Measure H paperwork and the associated compliance measures. This role enters, completes, and processes every Measure N and H-funded expenditure in our Measure H plan, along with all required Measure N and H justifications and budget modifications. To do so, other responsibilities include staying informed and up to date on all Measure N and H rules and policies, and collaborating with pathway Coach/Directors and other site roles to run budget reports. Support with administrative duties (reporting, budgeting, Escape, Procurement, coordinating field trips, etc.) for all Measure N and H activities and expenses. PCN 9500 - Miguel Rodriguez (Salary and benefits included)</p>	\$37,739.63	2405 - Clerical Salaries	Clerical Salaries	Administrative Assistant 2 Bilingual	.30 FTE	Whole School	4
301-5	<p>Teacher Salaries: Hire a Teacher Structured English as the CTE Marketing Teacher at .75 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): The CTE Marketing Teacher will teach the CTE course, Introduction to Business Class for 10th grade, and teach the CTE curriculum, which provides both SUDA and CHEA pathway students with the required skills aligned with the marketing industry and content standards. Secondary duties include providing pathway students with the foundational skills and knowledge for their designated pathway. Additional duties include developing and providing students with access to relevant work-based learning experiences, incorporating project-based learning into the curriculum, and guiding students in exploring careers in marketing, business, and finance. Plan and facilitate CHEA SLC activities Attend SLC leadership meetings to align on intra-pathway experiences and expectations ANTICIPATED OUTCOMES: Students will be able to identify and analyze various social determinants of health and concepts of sustainable urban design Students will be able to create 10th-grade showcase projects that impact their community based on the core CHEA &amp; SUDA principles FOCAL STUDENT POPULATION: 10th graders Students with IEPs LTELs PCN 9119 - Adedayo Adebisi (Salary and benefits included)</p>	\$103,978.66	1105 - Teacher Salaries	Teacher Salaries	Teacher Structured English	.75 FTE	Whole School	5

<p>301-6</p>	<p>Teacher Salaries:                  Hire a Teacher Structured English as the CTE Wood Tech Teacher at .60 FTE.                  DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways):                  The CTE Wood Technology Teacher will teach Wood Technology and MC3 classes for 10th through 12th grade, covering CTE and Dual Enrollment curriculum.                  The teacher will provide instruction in CTE Courses: Wood Technology I/II (10th-12th) and Multi-Craft Core Curriculum (MC3) (12th Grade), with required skills aligned with industry and content standards.                  Secondary duties include providing direct support to SUDA pathway students and ensuring students fulfill all MC3-Dual Enrollment college requirements.                  Additional duties include developing and providing students with access to relevant work-based learning experiences, incorporating project-based learning methods into the curriculum, and guiding students in exploring careers in the wood technology, design, and skilled trades industries.                  Plan and facilitate student and staff use of the fabrication laboratory                  Attend PLC meetings and coordinate with after-school programs                  ANTICIPATED OUTCOMES:                  Students will be able to explore various union careers, including plumbing, electrical, construction, and more                  Students will be able to create Capstone projects that impact their community based on a core SUDA principle                  FOCAL STUDENT POPULATION:                  11th grade and 12th grade students                  Students with IEPs                  LTELs                  PCN 10373 - Alexander P. Uranga                  (Salary and benefits included)</p>	<p>\$55,163.97</p>	<p>1105 - Teacher Salaries</p>	<p>Teacher Salaries</p>	<p>Teacher Structured English</p>	<p>.60 FTE</p>	<p>Whole School</p>	<p>6</p>
<p>301-7</p>	<p>Consultant Contracts:                  Consultant Contract with the Oakland Kids First (OKF) for the Exploring College, Career, &amp; Community Options Program (ECCCO) to facilitate and pay out the 2027 Summer Student Internship Stipends, through June 30, 2027.                  Professional Services agreement / Scope of Work:                  Oakland Kids First will serve as the fiscal sponsor and issue student stipends for the 2027 summer internships coordinated with the ECCCO partnership and each pathway.                  Providing students with real-world experience directly related to their pathway-focused academics directly aligns with pathway development.                  Prioritizing our students' need for stipends for their work and increasing their access to industry partners and work-based learning opportunities is an intentional choice to increase student engagement.                  This is a strong need for our students so they can better connect their in-class learning to their lives and future.                  Budget Calculation:                  With these funds, we hope to serve approximately 30 students. Stipends are approximately \$1,000 per student. With the 1% fee (Admin Fees Included)                   (OKF can only invoice schools for student stipends of students who participate in and complete the internships, in addition to the admin fees for those funds. OKF can not invoice for the full contract amount prior to the program ending. Under no circumstances can OKF hold unspent Measure N or H funds for the schools.)</p>	<p>\$34,500.00</p>	<p>5825 - Consultant Contract</p>	<p>Consultant Contract</p>			<p>Whole School</p>	<p>7</p>

301-8	<p>Meeting Refreshments: Meeting refreshments (light breakfast) for industry partners who donate their time to attend the college, career, and community events (summer fair). Industry partners donate thousands of dollars of in-kind support by spending at least 3 hours commuting and supporting. This is aligned with our C3 Experiences and Work-based Learning Plan. Budget Calculation: Total expenses for meeting refreshments cannot exceed the approved amount of \$5,338.86</p>	\$5,338.86	4311 - Meeting Refreshments	Meeting Refreshments			Whole School	8
301-9	<p>Clerical Salaries: Hire a Care Manager at .20 FTE for the SUDA Pathway. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Funding will be used to hire a Case Manager to provide tier 2 and 3 support for SUDA pathway students who need wrap-around support (possibly before and after COST, SST, and SART referrals). These are students identified as chronically absent and students identified as needing additional support. Staff will conduct in-depth community work to connect with these students' families and provide support as needed to help the students get back on track to graduate. Providing additional funds for intensive student supports, including counseling and care/case-management services, will increase student engagement by facilitating more one-on-one contact and support for our most at-risk students, equipping them better, and keeping students engaged in school align with pathway development. The Case Manager provides direct social-emotional support to students in the SUDA pathway. Supports include conflict mediation, violence prevention, attendance and tardy intervention, behavior progress monitoring, parent conferencing, alternatives to suspension, and positive behavior intervention. ANTICIPATED OUTCOMES: Increase classroom participation Increase periodic and daily attendance Decrease in suspensions Increase in GPA for focal caseload students FOCAL STUDENT POPULATION: All SUDA students in 10th and 11th grade Approximately 20-50 students should be served across the school. PCN 8787 - Nadia Hassan (Salary and benefits included)</p>	\$30,081.40	2405 - Clerical Salaries	Clerical Salaries	Case Manager 20	.20 FTE	SUDA	9

301-10	<p>Teacher Salaries:                  Hire a Teacher Structured English as the CTE Public Health Pathway Teacher at .70 FTE.                  DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways):                  The CTE Public Health Teacher will teach Public Health classes for 11th and 12th grade, covering the CTE curriculum.                  The teacher will provide instruction in CTE Courses, Public Health Solutions, and the 12th Grade Public Health Advocacy Capstone course, which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals, and is required for the additional sections related to block scheduling.                  Additional duties include developing and providing students with access to relevant work-based learning experiences, incorporating project-based learning into the curriculum, and guiding students in exploring careers in the public health industry.                  Plan and facilitate CHEA SLC activities                  Attend SLC leadership meetings to align on intra-pathway experiences and expectations                  ANTICIPATED OUTCOMES:                  Students will be able to identify and analyze various social determinants of health                  Students will be able to create Capstone projects that impact their community based on a core CHEA principle                  FOCAL STUDENT POPULATION:                  11th grade and 12th grade students                  Students with IEPs                  LTELs                  PCN 10804 - Devynn Taylor                  (Salary and benefits included)</p>	\$127,712.98	1105 - Teacher Salaries	Teacher Salaries	TCHR STRENGIM	.70 FTE	CHEA	10
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<b>School Name:</b>	<b>Castlemont High School</b>	<b>Site #:</b>	<b>301</b>
<b>Pathway Name(s):</b>	<b>Community Health and Equity Academy (CHEA) &amp; Sustainable Urban Design Academy (SUDA)</b>		

**School Description**

Castlemont High School will produce a cadre of leaders prepared to bring about social change in their communities and beyond. We believe that education is essential to creating a just, equitable and democratic society where communities are safe, healthy, economically sustainable, beautiful places to live. Located on a campus that serves TK-12 students, Castlemont is part of a continuum that supports East Oakland's children from cradle to career. Alongside our community partners, our youth practice and develop the skills, agency and mindset to positively transform themselves and their community. Youth become compassionate and collaborative life-long learners with knowledge and love of self, family and community. Castlemont is rooted in the core values of Compassion, Ambition, Support, Trust, and Engagement and we partner with community-based organizations and families to support our students in graduating and becoming college, career, and community ready. We provide English language support, including a strong Newcomer program, in addition to a rich variety of elective courses in the following fields: visual and performing arts, digital media arts, leadership, cultural studies, public health, and sustainable urban design. At Castlemont, students have a sense of belonging because they are surrounded by a community of teachers, staff and peers invested in student success. As a full service community school, Castlemont ensures that all students are safe, healthy and engaged in learning.

**School Mission and Vision**

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

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

All students will graduate from Castlemont High School:

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

**School Demographics**

<b>2023-2024 Total Enrollment Grades 9-12</b>		<b>706</b>								
<b>Special Populations</b>	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe	
	53.3%	46.6%	98.0%	99.0%	46.9%	14.0%	28.9%	17.3%	1.1%	
<b>Student Population by Race/Ethnicity</b>	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported	
	28.8%	0.3%	1.6%	61.2%	0.6%	2.3%	1.3%	3.1%	1.0%	
<b>Focal Student Population</b>	<b>Which student population will you focus on in order to reduce disparities?</b>						<b>African American - Male</b>			

**SCHOOL PERFORMANCE GOALS AND INDICATORS**  
 Please refer to this [Data Dictionary](#) for definitions of the indicators. \* Denotes changes for 2024-25 for continuation schools

<b>Whole School Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Mid-Year Data "as of 1/27/2025" (Optional)</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data "as of 1/15/2026 (Optional)</b>	<b>2025-26 Goal (3-Year Goal)</b>	<b>2025-26 Data</b>	<b>2026-27 Goal (4-Year Goal)</b>
<a href="#">Four-Year Cohort Graduation Rate</a>	49.6%	61.3%	65.0%	68.1%	N/A	75.0%	64.3%	N/A	85.0%	TBD	85.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">Four-Year Cohort Dropout Rate</a>	46.5%	30.4%	40.0%	21.3%	N/A	30.0%	31.3%	N/A	20.0%	TBD	20.0%
<a href="#">A-G Completion Rate (12th Grade Graduates)</a>	33.0%	32.5%	50.0%	40.0%	N/A	60.0%	35.5%	N/A	75.0%	TBD	75.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">On Track to Graduate - 9th Graders</a>	34.4%	32.0%	60.0%	46.3%	60.1%	70.0%	56.5%	56.3%	80.0%	TBD	80.0%
9th Graders meeting A-G requirements	21.6%	21.9%	60.0%	30.7%	58.5%	70.0%	44.4%	52.4%	80.0%	TBD	80.0%
<a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>	13.5%	22.7%	5.0%	46.4%	37.0%	15.0%	37.7%	39.9%	25.0%	TBD	25.0%
<a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>	8.1%	21.0%	10.0%	25.5%	21.1%	20.0%	29.3%	36.2%	30.0%	TBD	30.0%
<a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>	92.0%	94.2%	95.0%	93.6%	94.3%	95.0%	94.3%	95.0%	95.0%	TBD	95.0%
<a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the</a>	0.0%	0.0%	50.0%	0.0%	0.0%	60.0%	29.6%	11.6%	70.0%	TBD	70.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation</a>	25.6%	31.6%	30.0%	25.7%	N/A	40.0%	25.8%	N/A	55.0%	TBD	55.0%
<a href="#">College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation</a>	8.3%	17.6%	15.0%	22.1%	N/A	20.0%	12.3%	N/A	25.0%	TBD	25.0%
<b>Focal Student Population Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Mid-Year Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data</b>	<b>2025-26 Goal (3-Year Goal)</b>	<b>2025-26 Data</b>	<b>2026-27 Goal (4-Year Goal)</b>
Four-Year Cohort Graduation Rate	76.9%	76.9%	83.0%	75.0%	N/A	86.0%	82.4%	N/A	90.0%	TBD	90.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Cohort Dropout Rate	19.2%	7.7%	17.0%	14.3%	N/A	14.0%	5.9%	N/A	10.0%	TBD	10.0%
A-G Completion - 12th Grade (12th Grade Graduates)	40.0%	10.0%	45.0%	23.8%	N/A	55.0%	28.6%	N/A	65.0%	TBD	65.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

On Track to Graduate - 9th Graders	44.4%	30.0%	40.0%	58.3%	55.3%	50.0%	71.4%	33.3%	60.0%	TBD	60.0%
9th Graders meeting A-G requirements	27.8%	25.0%	50.0%	41.7%	60.6%	60.0%	57.1%	32.0%	70.0%	TBD	70.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	10.5%	28.6%	5.0%	34.5%	50.0%	15.0%	50.0%	29.4%	25.0%	TBD	25.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	10.5%	21.4%	10.0%	10.3%	14.3%	20.0%	23.5%	11.8%	30.0%	TBD	30.0%
Percentage of 10th-12th grade students in Linked Learning pathways	83.8%	84.5%	90.0%	84.6%	86.1%	95.0%	83.6%	86.3%	95.0%	TBD	95.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	0.0%	50.0%	0.0%	0.0%	60.0%	46.7%	7.1%	70.0%	TBD	70.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A		N/A	N/A	N/A	N/A	
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	36.4%	25.0%	40.0%	26.1%	N/A	50.0%	38.7%	N/A	65.0%	TBD	65.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	9.1%	25.0%	15.0%	8.7%	N/A	20.0%	16.1%	N/A	25.0%	TBD	25.0%

**ROOT CAUSE ANALYSIS**  
 Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

<b>Indicator</b> <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<b>Strengths</b> <i>What is our site doing well that's leading to improvements in this indicator?</i>	<b>Challenges</b> <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> <i>(Analyze these two indicators together)</i>	<ul style="list-style-type: none"> <li>Solidified SLCs for grade level, pathways and programs</li> <li>SLC teams meet in collaborative groups weekly and during PD to address students academic and social needs.</li> <li>Teachers conduct Student Needs Protocols 1-2x/each marking period to identify students who are off-track academically, behaviorally, or attendance-wise to determine the most appropriate support.</li> </ul>	<ul style="list-style-type: none"> <li>About half of students graduate after 4 years, and the other half dropout. This could speak to engagement in school, impacts of the pandemic, or a wealth of challenges. One barrier is the perceived lack of value of school and especially higher education</li> <li>In addition to students who choose to leave school for work upon turning 18, on campus truancy and student disengagement with coursework and teachers lead to high fail rates of core courses, thereby impacting students' graduation eligibility.</li> </ul>
<b>A-G Completion - 12th Grade</b>	<ul style="list-style-type: none"> <li>For 12th grade students that received a D or F in an A-G course they are being prioritized to either retake the needed course or enroll in our credit recovery classes with CAR</li> <li>The 8 period block schedule allows for students that failed classes to retake them senior year and still take all required 12th grade classes</li> </ul>	<ul style="list-style-type: none"> <li>The pandemic and remote learning was very difficult to keep this cohort of students engaged and on track academically.</li> <li>In addition attendance issues and obstacles this and last year continued to make getting credits difficult.</li> <li>Some lack of knowledge for students and staff around what A-G means</li> </ul>
<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> <i>(Analyze these two indicators together)</i>	<ul style="list-style-type: none"> <li>9th on track to graduate rose by 10 percentage points and 9th graders that meet A-G rose by about 25 percentage points</li> <li>9th grade team has implemented Knight Initiation (a 9th grade bridge program for the first 2 weeks of school), as well as whole grade parent conferences while engaging the youth in extracurricular activities with campus and community partners</li> </ul>	<ul style="list-style-type: none"> <li>Some lack of knowledge for 9th grade students and staff around what A-G and graduation requirements, and how important the foundational classes are in long-term high school success</li> <li>On-campus truancy and disengagement starting to settle in with younger students earlier on</li> </ul>
<b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation</b> <i>(Analyze these two indicators together)</i>	<ul style="list-style-type: none"> <li>Hired a transition specialist to work alongside College and Career Readiness Specialist and College team to support the likelihood of enrollment in postsecondary opportunities.</li> <li>Supports with making the process less intimidating</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of enrollment process and college-bound goals to be established early in high school career</li> </ul>
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience		
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	<ul style="list-style-type: none"> <li>Our site is increasing our focus on seniors with free periods to get them enrolled in dual enrollment courses</li> <li>Site has 2 pathway aligned dual enrollment sets of courses that lead to industry-aligned certifications that can allow students to get into entry level careers upon completion.</li> </ul>	<ul style="list-style-type: none"> <li>For Black boys at Castlemont, sports can sometimes be a barrier to engaging in anything more extra than their required course load.</li> <li>Marketing and promotion don't always reach all students or intended audience</li> </ul>
Percentage of 10th-12th grade students in Linked Learning pathways		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		

**2023-2024: YEAR ONE ANALYSIS**

**Whole School Strategic Actions (to address enabling conditions for high quality pathway development)**  
**2023-24 Strategic Actions**  
*Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?*

Training and exposure for teachers and students on A-G and graduation requirements to build capacity and awareness, with the intent of all parties having higher regard and increased urgency in first-time passing of classes.

Building in more credit recovery options, not only through the 8 period schedule, but also with Credit Academic Recovery Team being on site offering more opportunities. Continue that work and Summer HAcK

Increase the enrichment and remediation opportunities through in person tutoring after school, including peer tutoring. Continue using online platforms through iReady, iXL, and other digital resources.

**Budget Expenditures**  
 2023-2024 Budget: Enabling Conditions Whole School

<p><b>BUDGET JUSTIFICATION</b>                      For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.                      For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a>.                      - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.                      - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)                      We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<p><b>Supervisor &amp; Administrative Salaries: Hire a Pathway Coach, at .50 FTE.</b>                      The Pathway Coach will guide the design, implementation and evaluation of pathway programs and schoolwide efforts to support (and be supported by) pathway initiatives. Support pathway lead and pathway team capacity development. Provide one-one coaching support to leads and teachers as needed and requested. Plan with school leadership to draft and facilitate team processes around pathway planning, budgeting and reporting. Support budgeting, purchasing and follow through on experiences, supplies and materials for pathway programs. Coordinate with with community and school stakeholders to align programs and projects along pathway pillars. Support all faculty Professional Learning as pertaining to pathway collaborative work and projects and connecting school wide literacy and SEL initiatives to pathway designs. Engage in contacts, industry partners and community partners to develop project based learning and pathway program development.                      PCN 1584 - Marvin Boomer                      (Salary and Benefit costs included)</p>	\$86,848.84	2305	Supervisor & Administrative Salaries	Pathway Coach	.50 FTE	Whole School
<p><b>Classified Support Salaries: Hire a College &amp; Career Readiness Specialist at 1.0 FTE.</b>                      The CCRS will coordinate postsecondary planning for all students, including assistance with college, scholarship, and financial aid applications. CCRS will work through the senior capstone course to engage all seniors, and with pathway leads to develop plans for connecting with all pathway students via advisory sessions that are tied to specific postsecondary readiness outcomes, including A-G awareness, the various college options, and transcript reviews that build students' capacity to monitor their own on-track to graduation progress. CCRS will work with other college access partners to leverage support for students in grade 9, and will coordinate with the Newcomer Coordinator to ensure grade 9 &amp; 10 newcomer students are supported to meet the same outcomes.                      PCN 6450 - Berenice Vega                      (Salary and Benefit costs included)</p>	\$126,715.55	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School
<p><b>Classified Support Salaries: Hire a Work Based Learning Liaison, at .50 FTE.</b>                      The WBL Liaison will continue developing WBL opportunities for students, co-planning with both pathway teams, coordinating with the Int'l program and engaging with seniors through the senior capstone class. This will develop both pathways through connection with industry partners, coordination with leadership, pathway leads and teams, planning WBL/CTE experiences for pathway programs and coordinating with District WBL/CTE efforts such as skilled trades, ECCO summer internships and Dual Enrollment.                      PCN 1795 - Angelica Rubi-Munoz                      (Salary and Benefit costs included)</p>	\$72,522.87	2205	Classified Support Salaries	Work Based Learning Liaison	.50 FTE	Whole School
<p><b>Teacher Salaries: Hire a Pathway Capstone Teacher at .70 FTE.</b>                      The teacher will teach an additional pathway capstone course for seniors. This teacher is distinct from the graduate writing seminar in which students write their senior thesis; it is action oriented and project-based. This course will guide students through an applied pathway project that will be grounded in work-based learning, career exploration, and service to their school and local community. Pathway Capstone teacher will connect with the Work-Based Learning Liaison to ensure that every 12th grade student is engaged with a community-based organization, enrolled in a college course, or participating in an internship that is aligned with their senior thesis project. Pathway Capstone Teacher will serve as a project manager for student's projects, and work very closely with their community mentors and instructors. Pathway Capstone Teacher will support students in obtaining soft-skills, technological skills, and other 21st century skills necessary to see a project from conception to completion, all while building their transition portfolio.                      PCN 9119 - Adedayo Adebisi                      (Salary and Benefit costs included)</p>	\$80,261.03	1105	Teacher Salaries	Pathway Teacher	.70 FTE	Whole School
<p><b>Teacher Salaries Stipends: Extended Contracts for 3 Small Learning Community (SLC) leads</b> to attend additional, regular meetings after school, facilitated by the pathway coach and school administration so they facilitate horizontal alignment across SLCs (pathways) and vertical alignment within the pathways from 9th through 12th grade. Topics might include preparation for senior capstone (aligning skills and expectations), college and career exposure, work-based learning, pedagogical teaching practices, and more. These teachers also spend additional time after school setting up advisory programs, connecting students to resources within in each pathway to make them stronger. All 12th grade students, approximately 750 students, benefit from this action.                      (\$38.50 per hour x 50 hours total + 25% benefit costs = \$2,406.25 x 3 Teacher Leads = \$7,218.75)</p>	\$7,218.75	1120	Teacher Salaries Stipends			CHEA/SUDA

<p><b>Teacher Salaries Stipends: Extended Contracts for 3 after school program teachers to provide after school intervention classes for credit recovery.</b> As we recover from the pandemic, we are seeing more gaps in students' mastery related to our pathway and core academic classes. This after school intervention would pay for three teachers so that 100 students can be supported in passing their classes. This would directly reduce our dropout rate and improve students' academic college and career readiness. We will also offer an additional science course that is not on our master schedule. These funds would make it possible for us to ensure that students are not falling further behind in classes that support pathway development and completion. (\$38.50 per hour x 60 hours total + 25% benefit costs = \$2,887.50 x 3 teachers = \$8,662.50)</p>	<p>\$8,662.50</p>	<p>1120</p>	<p>Teacher Salaries Stipends</p>		<p>Whole School</p>
<p><b>Teacher Salaries Stipends: Extended Contracts for 2 pathway leads</b> to engage with leadership for pathway design and implementation, support the development of the pathway teams through facilitation, one-one support and advocacy whole school, develop curriculum for integrated projects, support infrastructure of the pathways, balance whole school vs. pathway needs, support the development of PD as pertaining to pathway pillars, engage with school stakeholders and partners in all things pathway. This expenditure will impact all 745 students in the school, as all students are/will be in pathways. (\$38.50 per hour x 3 hrs per week for 36 weeks (108 hrs total) = \$4,158.00 + 25% (benefit costs) = \$5,197.50 x 2 teachers = \$10,395.00)</p>	<p>\$10,395.00</p>	<p>1120</p>	<p>Teacher Salaries Stipends</p>		<p>Whole School</p>

**2024-2025: YEAR TWO**

**Strategic Actions**

**2023-2024 Strategic Actions**

**Reflection on 2023-2024 Strategic Actions**

*For the Year 1 Strategic Actions, answer:*

-Are you on track for accomplishing the actions for the related goal this school year?

-If so, what has been done or will be done by the end of the year to accomplish it?

-If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?

Training and exposure for teachers and students on A-G and graduation requirements to build capacity and awareness, with the intent of all parties having higher regard and increased urgency in first-time passing of classes.

We conduct grade checks every marking period for students to reflect on grades/attendance and inform families. Each pathway SLC conducts a D/F grade mark analysis once per semester and develops action plans to increase on track measures. Family Conferences are also held once/semester to inform families of status and increase family engagement around A-G/on track to graduate measures and supports.  
For A-G training we hold SLC leads meeting to review our grade analysis work and then leads facilitate the process in pathway teams/SLCs. There is some discussion with counselors about the need to students to get Cs or better. As well as some conversation during staff meetings on this topic

Building in more credit recovery options, not only through the 8 period schedule, but also with Credit Academic Recovery Team being on site offering more opportunities. Continue that work and Summer HAcK

We have students recovering credits in with the CAR team, retaking classes at counselor urging (D or below), completing independent studies with teachers, and enrolling students in summer school or CBO opportunities. We have many students who are staying on track, but need to continue to support attendance efforts, even with recovery options.

Increase the enrichment and remediation opportunities through in person tutoring after school, including peer tutoring. Continue using online platforms through iReady, iXL, and other digital resources.

Student success rate depends on a few things as we see some students do great and others continue to struggle, largely with attendance. (this [sheet outlines outcomes](#)), the pass rate ranges for 47% to 91%  
Office hours with teachers weekly have supported students who take advantage of this opportunity. Some of our student athletes benefit from mandatory study halls through MOB/S and OK program facilitation. Some ELD classes are using FEV tutoring to have live online supports in class or after school. In addition Math and Social studies classes use i-Ready on Wednesdays to support with foundational knowledge in math and reading skills. We are also using Wayfinder activities, though students don't interact with the platform as much

**Whole School Strategic Actions (to address enabling conditions for high quality pathway development)**

**2024-2025 Strategic Actions**

In the Whole School tab, schools develop school wide strategic actions. These actions are meant to be in support of all pathways and are elements of the "enabling conditions" for ongoing pathway development.

*Based on a review of the challenges from the root cause analysis (rows 39-48 above) and reflection on this year's strategic actions (rows 82-88), what are 3-5 new or revised, school wide strategic actions for 24-25 that will support school-wide improvement to directly address the challenges identified above?*

**Increase college and career readiness through a few focal factors and aligned actions:**

- Number of Dual Enrollment classes passed/taken
- On track to graduate (D/Fs) at semester mark. Pathway teams conduct family conferences, grade checks, grade analysis protocols, common teaching practices,
- Completion of internships, job shadowing, career fairs, and college campus visits
- Completion of significant projects (some integrated) with a presentation and research component

**Increase student literacy and reaching comprehension:**

- Common literacy strategies among pathway and department teams
- Assessed three times/year of i-Ready in ELA/Social Studies classes
- i-Ready fundamental skill support on Wednesdays in math (and ELA/social studies classes)

**Increase student period attendance outcomes:**

- Pathway competitions and incentives
- Student need protocols and alignment with attendance and care teams
- Common classroom culture routines and strategies focused on welcoming and engaging classroom environments
- Family call log and engagement strategies

**Increase in student school satisfaction factors:**

- Increase in student belonging and connectedness (CHKS categories) - some aligned actions are school wide events to celebrate, Honor Roll/Knight Heros, and more intentional care management for at needs students
- Increase in students participating in school (and after school) activities and programs
- Increase in student safety and respect factors as measured by our student experience survey - The Culture Team then reflects on this data, shares it out in advisory and creates 1-2 action steps per indicator. For example, student bathroom environments are big issues so we are working with Real Hard to keep them cleaner and have student posters up to encourage students to take care of the space.
- Teacher trainings around classroom engagement and Restorative/Trauma informed practices
- Honor roll celebrations every marking period
- Field trips and experiential learning projects for students to engage in

**Budget Expenditures**

**Effective July 1, 2024 - June 30, 2025**

**2024-2025 Budget: Enabling Conditions Whole School**

<p><b>BUDGET JUSTIFICATION</b>                      For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.                      Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification.                      For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.                      - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.                      - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)                      We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>  <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required)  <i>(protected cells below to be completed by MNH staff only)</i>	Conditionally Approved (Justification Form is required)  <i>(protected cells below to be completed by MNH staff only)</i>
<p><b>Supervisor &amp; Administrative Salaries: Hire a Pathway Coach, at .36 FTE.</b>                      The Pathway Coach will guide the design, implementation and evaluation of pathway programs and schoolwide efforts to support (and be supported by) pathway initiatives. Support pathway lead and pathway team capacity development. Provide one-one coaching support to leads and teachers as needed and requested. Plan with school leadership to draft and facilitate team processes around pathway planning, budgeting and reporting. Support budgeting, purchasing and follow through on experiences, supplies and materials for pathway programs. Coordinate with with community and school stakeholders to align programs and projects along pathway pillars. Support all faculty Professional Learning as pertaining to pathway collaborative work and projects and connecting school wide literacy and SEL initiatives to pathway designs. Engage in contacts, industry partners and community partners to develop project based learning and pathway program development.                      PCN 1584 - Marvin Boomer                      (Salary and Benefit costs included)</p>	\$63,377.74	2305	Supervisor & Administrative Salaries	Pathway Coach	.36 FTE	Whole School	Approved	
<p><b>Classified Support Salaries: Hire a College &amp; Career Readiness Specialist at 1.0 FTE.</b>                      The CCRS will coordinate postsecondary planning for all students, including assistance with college, scholarship, and financial aid applications. CCRS will work through the senior capstone course to engage all seniors, and with pathway leads to develop plans for connecting with all pathway students via advisory sessions that are tied to specific postsecondary readiness outcomes, including A-G awareness, the various college options, and transcript reviews that build students' capacity to monitor their own on-track to graduation progress. CCRS will work with other college access partners to leverage support for students in grade 9, and will coordinate with the Newcomer Coordinator to ensure grade 9 &amp; 10 newcomer students are supported to meet the same outcomes.                      PCN 6450 - Berenice Vega                      (Salary and Benefit costs included)</p>	\$131,822.04	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School	Approved	
<p><b>Classified Support Salaries: Hire a Work Based Learning Liaison, at .60 FTE.</b>                      The WBL Liaison will continue developing WBL opportunities for students, co-planning with both pathway teams, coordinating with the Int'l program and engaging with seniors through the senior capstone class. This will develop both pathways through connection with industry partners, coordination with leadership, pathway leads and teams, planning WBL/CTE experiences for pathway programs and coordinating with District WBL/CTE efforts such as skilled trades, ECCO summer internships and Dual Enrollment.                      PCN 1795 - Sheree West                      (Salary and Benefit costs included)</p>	\$94,916.42	2205	Classified Support Salaries	Work Based Learning Liaison	.60 FTE	Whole School	Approved	
<p><b>Teacher Salaries Stipends: Extended Contracts for 3 Small Learning Community (SLC) leads to attend additional, regular meetings after school, facilitated by the pathway coach and school administration so they facilitate horizontal alignment across SLCs (pathways) and vertical alignment within the pathways from 9th through 12th grade. Topics might include preparation for senior capstone (aligning skills and expectations), college and career exposure, work-based learning, pedagogical teaching practices, and more. These teachers also spend additional time after school setting up advisory programs, connecting students to resources within in each pathway to make them stronger. All 12th grade students, approximately 750 students, benefit from this action.</b>                      (\$38.50 per hour x 50 hours total + 25% benefit costs = \$2,406.25 x 3 Teacher Leads = \$7,218.75)</p>	\$7,218.75	1120	Teacher Salaries Stipends			Whole School	Approved	
<p><b>Teacher Salaries Stipends: Extended Contracts for 3 teachers to provide student academic intervention.</b>                      As we recover from the pandemic, student performance data from pathway classes indicate that students have significant learning gaps. We propose to offer direct support to approximately 100 students who are not achieving mastery in their required pathway classes. Intervention support will be provided after school."                      (\$38.50 per hour x 60 hours total + 25% benefit costs = \$2,887.50 x 3 teachers = \$8,662.50)</p>	\$8,662.50	1120	Teacher Salaries Stipends			Whole School		Conditionally Approved

<p><b>Teacher Salaries Stipends: Extended Contracts for 2 pathway leads</b> to engage with leadership for pathway design and implementation, support the development of the pathway teams through facilitation, one-one support and advocacy whole school, develop curriculum for integrated projects, support infrastructure of the pathways, balance whole school vs. pathway needs, support the development of PD as pertaining to pathway pillars, engage with school stakeholders and partners in all things pathway.</p> <p>This expenditure will impact all 745 students in the school, as all students are/will be in pathways.</p> <p>(\$38.50 per hour x 3 hrs per week for 36 weeks (108 hrs total) = \$4,158.00 + 25% (benefit costs) = \$5,197.50 x 4 teachers = \$20,790.00)</p>	\$20,790.00	1120	Teacher Salaries Stipends			Whole School	Approved	
<p><b>Conferences Expenses: Conference and travel expenses for the Pathway teachers to attend Professional Development opportunities to build capacity in project-based learning and standards-based practices.</b></p> <p>Potential conferences include UnboundED Standards Institute, Educating for Careers, The PBL Leadership Academy, and Linked Learning Alliance. As teachers are better able to prepare high quality projects, our belief is that by integrating curriculum between academic classes and CTE students will be more engaged, projects and tasks will be more clear, and student work in classrooms will become more relevant and aligned to the pathway theme.</p>	\$20,000.00	5220	Conference Expenses			Whole School		Conditionally Approved
<p><b>Materials and supplies (4310):</b></p> <p>Materials and supplies for pathway projects, assignments, tasks, and various activities</p>	\$130,750.57	4310	Materials and supplies			CHEA/SUDA/International		Conditionally Approved
<p><b>Classified Support Salaries: Hire a Administrative Asst Bilingual 2, at .3 FTE.</b></p> <p>Supports with administrative duties (reporting, budgeting/Escape, coordinating field trips, etc) for pathways</p> <p>PCN 9500 - Miguel Rodriguez (Salary and benefits included)</p>	\$33,023.03	2205	Classified Support Salaries	Administrative Assistant Bilingual 2	0.3 FTE	Whole School	Approved	
<p><b>Travel for Student Field Trips</b></p> <p>Field trip busses for SUDA and CHEA pathway experiences in and around the Bay Area to support college visits, project based learning, and setting up internship and job opportunities for students</p>	\$64,138.95	5826	Transportation Costs			SUDA/CHEA/International		Conditionally Approved

**2025-2026: YEAR THREE**

<b>Whole School Strategic Actions Reflection</b>	
<p><b>2024-2025 Strategic Actions</b></p> <p>Increase college and career readiness through a few focal factors and aligned actions:</p> <ul style="list-style-type: none"> <li>- Number of Dual Enrollment classes passed/taken</li> <li>- On track to graduate (D/Is) at semester mark. Pathway teams conduct family conferences, grade checks, grade analysis protocols, common teaching practices,</li> <li>- Completion of internships, job shadowing, career fairs, and college campus visits</li> <li>- Completion of significant projects (some integrated) with a presentation and research component</li> </ul> <p>Increase student literacy and reaching comprehension:</p> <ul style="list-style-type: none"> <li>- Common literacy strategies among pathway and department teams</li> <li>- Assessed three times/year of i-Ready in ELA/Social Studies classes</li> <li>- i-Ready fundamental skill support on Wednesdays in math (and ELA/social studies classes)</li> </ul> <p>Increase student period attendance outcomes:</p> <ul style="list-style-type: none"> <li>- Pathway competitions and incentives</li> <li>- Student need protocols and alignment with attendance and care teams</li> <li>- Common classroom culture routines and strategies focused on welcoming and engaging classroom environments</li> <li>- Family call log and engagement strategies</li> </ul> <p>Increase in student school satisfaction factors:</p> <ul style="list-style-type: none"> <li>- Increase in student belonging and connectedness (CHKS categories) - some aligned actions are school wide events to celebrate, Honor Roll/Knight Heros, and more intentional care management for at needs students</li> <li>- Increase in students participating in school (and after school) activities and programs</li> <li>- Increase in student safety and respect factors as measured by our student experience survey - The Culture Team then reflects on this data, shares it out in advisory and creates 1-2 action steps per indicator. For example, student bathroom environments are big issues so we are working with Real Hard to keep them cleaner and have student posters up to encourage students to take care of the space.</li> <li>- Teacher trainings around classroom engagement and Restorative/Trauma informed practices</li> <li>- Honor roll celebrations every marking period</li> <li>- Field trips and experiential learning projects for students to engage in</li> </ul>	<p><b>Reflection on 2024-2025 Strategic Actions</b></p> <p>For the Year 2 Strategic Actions, answer:</p> <p>-Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p> <p>Are you on track? Yes. What has been done? Tightened Dual Enrollment (DE) processes, including securing teachers for support, tutoring, and regular grade checks. Connected DE classes with Work-Based Learning (WBL), internship opportunities, career fairs, and college trips. Reflection: The focus on direct support (teachers, tutoring) and real-world connections (WBL, internships) is a strong strategy. Continued monitoring of DE pass rates and student participation in WBL is essential.</p> <p>Are you on track? Yes, with strong supports in place. What has been done? Increased Teacher Support Assistants (TSAs) and literacy coaches. Implemented small group reading interventions and special reading intervention classes. Regular administration of i-Ready assessments. Reflection: The addition of TSAs and literacy coaches demonstrates a commitment to targeted interventions. Ensure that i-Ready data is used to inform instruction and that interventions are consistently implemented.</p> <p>Are you on track? Progress is being made, but there's room for improvement. What has been done? Increased family communication through teacher and staff calls. Implemented new campus sweep procedures and student accountability measures. Areas for improvement: Enhance teacher classroom engagement strategies. Maintain high standards for students who leave class. Reflection: The increased accountability measures are valuable. Focus on proactive strategies to keep students engaged in the classroom. Teacher training on classroom management and engagement could be very beneficial.</p> <p>Are you on track? Progress is evident in engagement, but data is limited. What has been done? Organized "Fresh Fridays" and assemblies to increase student engagement. Implemented "Knight Heroes" and monthly honor roll celebrations. Increased student participation in after-school programs. Areas for improvement: Increase the amount of student experience survey data collected. Reflection: The increased engagement activities are positive. Prioritize consistent administration of the student experience survey to gather more comprehensive data. Use the data to refine strategies and address specific student concerns. It is very good that after school program numbers increased.</p>

<p><b>Whole School Strategic Actions (to address enabling conditions for high quality pathway development)</b></p> <p><b>2025-2026 Strategic Actions</b></p> <p>In the Whole School tab, schools develop school wide strategic actions to support all pathways and elements of the "enabling conditions" for ongoing pathway development.</p> <p>Based on a <b>review of the challenges from the root cause analysis and updated schoolwide data above</b>, plus a reflection on this year's strategic actions, what are 3-5 <b>new or revised</b>, school wide strategic actions for 25-26 that will support school-wide pathway improvement to directly address the challenges identified above?</p>
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<p>Enhance College and Career Readiness Through Targeted Support and Real-World Connections:</p> <p>Revised Strategic Action:                      Maintain: Tighten Dual Enrollment (DE) processes, including securing teachers for support, tutoring, and regular grade checks.                      Maintain: Connect DE classes with Work-Based Learning (WBL), internship opportunities, career fairs, and college trips.                      Addition: Implement a system for tracking student participation and success in WBL activities, using data to identify barriers and improve access, especially for International Program students and focal student populations.                      Addition: Ensure that all Pathways have a clear system for tracking student completion of significant projects (some integrated) with a presentation and research component, and that they use the data to improve project design and implementation.</p>
<p>Strengthen Student Literacy and Reaching Comprehension Through Focused Intervention and Collaborative Practices:</p> <p>Revised Strategic Action:                      Maintain: Develop common literacy strategies among pathway and department teams.                      Maintain: Assess three times/year of i-Ready in ELA/Social Studies classes.                      Maintain: Provide i-Ready fundamental skill support on Wednesdays in math (and ELA/social studies classes).                      Addition: Implement pathway-specific literacy intervention plans, using i-Ready data to target support for struggling students, particularly in the International Program and focal student populations. Ensure that these plans are reviewed and adjusted regularly.                      Addition: Create more consistent collaboration time for teachers to share successful literacy strategies, and to review i-Ready data.</p>
<p>Improve Student Period Attendance Outcomes Through Proactive Engagement and Support:</p> <p>Revised Strategic Action:                      Maintain: Institute pathway competitions and incentives.                      Maintain: Implement student need protocols and alignment with attendance and care teams.                      Maintain: Implement common classroom culture routines and strategies focused on welcoming and engaging classroom environments.                      Maintain: Implement family call log and engagement strategies.                      Addition: Enhance teacher training on proactive classroom engagement strategies, including culturally responsive teaching and trauma-informed practices, to create more welcoming and engaging learning environments.                      Addition: Develop a better/tighter system for tracking and addressing chronic absenteeism, with a focus on early intervention and personalized support plans.</p>
<p>Enhance Student School Satisfaction Factors Through Consistent Data Collection and Actionable Feedback:</p> <p>Revised Strategic Action:                      Maintain: Coordinate school wide events to celebrate students and increase belonging and connectedness.                      Maintain: Increase communication and recruitment efforts to promote in student participation in school (and after school) activities and programs.                      Maintain: Implement student survey to measure student safety. The Culture Team then reflects on this data, shares it out in advisory and creates 1-2 action steps per indicator.                      Maintain/strengthen: Implement a consistent and reliable system for collecting student experience survey data, ensuring high participation rates and disaggregating data by pathway and focal student populations.                      Addition: Establish a process for regularly sharing survey results with pathway teams and student leadership, and for developing and implementing action plans based on student feedback.</p>

**Budget Expenditures**

*Effective July 1, 2025-June 20, 2026*

**2025-2026 Budget: Enabling Conditions Whole School**

**BUDGET JUSTIFICATION**

For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.  
 Reference the [Measures N and H Permissible Expenses document](#) when developing the justification.  
 For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the [Measures N and H Instructions for a Proper Budget Justification](#).

- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.

- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)

We encourage you to refer to this list of [OUSD's Object Codes](#) if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.*

*\*\*If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*

**Supervisor & Administrative Salaries:**

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved	Conditionally Approved
\$92,601.02	2305	Supervisor & Administrative Salaries	Pathway Coach	.50 FTE	Whole School	Approved	

(Salary and Benefit costs included)

<p><b>Classified Support Salaries:</b>  <b>Hire a College &amp; Career Readiness Specialist at .70 FTE.</b>                      The CCRS will coordinate postsecondary planning for all students, including assistance with college, scholarship, and financial aid applications. CCRS will work through the senior capstone course to engage all seniors, and with pathway leads to develop plans for connecting with all pathway students via advisory sessions that are tied to specific postsecondary readiness outcomes, including A-G awareness, the various college options, and transcript reviews that build students' capacity to monitor their own on-track to graduation progress. CCRS will work with other college access partners to leverage support for students in grade 9, and will coordinate with the Newcomer Coordinator to ensure grade 9 &amp; 10 newcomer students are supported to meet the same outcomes.  <b>PCN 6450 - Berenice Vega</b>                      (Salary and Benefit costs included)</p>	\$91,928.03	2205	Classified Support Salaries	College & Career Readiness Specialist	.70 FTE	Whole School	Approved	
<p><b>Classified Support Salaries:</b>  <b>Hire a Work Based Learning Liaison, at 1.0 FTE.</b>                      The WBL Liaison will continue developing WBL opportunities for students, co-planning with both pathway teams, coordinating with the Int'l program and engaging with seniors through the senior capstone class. This will develop both pathways through connection with industry partners, coordination with leadership, pathway leads and teams, planning WBL/CTE experiences for pathway programs and coordinating with District WBL/CTE efforts such as skilled trades, ECCO summer internships and Dual Enrollment.  <b>PCN 1795 - Sheree West</b>                      (Salary and Benefit costs included)</p>	\$124,413.62	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Whole School	Approved	
<p><b>Classified Support Salaries:</b>  <b>Hire a Administrative Asst Bilingual 2, at .3 FTE.</b>                      Supports with administrative duties (reporting, budgeting/Escape, coordinating field trips, etc) for pathways  <b>PCN 9500 - Miguel Rodriguez</b>                      (Salary and benefits included)</p>	\$35,322.23	2205	Classified Support Salaries	Administrative Assistant Bilingual 2	0.3 FTE	Whole School	Approved	
<p><b>Meeting Refreshments:</b>                      For industry partners who donate their time for college, career, and community events (summer fair). This is alignment with our C3 Experiences and Work-based Learning Plan. Industry partners donate thousands of dollars of in-kind support by spending at least 3 hours on commuting and supporting. Light breakfast refreshments will be provided.</p>	\$1,914.37	4311	Meeting Refreshments			Whole School		Conditionally Approved

**2026-2027: YEAR FOUR**

**Budget Expenditures**  
 Effective July 1, 2026 - June 30, 2027  
 2026-27 Pathway Budget

<b>BUDGET JUSTIFICATION</b>							
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> . What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. We encourage you to refer to this list of <a href="#">Object Codes</a> if you have questions about which object codes to use. Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility. **If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.							
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Approval Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. Conditionally approved means that a Measure H Justification Form is required. (protected cells below are to be completed by MNH staff only)	

<p><b>Supervisor &amp; Administrative Salaries:</b>                      Hire a College and Career Pathway Coach at .50 FTE.  <b>DESCRIPTION OF RESPONSIBILITIES:</b>                      The Pathway Coach will guide the design, implementation, and evaluation of pathway programs and schoolwide efforts to support (and be supported by) pathway initiatives.                      Support pathway lead and pathway team capacity development.                      Provide one-on-one coaching support to leads and teachers as needed and requested.                      Plan with school leadership to draft and facilitate team processes around pathway planning, budgeting, and reporting.                      Support budgeting, purchasing, and follow through on experiences, supplies, and materials for pathway programs.                      Coordinate with community and school stakeholders to align programs and projects along pathway pillars.                      Support all faculty Professional Learning as pertaining to pathway collaborative work and projects, and connecting school-wide literacy and SEL initiatives to pathway designs.                      Engage with contacts, industry partners, and community partners to develop project-based learning and pathway programs.  <b>PCN 1584 - Robert Lee</b>                      (Salary and Benefit costs included)                      (This is a full-time position split-funded with other departments, resources, including .50 FTE site's MH, .25 FTE from MH Admin 10% Budget, and .25 FTE from Central Grant funding, for a total of 1.0 FTE per Pathway Coach)</p>	\$90,624.05	2305 - Supervisor & Admin Salaries	Supervisor & Admin Salaries	College and Career Pathway Coach	.50 FTE	Whole School	Approved
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<p><b>Classified Support Salaries:</b> Hire a Specialist College &amp; Career Readiness (CCRS) at .30 FTE. <b>DESCRIPTION OF RESPONSIBILITIES:</b> The CCRS will coordinate postsecondary planning for all students, including assistance with college, scholarship, and financial aid applications. CCRS will work through the senior capstone course to engage all seniors, and with pathway leads to develop plans for connecting with all pathway students via advisory sessions that are tied to specific postsecondary readiness outcomes, including A-G awareness, the various college options, and transcript reviews that build students' capacity to monitor their own on-track to graduation progress. CCRS will work with other college access partners to leverage support for grade 9 students, and will coordinate with the Newcomer Coordinator to ensure that grade 9 &amp; 10 newcomer students are supported to meet the same outcomes. <b>PCN 6450 - Berenice Vega</b> (Salary and Benefit costs included)</p>	\$40,190.54	2205 - Classified Support Salaries	Classified Support Salaries	Specialist College and Career Readiness	.30 FTE	Whole School	Approved
<p><b>Classified Support Salaries:</b> Hire a Site Liaison Work-Based Learning (WBLL) at .40 FTE. <b>DESCRIPTION OF RESPONSIBILITIES:</b> The WBL Liaison will continue developing WBL opportunities for students, co-planning with both pathway teams, coordinating with the International program, and engaging with seniors through the senior capstone class. This will develop both pathways through connections with industry partners, coordination with leadership, pathway leads, and teams, planning WBL/CTE experiences for pathway programs, and coordinating with District WBL/CTE efforts, such as skilled trades, ECCO summer internships, and Dual Enrollment. <b>PCN 1795 - Sheree West</b> (Salary and Benefit costs included)</p>	\$50,119.91	2205 - Classified Support Salaries	Classified Support Salaries	Site Liaison Work-Based Learning	.40 FTE	Whole School	Approved
<p><b>Classified Support Salaries:</b> Hire an Administrative Assistant II Bilingual at .30 FTE. <b>DESCRIPTION OF RESPONSIBILITIES:</b> The administrative assistant will ensure we are compliant with the Measure H paperwork and the associated compliance measures. This role enters, completes, and processes every Measure N and H-funded expenditure in our Measure H plan, along with all required Measure N and H justifications and budget modifications. To do so, other responsibilities include staying informed and up to date on all Measure N and H rules and policies, and collaborating with pathway Coach/Directors and other site roles to run budget reports. Support with administrative duties (reporting, budgeting, Escape, Procurement, coordinating field trips, etc.) for all Measure N and H activities and expenses. <b>PCN 9500 - Miguel Rodriguez</b> (Salary and benefits included)</p>	\$37,739.63	2405 - Clerical Salaries	Clerical Salaries	Administrative Assistant 2 Bilingual	.30 FTE	Whole School	Approved
<p><b>Teacher Salaries:</b> Hire a Teacher Structured English as the CTE Marketing Teacher at .75 FTE. <b>DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways):</b> The CTE Marketing Teacher will teach the CTE course, Introduction to Business Class for 10th grade, and teach the CTE curriculum, which provides both SUDA and CHEA pathway students with the required skills aligned with the marketing industry and content standards. Secondary duties include providing pathway students with the foundational skills and knowledge for their designated pathway. Additional duties include developing and providing students with access to relevant work-based learning experiences, incorporating project-based learning into the curriculum, and guiding students in exploring careers in marketing, business, and finance. Plan and facilitate CHEA SLC activities Attend SLC leadership meetings to align on intra-pathway experiences and expectations <b>ANTICIPATED OUTCOMES:</b> Students will be able to identify and analyze various social determinants of health and concepts of sustainable urban design Students will be able to create 10th-grade showcase projects that impact their community based on the core CHEA &amp; SUDA principles <b>FOCAL STUDENT POPULATION:</b> 10th graders Students with IEPs LTELs <b>PCN 9119 - Adedayo Adebisi</b> (Salary and benefits included)</p>	\$103,978.66	1105 - Teacher Salaries	Teacher Salaries	Teacher Structured English	.75 FTE	Whole School	Approved

<p><b>Teacher Salaries:</b> Hire a Teacher Structured English as the CTE Wood Tech Teacher at .60 FTE. <b>DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways):</b> The CTE Wood Technology Teacher will teach Wood Technology and MC3 classes for 10th through 12th grade, covering CTE and Dual Enrollment curriculum. The teacher will provide instruction in CTE Courses: Wood Technology I/II (10th-12th) and Multi-Craft Core Curriculum (MC3) (12th Grade), with required skills aligned with industry and content standards. Secondary duties include providing direct support to SUDA pathway students and ensuring students fulfill all MC3-Dual Enrollment college requirements. Additional duties include developing and providing students with access to relevant work-based learning experiences, incorporating project-based learning methods into the curriculum, and guiding students in exploring careers in the wood technology, design, and skilled trades industries. Plan and facilitate student and staff use of the fabrication laboratory Attend PLC meetings and coordinate with after-school programs</p> <p><b>ANTICIPATED OUTCOMES:</b> Students will be able to explore various union careers, including plumbing, electrical, construction, and more Students will be able to create Capstone projects that impact their community based on a core SUDA principle</p> <p><b>FOCAL STUDENT POPULATION:</b> 11th grade and 12th grade students Students with IEPs LTEs</p> <p><b>PCN 10373 - Alexander P. Uranga</b> (Salary and benefits included)</p>	<p>\$55,163.97</p>	<p>1105 - Teacher Salaries</p>	<p>Teacher Salaries</p>	<p>Teacher Structured English</p>	<p>.60 FTE</p>	<p>Whole School</p>	<p>Approved</p>
<p><b>Consultant Contracts:</b> Consultant Contract with the <b>Oakland Kids First (OKF)</b> for the Exploring College, Career, &amp; Community Options Program (ECCCO) to facilitate and pay out the 2027 Summer Student Internship Stipends, through June 30, 2027.</p> <p><b>Professional Services agreement / Scope of Work:</b> Oakland Kids First will serve as the fiscal sponsor and issue student stipends for the 2027 summer internships coordinated with the ECCCO partnership and each pathway. Providing students with real-world experience directly related to their pathway-focused academics directly aligns with pathway development. Prioritizing our students' need for stipends for their work and increasing their access to industry partners and work-based learning opportunities is an intentional choice to increase student engagement. This is a strong need for our students so they can better connect their in-class learning to their lives and future.</p> <p><b>Budget Calculation:</b> With these funds, we hope to serve approximately 30 students. Stipends are approximately \$1,000 per student. With the 1% fee (Admin Fees Included)</p> <p><i>(OKF can only invoice schools for student stipends of students who participate in and complete the internships, in addition to the admin fees for those funds. OKF can not invoice for the full contract amount prior to the program ending. Under no circumstances can OKF hold unspent Measure N or H funds for the schools.)</i></p>	<p>\$34,500.00</p>	<p>5825 - Consultant Contract</p>	<p>Consultant Contract</p>			<p>Whole School</p>	<p>Approved</p>
<p><b>Meeting Refreshments:</b> Meeting refreshments (light breakfast) for industry partners who donate their time to attend the college, career, and community events (summer fair). Industry partners donate thousands of dollars of in-kind support by spending at least 3 hours commuting and supporting. This is aligned with our C3 Experiences and Work-based Learning Plan.</p> <p><b>Budget Calculation:</b> Total expenses for meeting refreshments cannot exceed the approved amount of \$5,338.86</p>	<p>\$5,338.86</p>	<p>4311 - Meeting Refreshments</p>	<p>Meeting Refreshments</p>			<p>Whole School</p>	<p>Conditionally Approved</p>

<b>Integrated Program</b>	<b>Community Health Equity Academy (CHEA)</b>		<b>Program #:</b>	<b>N/A</b>
<b>Mission and Vision</b>	<p>According to research the single most effective intervention to improve a child's social and academic outcomes is a caring adult. CHEA team members will work to ensure educators have the resources and support they need to be fully present and sustain caring relationships with students.</p> <p>CHEA believes a relevant and rigorous education that emphasizes relationships is an important determinant of health because it both shapes and reflects many factors that will impact our students life chances. Like CHEA, many public health advocates believe investing in education is the single most effective intervention we can make to improve health outcomes and tackle inequities.</p>			
<b>PATHWAY QUALITY ASSESSMENT</b>				
<p><i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i></p>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	
<p><b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation</p>	<ul style="list-style-type: none"> <li>- Multiple integrated projects at each grade level</li> <li>- Great opportunities and connections with the community organizations</li> <li>- Authentic community based projects founded in community health equity and students' lives</li> <li>- CTE curriculum across multiple subjects/involved in different classrooms</li> <li>- Working on integrating a CHEA credential with many industry aligned certifications</li> <li>- Dual enrollment courses through Berkeley City College that lead to Early Childhood Education Certificate</li> </ul>	<ul style="list-style-type: none"> <li>- Project Exhibitions can be more frequent (each marking period), intentional, rigorous and engage students and community more.</li> <li>- Increase clarity and purpose of the integrated projects by improving backwards planning, integration of the various courses and messaging to students.</li> <li>- More engaging WBL/CTE experiences outside of class to engage students in learning, projects and launch the integrated projects.</li> <li>- Better utilization of outdoor classroom spaces on campus: farm, garden, fablab and healthy food design space to apply and connect what is being learned in the classrooms, exemplify sustainability and improve campus. Taking advantage of these spaces in hopes to increase student engagement and learning by bringing concepts to life with real meaning and connection</li> <li>- Increase enrollement for specific subgroups in dual enrollment courses (SPED, Male, and Black students)</li> </ul>	<p><b>Curriculum and Instructional Design and Delivery</b></p> <ul style="list-style-type: none"> <li>- deeper connections with core classes to CTE</li> <li>- incorporating partners with core classes, not only CTE</li> <li>- development instructional practices for more engagement, rigor, and relevance; possibly through community of practice with other public health pathway teachers?</li> </ul> <p><b>Assessment of Learning</b></p> <ul style="list-style-type: none"> <li>- continue to refine mastery based grading</li> <li>- more frequent and higher quality exhibitions and/or demonstrations of mastery</li> <li>- build more fully integrated projects, by increasing communication amongst teachers, as well as teachers--partners and teachers--couches</li> </ul> <p><b>Early College Credit Opportunities</b></p> <ul style="list-style-type: none"> <li>- getting more intentional about DE offerings and pathways into specific careers and college programs</li> <li>- increase visibility of college courses and do targeted outreach for SPED, Male, and Black students</li> </ul>	
<p><b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<ul style="list-style-type: none"> <li>- Summer ECCCO program has been strong</li> <li>- Industry-aligned internship opportunities are available (ON campus opportunities) through CastleWorks: Food as Medicine - Culinary; Art as Healing - Knight Painters; Youth Wellness Advisory Board)</li> <li>- Consistent Partnerships (Childrens Hospital Oakland and Public Health Institute) increased exposure in classes and with teachers</li> <li>- Reestablishing the Youth Leadership Council</li> <li>- Coordinating tours of the CHO clinic with 9th, International, and 10-12 CHEA classes</li> <li>- Increased participation steady climb of student participants in CastleWorks program</li> <li>- Many health internships in Oakland and Bay Area that students are applying for and participating in</li> <li>- Some CHEA related dual enrollment courses</li> </ul>	<ul style="list-style-type: none"> <li>- No real evaluation or assesement of WBL experiences</li> <li>- Equitable Program Access to partners and internships - not all students know what is available and when, follow through is inconsistent. Same students participate in opportunities; we'd like to increase visibility and participation</li> <li>- Senior capstone is still somewhat disconnected from the Pathway experiences. Senior action projects have loose connections to community partners and work-based learning</li> <li>- Need for more CHEA aligned WBL opportunities and internships, especially for Int'l students.</li> <li>- More participation in the opportunities that do exist</li> </ul>	<p><b>Student work based learning experiences and self assessments</b></p> <ul style="list-style-type: none"> <li>- continue to develop WBL continuum into the program of study such that students are better aware and exposed to different career options.</li> <li>- incorporate learnings into a portfolio beginning in 9th or 10th grade; eventually building out the transition portfolio (12th grade)</li> </ul> <p>- Leverage partnerships to create more CHEA aligned WBL opportunities and internships, especially for Int'l students.</p>	

<p><b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<ul style="list-style-type: none"> <li>- COST and care management for tier 2 and tier 3 supports</li> <li>- Inclusion Program that provides a co-teaching model for all core classes and additional support for elective/CTE courses</li> <li>- Advisory structure for CHEA (SLC) culture and community building, wellness, and celebrations (CHEA Way Awards)</li> <li>- Engaging field trips - academic: related to pathway themes; community and culture building: connected with wellness and service to the school and local East Oakland Community</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly communicate CHEA outcomes and systems to develop student understanding and ownership.</li> <li>- A real need to revisit core CHEA pedagogies, such as the CHEA Way and Youth Participatory Action Research to learn while doing, especially in the field.</li> <li>- Few college trips, and less involvement of future center team in 10th and 11th grade</li> <li>- Experiential learning trips have been inconsistent and not always directly connected to in-class projects. Are sometimes rushed near the end of year.</li> </ul>	<p><b>College and Career Preparation and Support</b></p> <ul style="list-style-type: none"> <li>- have Future Center team engaging with 10th and 11th grade students much earlier to prep and expose them to post-secondary options</li> <li>- increase number of college and career trips</li> <li>- incorporating post-secondary planning and writing into CTE and English classes</li> </ul> <p><b>Student Input and Validation</b></p> <ul style="list-style-type: none"> <li>- garnering feedback and input from students more regularly to determine project topics and project deliverables</li> </ul> <p><b>Social-Emotional Skill Development</b></p> <ul style="list-style-type: none"> <li>- focus on building coping wellness, and self-regulation through the continued use of the CHEA Way, &amp; other culture and community building opportunities such as the CHEA Wellness Day and CHEA Day of Service</li> <li>- adopting common practices horizontally across pathway to support with building culture and climate of CHEA. The practices will be incorporated into everyday classroom practice.</li> </ul>
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**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goals**  
Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

<p><b>Goal #1:</b> By 2026</p>	<p>By 2027, CHEA core and CTE courses will have <b>increased rigor, relevance, and student engagement</b> with embedded connections to industry and community partners as focal 'clients' in supporting school and community level change that <b>students take ownership</b> of.</p>
<p><b>Goal #2:</b> By 2026</p>	<p>By 2027, through the Program of Study, we will have <b>institutionalized all major projects (and exhibitions), experiential learning, work-based learning, and college and career trips</b> the entire 9th-12th CHEA experience. Through additional pathway development sessions (11-month contract and extended contracts i.e. summer months), the team will collaborate with partners to refine program of study each year.</p>
<p><b>Goal #3:</b> By 2026</p>	<p>By 2027 all students in the Community Health Equity Academy will have <b>electronic portfolios</b> that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. Content area teachers will use rubrics and checklists to assess student progress. As seniors, the portfolio will become their <b>Transition Action Plan</b> which will serve as a major artifact in their graduate capstone.</p>

**Pathway Strategic Actions**

**Strategic Actions for 2023-24**  
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

<p><b>Strategic Actions for Goal #1</b></p>	<ul style="list-style-type: none"> <li>- Solicit and incorporate student feedback and student outcomes into decision making for curriculum, projects, and pedagogy. Feedback will be solicited through circles, google forms, and CHEA youth leadership council on a 6-week basis</li> <li>- Establish a community of practice (protocol) with content-alike and pathway-alike colleagues within OUSD to build stronger lessons, units, and teaching strategies.</li> <li>- continue to work directly with partners on planning relevant an engaging projects that prepare students for college and the workforce.</li> <li>- Develop and revisit course outlines that include standards and performance assessments with pathway team and industry partners</li> </ul>
<p><b>Strategic Actions for Goal #2</b></p>	<ul style="list-style-type: none"> <li>- Strengthen WBL contiuum and college, career, and community (C3) into program of study, which will be reflected in core content and CTE courses where students are more engaged and excited about community health careers</li> <li>- Team will create annual calendar with all CHEA experiences by grade level; revist and refine calendar of events each year. This will allow teachers to have more time to plan assessments of student learning and allow students to know what to look forward to, which helps them follow along with the plan.</li> <li>- Engage with College and Career team much earlier (9th and 10th grade). Earlier exposure will impact student urgency and interest in college and certain careers.</li> </ul>
<p><b>Strategic Actions for Goal #3</b></p>	<ul style="list-style-type: none"> <li>- Begin portfolios in sophomore year, CTE and English class</li> <li>- Pathway team, capstone teacher, and transition specialist develop requirements and expectations for Transition Action Plan</li> <li>- Set yearly goals to accomplish</li> <li>- will improve student learning outcomes, with very clear industry and content area skills and goals that are specified for each year. Tracking progress for each student through the plan checklist will ensure more students will be on track.</li> </ul>

**Pathway Budget Expenditures**

**2023-2024 Pathway Budget**

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> , if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
<b>Teacher Salaries: Hire a 9th Grade CHEA Teacher, at 1.0 FTE.</b> The teacher will teach an introductory CTE course aligned with Community Health Equity Academy for GenEd/International 9th grade. Teacher will collaborate with 9th grade team, design and implement CHEA curriculum aligned to Program of Study and CHEA Outcomes. PCN 3897 - Vacant (Salary and Benefit costs included)	\$133,773.00	1105	Teacher Salaries	Teacher, Public Health	1.0 FTE	CHEA
<b>Classified Salaries: Hire Administrative Assistant II Bilingual, at .20 FTE, to support with Measure N specific logistical, administrative, and overall coordination of the CHEA pathway programming.</b> These field trips, projects, and experiences directly relate to pathway development, and are intentionally built to increase student engagement. Combined programs, we hope to serve ~300 students. The clerical supports will be essential to the daily logistics of bringing these programs together and will include logistical support for teachers and admin. PCN xxxx - (Salary & Benefit costs included)	\$25,021.00	2205	Teacher Salaries	Administrative Assistant 2 - Bilingual	.20 FTE	CHEA
<b>Supplies &amp; Materials: Purchase supplies and materials for the CHEA pathway classes to create Project Based Learning experiences,</b> integrated projects in class and final project exhibitions to demonstrate and apply student learning of pathway outcomes. The exhibition projects will also be industry and community engagement opportunities.	\$3,566.87	4310	Supplies & Materials			CHEA
<b>Transportation Costs: Charter Bus rentals for 9th-12th grade students in the CHEA pathway.</b> The WBL and CTE based field trips will support real world application and experiences of pathway themes, content and skills. The field trips will provide opportunities for students to apply knowledge and skills to real world experiences and in turn enhance classroom engagement. This will support student leadership and engagement in CHEAway and CHEA Outcomes in an experiential meaningful way.	\$9,000.00	5826	Transportation Costs			CHEA

**2024-2025: YEAR TWO**

<b>Pathway Strategic Goals</b>	
<i>Pathway Quality Strategic 3 Year Goal</i>	<b>Check in on 3-Year Goals</b> <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026, CHEA core and CTE courses will have increased rigor, relevance, and student engagement with embedded connections to industry and community partners as focal 'clients' in supporting school and community level change that students take ownership of.	- Pathway is on track to accomplish this goal by 2026 - Teachers are working through iterations of the program of study to include more intentional WBL, CTE integraton, partnership support, and college and career prepartdness - Teachers are attending conferenes to learn best practices from other practitioners in order to better strengthen the work at Castlemont
By 2026, through the Program of Study, we will have institutionalized all major projects (and exhibitions), experiential learning, work-based learning, and college and career trips the entire 9th-12th CHEA experience. Through additional pathway development sessions (11-month contract and extended contracts i.e. summer months), the team will collaborate with partners to refine program of study each year.	- Pathway is on track to accomplish this goal by 2026 - Teachers are working through iterations of the program of study to include more intentional WBL, CTE integraton, partnership support, and college and career prepartdness. Pathway leads have done pull out days to connect with CTE Coach, Pathway Coach, and community partners to bring the program of study more current and relevant - Entire team has committed collaboration time in team meetings to address this goal

<p>By 2026 all students in the Community Health Equity Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. Content area teachers will use rubrics and checklists to assess student progress. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone.</p>	<p>- Students are learning website development and resume development (through the brag sheet). On track to accomplishing this goal by 2026.                  - The CTE department will be adopting the use of a "brag sheet" that will support with the development of student resumes, which will be translated into their transition portfolio. Senior capstone is moving toward electronic portfolios and 10-11th will begin them next year.</p>
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**Pathway Strategic Actions Reflection**

<p><b>2023-2024 Strategic Actions</b></p>	<p><b>Reflection on 2023-2024 Strategic Actions</b>                  For the Strategic Action sets for each goal, answer:                  -Are you on track for accomplishing the actions for the related goal this school year?                  -If so, what has been done or will be done by the end of the year to accomplish it?                  -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p>
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<p><b>23-24 Strategic Actions for Goal #1</b></p>	<ul style="list-style-type: none"> <li>- Solicit and incorporate student feedback and student outcomes into decision making for curriculum, projects, and pedagogy. Feedback will be solicited through circles, google forms, and CHEA youth leadership council on a 6-week basis.</li> <li>- Establish a community of practice (protocol) with content-alike and pathway-alike colleagues within OUSD to build stronger lessons, units, and teaching strategies.</li> <li>- Develop and revisit course outlines that include standards and performance assessments with pathway team and industry partners</li> <li>- continue to work directly with partners on planning relevant and engaging projects that prepare students for college and the workforce.</li> </ul>	<ul style="list-style-type: none"> <li>- CHEA Youth Leadership Council has been working to gather input and feedback on pathway activities and curriculum</li> <li>- Teachers attend monthly departmental professional development sessions, which enable them to share and learn ways to strengthen their lessons, units, and strategies.</li> <li>- Have not yet reviewed course outlines, but will be doing so at the end of the year during our last week of PD. This will also include the new iteration of senior capstone focused on health topics, taught by Pub Health teacher.</li> <li>- Partners have been engaged continuously, and will be going deeper in partnership with those that have capacity to serve as advisory members. Going deeper means to engage with them more intentionally and deeply. Instead of just having them speak or host a workshop, deeper might look like them helping to create rubrics or working directly with students to develop industry skills.</li> <li>- We are mostly on track with these actions this year, but need to refocus some time and energy on revisiting course outlines including standards and performance assessments.</li> </ul>
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<p><b>23-24 Strategic Actions for Goal #2</b></p>	<ul style="list-style-type: none"> <li>- Strengthen WBL continuum and college, career, and community (C3) into program of study, which will be reflected in core content and CTE courses where students are more engaged and excited about community health careers</li> <li>- Team will create annual calendar with all CHEA experiences by grade level; revisit and refine calendar of events each year. This will allow teachers to have more time to plan assessments of student learning and allow students to know what to look forward to, which helps them follow along with the plan.</li> <li>- Engage with College and Career team much earlier (9th and 10th grade). Earlier exposure will impact student urgency and interest in college and certain careers.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers are working through iterations of the program of study to include more intentional WBL, CTE integration, partnership support, and college and career preparedness. Pathway leads have done pull out days to connect with CTE Coach, Pathway Coach, and community partners to bring the program of study more current and relevant</li> <li>- Annual calendar with all experiences and events: We have been working on this, but it is coming together at a slow pace. Integrated projects and planning other events took some precedent over the institutionalization of the CHEA calendar in the Fall semester. However, the work on the Program of Study had been fruitful, and will guide much of what will go on the calendar.</li> <li>- College, Career, and Community (C3) team has been more engaged with systemizing C3 supports in pathways and lower grade levels. Building out the Castlemont graduate profile and allowing teams to have input on the pathway C3 experiences has allowed the team to bring more meaningful experiences to CHEA and the school at large. Students will attend College trips to Sac State, San Jose State, Laney, College of Alameda, Merritt College, Samuel Merritt University and more</li> </ul>
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<p><b>23-24 Strategic Actions for Goal #3</b></p>	<ul style="list-style-type: none"> <li>- Begin portfolios in sophomore year, CTE and English class</li> <li>- Pathway team, capstone teacher, and transition specialist develop requirements and expectations for Transition Action Plan</li> <li>- Set yearly goals to accomplish</li> <li>- will improve student learning outcomes, with very clear industry and content area skills and goals that are specified for each year. Tracking progress for each student through the plan checklist will ensure more students will be on track.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin portfolios in sophomore year: We are not on track to accomplish this action because our CTE department decided to focus on bragsheets and the C3 team decided to start with the 12th grade (OUSD graduate profile). Will move backwards to 11th, and then 10th in the coming years. It is hard to focus on so many things at once.</li> <li>- Have not specifically looked at the pathway outcomes yet, but have been working on the graduate profile for Castlemont, which is closely related.</li> <li>- We are on track for accomplishing all other actions for this goal this year</li> <li>- We unexpectedly went without our Work-based Learning Liaison for most of this year, which hindered the development of portfolios in 10th grade</li> <li>- However, our College, Career, and Community (C3) team began developing the requirements for the transition action plan in alignment with the graduate profile</li> </ul>
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**Pathway Strategic Actions 2024-2025**

**2024-2025 Strategic Actions**  
 Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

<p>By 2026, CHEA core and CTE courses will have increased rigor, relevance, and student engagement with embedded connections to industry and community</p>	<p><b>New or Revised</b></p>	<p>- Solicit and incorporate student feedback and student outcomes into decision making for curriculum, projects, and pedagogy. Feedback will be solicited through circles, google forms, and CHEA youth leadership council on a <b>semester basis</b> (revised)</p>
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<b>Goal #1:</b> By 2026	partners as focal 'clients' in supporting school and community level change that students take ownership of.	<b>New or Revised Strategic Actions for Goal #1</b>	- Establish a community of practice (protocol) with content-alike and pathway-alike colleagues within OUSD to build stronger lessons, units, and teaching strategies. (same) - Develop and revisit course outlines that include standards and performance assessments with pathway team and industry partners (same)
<b>Goal #2:</b> By 2026	By 2026, through the Program of Study, we will have institutionalized all major projects (and exhibitions), experiential learning, work-based learning, and college and career trips the entire 9th-12th CHEA experience. Through additional pathway development sessions (11-month contract and extended contracts i.e. summer months), the team will collaborate with partners to refine program of study each year.	<b>New or Revised Strategic Actions for Goal #2</b>	- Strengthen WBL continuum and college, career, and community (C3) into program of study, which will be reflected in core content and CTE courses where students are more engaged and excited about community health careers (same)  - <b>Using previous years 2019-23 as guides and templates</b> , Team will create annual calendar with all CHEA experiences by grade level; revisit and refine calendar of events each year. This will allow teachers to have more time to plan assessments of student learning and allow students to know what to look forward to, which helps them follow along with the plan. <b>Giving specific time to this during end of year Professional Development</b> (revised) - Engage with College and Career team much earlier (9th and 10th grade). Earlier exposure will impact student urgency and interest in college and certain careers. (same)
<b>Goal #3:</b> By 2026	By 2026 all students in the Community Health Equity Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. Content area teachers will use rubrics and checklists to assess student progress. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone.	<b>New or Revised Strategic Actions for Goal #3</b>	Begin portfolios in in junior year, CTE and English class (revised)  Pathway team, capstone teacher, C3 team develop requirements and expectations for Transition Action Plan (revised)

**Pathway Budget Expenditures**  
*Effective July 1, 2024 - June 30, 2025*

**2024-2025 Pathway Budget**

**BUDGET JUSTIFICATION**  
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.  
Reference the [Measures N and H Permissible Expenses document](#) when developing the justification.  
For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the [Measures N and H Instructions for a Proper Budget Justification](#).

- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.

- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)

We encourage you to refer to this list of [OUSD's Object Codes](#) if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.*

*\*\*If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*

BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required)  <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required)  <i>(protected cells below to be completed by MN/H staff only)</i>
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**2025-2026: YEAR THREE**

**Pathway Demographics**

<b>2024-25 Total Enrollment Grades 9-12</b>		<b>#N/A</b>							
<b>Special Populations</b>	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
<b>Student Population by Race/Ethnicity</b>	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
<b>Focal Student Population</b>	Which student population will you focus on in order to reduce disparities?				Male				

**PATHWAY PERFORMANCE GOALS AND INDICATORS**  
[Please refer to this Data Dictionary for definitions of the Indicators.](#)

Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
<a href="#">Four-Year Cohort Graduation Rate</a>	51.0%	100.0%	39.4%	25.8%		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
<a href="#">Four-Year Cohort Dropout Rate</a>	31.5%	100.0%	29.7%	34.1%		
<a href="#">A-G Completion Rate (12th Grade Graduates)</a>	31.9%	35.8%	29.5%	25.6%		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		

<a href="#">On Track to Graduate - 10th Graders</a>	0.0%	10.3%	18.6%	21.6%		
10th Graders meeting A-G requirements	0.0%	10.7%	24.1%	32.8%		
<a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>	10.4%	9.4%	10.9%	9.1%		
<a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>	0.0%	12.5%	9.9%	0.0%		
<a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>	44.4%	0.0%	0.0%	0.0%		
<a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</a>	2.4%	1.1%	0.6%	0.5%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
<a href="#">College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation</a>	22.5%	19.0%	30.5%	17.8%		
<a href="#">College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation</a>	15.6%	18.2%	13.2%	6.2%		
<b>Focal Student Population Indicator</b>	<b>2021-22 Data</b>	<b>2022-23 Data</b>	<b>2023-24 Data</b>	<b>2024-25 Mid-Year Data</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data</b>
<a href="#">Four-Year Cohort Graduation Rate</a>	47.1%	42.9%	30.4%	22.5%		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	35.3%	28.8%	32.7%	37.1%		
A-G Completion - 12th Grade (12th Grade Graduates)	27.7%	25.8%	17.4%	28.3%		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
<a href="#">On Track to Graduate - 9th Graders</a>	0.0%	12.3%	15.1%	16.8%		
9th Graders meeting A-G requirements	0.0%	12.3%	18.0%	32.8%		
<a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>	7.6%	7.2%	9.5%	10.0%		
<a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>	0.0%	13.1%	9.0%	0.0%		
<a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>	40.0%	0.0%	0.0%	0.0%		
<a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</a>	0.4%	1.4%	0.0%	0.9%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
<a href="#">College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation</a>	18.0%	14.8%	31.9%	15.8%		
<a href="#">College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation</a>	14.2%	16.3%	3.2%	6.6%		

<b>Pathway Student Data Reflection</b>	
What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?	
<b>Assets</b>	<b>Challenges</b>
<p><b>WBL Participation (Slight Increase):</b> There is a slight increase in the percentage of 12th graders participating in employer-evaluated internships or similar experiences. CHEA is actively working with community health partners, and is improving their work based learning opportunities.</p> <p><b>Dual Enrollment (Consistent):</b> Dual enrollment participation has remained relatively consistent, indicating some level of student engagement in college-level coursework. CHEA is working to get more students involved in college and career opportunities.</p>	<p><b>Graduation Rates (Declining):</b> The four-year cohort graduation rate is declining, both for the whole pathway and the focal student population. The focal student population has a lower graduation rate than the whole pathway.</p> <p><b>Dropout Rates (Inconsistent):</b> Dropout rates are inconsistent and remain a concern. The focal student population has a higher dropout rate than the whole pathway in 2023-2024.</p> <p><b>A-G Completion (Declining):</b> A-G completion rates are declining, indicating challenges in meeting college entrance requirements. The focal student population has a much lower A-G completion rate than the whole pathway.</p> <p><b>On Track to Graduate (Low):</b> The percentage of 9th and 10th graders on track to graduate is low. The focal student population is significantly lower than the whole pathway.</p>
What might be some root causes to help you understand those student data?	

<p><b>Academic Challenges:</b> Students face significant academic challenges, impacting graduation rates, A-G completion, and CTE completion. <b>Lack of Targeted Support:</b> Insufficient targeted support for students at risk of falling behind academically. <b>Socioeconomic Factors:</b> Socioeconomic factors may contribute to absenteeism, dropout rates, and limited access to resources. <b>Data Tracking and Analysis:</b> Inadequate data tracking and analysis systems, especially for focal student populations, hinder effective intervention and support. <b>Program Implementation Gaps:</b> Inconsistencies in program implementation and support systems contribute to fluctuating data. <b>Engagement and Motivation:</b> There could be issues with student engagement and motivation. <b>New Capstone Implementation:</b> The new capstone course has impacted the portfolio timeline. <b>Integrated Project Implementation Challenges:</b> Challenges in implementing integrated projects across pathways. <b>Teacher Collaboration and Training:</b> Inconsistent teacher collaboration and insufficient training on effective instructional strategies.</p>	
<p><b>Pathway Strategic Goals</b></p>	
<p><b>Pathway Quality Strategic 3 Year Goal</b></p>	<p><b>Check in on 3-Year Goals</b> <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?</p>
<p>By 2026, CHEA core and CTE courses will have increased rigor, relevance, and student engagement with embedded connections to industry and community partners as focal 'clients' in supporting school and community level change that students take ownership of.</p>	<p>Extent on track: The pathway is on track. Supported: CTE courses are actively engaging industry partners, and the 12th-grade capstone course is successful. There's a focus on integrated projects and aligning with standards. Hindered: The challenge is still solidifying how to effectively implement integrated projects.</p>
<p>By 2026, through the Program of Study, we will have institutionalized all major projects (and exhibitions), experiential learning, work-based learning, and college and career trips the entire 9th-12th CHEA experience. Through additional pathway development sessions (11-month contract and extended contracts i.e. summer months), the team will collaborate with partners to refine program of study each year.</p>	<p>Extent on track: The pathway is progressing well. Supported: The program of study is becoming more institutionalized. Communication with the C3 team is strong. College field trips have occurred. There are new plans to engage 9th and 10th graders early. Hindered: Team engagement in WBL and college field trips needs improvement.</p>
<p>By 2026 all students in the Community Health Equity Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. Content area teachers will use rubrics and checklists to assess student progress. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone.</p>	<p>Extent on track: Portfolio development is progressing, but may be slightly delayed. Supported: Progress is being made. Hindered: The new capstone course has impacted the portfolio timeline.</p>
<p><b>Pathway Strategic Actions Reflection</b></p>	
<p><b>2024-2025 Strategic Actions</b></p>	
<p><b>Reflection on 2024-2025 Strategic Actions</b> <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p>	
<p><b>24-25 Strategic Actions for Goal #1</b></p> <ul style="list-style-type: none"> <li>- Solicit and incorporate student feedback and student outcomes into decision making for curriculum, projects, and pedagogy. Feedback will be solicited through circles, google forms, and CHEA youth leadership council on a semester basis (revised)</li> <li>- Establish a community of practice (protocol) with content-alike and pathway-alike colleagues within OUSD to build stronger lessons, units, and teaching strategies. (same)</li> <li>- Develop and revisit course outlines that include standards and performance assessments with pathway team and industry partners (same)</li> </ul>	<p>Are you on track? Yes. What has been done: CHEA Youth Leadership Council is active; teachers are attending professional development.</p> <p>Are you on track? Yes. What has been done: Teachers attend monthly departmental professional development. The district has provided 2nd Wednesdays for this and HSLLO has created the Pathway Leads Community of Practice, although the LEad has not had an opportunity to attend this yet.</p> <p>Are you on track? Mostly, but needs more focused time. What has been done: Course outlines will be reviewed at the end of the year; partners are engaged.</p>
<p><b>24-25 Strategic Actions for Goal #2</b></p> <ul style="list-style-type: none"> <li>- Strengthen WBL continuum and college, career, and community (C3) into program of study, which will be reflected in core content and CTE courses where students are more engaged and excited about community health careers (same)</li> <li>- Using previous years 2019-23 as guides and templates, Team will create annual calendar with all CHEA experiences by grade level; revisit and refine calendar of events each year. This will allow teachers to have more time to plan assessments of student learning and allow students to know what to look forward to, which helps them follow along with the plan. Giving specific time to this during end of year Professional Development (revised)</li> <li>- Engage with College and Career team much earlier (9th and 10th grade). Earlier exposure will impact student urgency and interest in college and certain careers. (same)</li> </ul>	<p>Are you on track? Yes. What has been done: Teachers are actively refining the program of study.</p> <p>Are you on track? Progress is being made. What has been done: Work is ongoing, and time is dedicated at the end of year PD.</p> <p>Are you on track? Yes. What has been done: C3 team is more engaged. Early exposure workshops are being implemented.</p>
<p><b>24-25 Strategic</b></p>	<p>Begin portfolios in in junior year, CTE and English class (revised)</p> <p>Are you on track? Sort of.</p>

<b>Actions for Goal #3</b>	Pathway team, capstone teacher, C3 team develop requirements and expectations for Transition Action Plan (revised)	What has been done: Plans are in place for junior portfolios.
<b>Pathway Strategic Actions 2025-2026</b>		
<b>2025-2026 Strategic Actions</b> Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?		
<b>Goal #1:</b> By 2026	By 2026, CHEA core and CTE courses will have increased rigor, relevance, and student engagement with embedded connections to industry and community partners as focal 'clients' in supporting school and community level change that students take ownership of.	<b>New or Revised Strategic Actions for Goal #1</b> Develop a system for tracking student engagement and impact of community-based projects. Create a "CHEA Community Advisory Board" with consistent meeting times and roles. Implement regular student presentations of community projects to industry partners Create a "CHEA Student Leadership Institute" to develop student agency Create integrated project rubrics that are used across multiple content areas.
<b>Goal #2:</b> By 2026	By 2026, through the Program of Study, we will have institutionalized all major projects (and exhibitions), experiential learning, work-based learning, and college and career trips the entire 9th-12th CHEA experience. Through additional pathway development sessions (11-month contract and extended contracts i.e. summer months), the team will collaborate with partners to refine program of study each year.	<b>New or Revised Strategic Actions for Goal #2</b> Develop a digital Program of Study with an interactive calendar for students and families. Create a CHEA alumni network to support mentorship and WBL opportunities Establish a formal process for evaluating and refining the Program of Study annually. Create a "CHEA partner database" that tracks partner engagement, and student outcomes. Increase WBL and college field trip planning and implementation
<b>Goal #3:</b> By 2026	By 2026 all students in the Community Health Equity Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. Content area teachers will use rubrics and checklists to assess student progress. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone.	<b>New or Revised Strategic Actions for Goal #3</b> Implement peer portfolio review sessions with industry partners. Create a "CHEA Portfolio Showcase" event for students and families. Develop portfolio reflection prompts focused on health equity and community impact Create a digital portfolio repository for CHEA students Create a clear portfolio completion timeline.

**Pathway Budget Expenditures**  
*Effective July 1, 2025 - June 30, 2026*

**2025-2026 Pathway Budget**

<b>BUDGET JUSTIFICATION</b>							
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>  <b>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</b>							
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved  (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval)  <i>(protected cells below are to be completed by MN/H staff only)</i>	Conditionally Approved  (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval)  <i>(protected cells below are to be completed by MN/H staff only)</i>
\$98,115.62	1105	Teacher Salaries	CTE Teacher	0.62 FTE	CHEA	Approved	

**2026-2027: YEAR FOUR**

**Pathway Strategic Goals**

By 2027, CHEA core and CTE courses will have increased rigor, relevance, and student engagement with embedded connections to industry and community partners as focal 'clients' in supporting school and community level change that students take ownership of.

By 2027, through the Program of Study, we will have institutionalized all major projects (and exhibitions), experiential learning, work-based learning, and college and career trips the entire 9th-12th CHEA experience. Through additional pathway development sessions (11-month contract and extended contracts i.e. summer months), the team will collaborate with partners to refine program of study each year.

By 2027 all students in the Community Health Equity Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. Content area teachers will use rubrics and checklists to assess student progress. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone.

**Budget Expenditures**  
*Effective July 1, 2026 - June 30, 2027*

**2026-27 Pathway Budget**

BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Approval
<p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification.</p> <p>For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</p> <p>What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>We encourage you to refer to this list of <a href="#">Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i></p>							<p style="text-align: center;"><b>Approval</b></p> <p>Fully approved means your justification is complete; therefore, a Measure H Justification Form is <b>not</b> required. Conditionally approved means that a Measure H Justification Form is required.</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>
<p><b>Teacher Salaries:</b> Hire a Teacher Structured English as the CTE Public Health Pathway Teacher at .70 FTE.</p> <p><b>DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways):</b> The CTE Public Health Teacher will teach Public Health classes for 11th and 12th grade, covering the CTE curriculum. The teacher will provide instruction in CTE Courses, Public Health Solutions, and the 12th Grade Public Health Advocacy Capstone course, which provides pathway students with the required skills aligned with industry and content standards, addresses pathway goals, and is required for the additional sections related to block scheduling. Additional duties include developing and providing students with access to relevant work-based learning experiences, incorporating project-based learning into the curriculum, and guiding students in exploring careers in the public health industry. Plan and facilitate CHEA SLC activities. Attend SLC leadership meetings to align on intra-pathway experiences and expectations.</p> <p><b>ANTICIPATED OUTCOMES:</b> Students will be able to identify and analyze various social determinants of health. Students will be able to create Capstone projects that impact their community based on a core CHEA principle.</p> <p><b>FOCAL STUDENT POPULATION:</b> 11th grade and 12th grade students Students with IEPs LTELs</p> <p><b>PCN 10804 - Devynn Taylor</b> (Salary and benefits included)</p>	\$127,712.98	1105 - Teacher Salaries	Teacher Salaries	TCHR STRENGIM	.70 FTE	CHEA	Approved

<b>Pathway Name:</b>	<b>Sustainable Urban Design Academy (SUDA)</b>		<b>Program #:</b>	<b>N/A</b>
<b>Mission and Vision</b>	<p>VISION: It is a fundamental belief that the planet is in dire need of sustainable environmental action and that justice means equality for all communities. Students will work towards sustaining and improving their community by building skills that will help them become leaders for a just and sustainable future.</p> <p>Mission: Empower students through a highly rigorous, engaging and supportive learning environment to graduate prepared for college, career and life as designers and leaders of movements towards a sustainable and just world.</p> <p>SUDA Outcomes</p> <ul style="list-style-type: none"> <li>- Sustainable Design Thinking and Social Innovation</li> <li>- Research and Analysis for Action</li> <li>- Interpersonal and Critical Thinking Skills</li> </ul>			
<b>PATHWAY QUALITY ASSESSMENT</b>				
<i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	
<p><b>Integrated Program of Study</b></p> <ul style="list-style-type: none"> <li>Equitable Admissions</li> <li>Cohort Structure</li> <li>Curriculum and Instructional Design and Delivery</li> <li>Assessment of Learning</li> <li>Early College Credit Opportunities</li> <li>Partner Input and Validation</li> </ul>	<ul style="list-style-type: none"> <li>- A school related integrated project: the Food + Culture and more action oriented and manageable with culinary collaboration.</li> <li>- Multiple design projects connected to outdoor classroom spaces and other spaces on campus outside of the classroom.</li> <li>- Coliseum Design project</li> <li>- 10th grade integrated project field trip launch to visit farm to school models</li> <li>- 10th/11th grade project event to showcase food and culture project and Resilience Hubs</li> <li>- Pathway Showcase</li> <li>- Increase of SUDA themes into content classes</li> <li>- SUDA Swag distribution - building sense of identity.</li> <li>- Dual Enrolment CTE course: Bay Area Food Systems and Urban Agroecology</li> </ul>	<ul style="list-style-type: none"> <li>- Final Project Exhibitions can be more intentional, rigorous and engage students and community more.</li> <li>- Increase clarity and purpose of the integrated projects by improving backwards planning, integration of the various courses and messaging to students.</li> <li>- Follow up with proposed solutions to problems identified through projects; taking action based on project proposals</li> <li>- More engaging WBL/CTE experiences outside of class to engage students in learning, projects and launch the integrated projects.</li> <li>- Better utilization of outdoor classroom spaces on campus: farm, garden, fablab and healthy food design space to apply and connect what is being learned in the classrooms, exemplify sustainability and improve campus. Taking advantage of these spaces in hopes to increase student engagement and learning by bringing concepts to life with real meaning and connection</li> <li>- Increase enrollment for specific subgroups in dual enrollment courses (SPED, Male, and Black students)</li> </ul>	<p><b>Curriculum and Instructional Design and Delivery</b></p> <ul style="list-style-type: none"> <li>- deeper connections with core classes to CTE</li> <li>- incorporating partners with core classes, not only CTE</li> <li>- build teacher capacity to plan and implement rigorous learning aligned with CA state standards, and postsecondary realities</li> </ul> <p><b>Assessment of Learning</b></p> <ul style="list-style-type: none"> <li>- continue to refine mastery based grading</li> <li>- more consistent and higher quality exhibitions and/or demonstrations of mastery</li> </ul> <p><b>Early College Credit Opportunities</b></p> <ul style="list-style-type: none"> <li>- getting more intentional about DE offerings and pathways into specific careers and college programs</li> </ul>	
<p><b>Work Based Learning</b></p> <ul style="list-style-type: none"> <li>Work Based Learning Plans</li> <li>Student Work Based Learning Experiences and Self Assessments</li> <li>Work Based Learning Provider Assessment of Student</li> <li>Workplace Readiness</li> </ul>	<ul style="list-style-type: none"> <li>- Students presentations to industry/ community, industry and community stakeholders directly involved in project creation and implementation.</li> <li>- Students learning technical skills such a computer programs: 3D modeling via sketchup, canvas and other software.</li> <li>- Field trips to manufacturing day, skills trades fair, and site visits with partners during project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- Increase WBL experiences in all classes to expose students to industry knowledge and skills used within each discipline, and transferrable within and across the sector(s)</li> <li>- Increase connection with Peralta resources</li> <li>- Integrate CTE curriculum into other core classes.</li> <li>- More connection/application of content from CTE courses; identified food inequity as a topic that could help bridge SUDA and CHEA and would lead to higher student engagement.</li> </ul>	<p><b>Student work based learning experiences and self assessments</b></p> <ul style="list-style-type: none"> <li>- continue to develop WBL continuum into the program of study such that students are better aware and exposed to different career options.</li> <li>- incorporate learnings into a portfolio beginning in 9th or 10th grade; eventually building out the transition portfolio (12th grade)</li> </ul>	

<p><b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<ul style="list-style-type: none"> <li>- Worked to support students through weekly meetings, student success protocol and alignment with all school PD</li> <li>- Celebrate students through SUDA SOUL awards</li> <li>- Advisory Tournaments</li> </ul>	<ul style="list-style-type: none"> <li>- Communication and follow through on student needs protocol.</li> <li>- communication with COST and other support services on campus.</li> <li>- Using tools students already use to do this, such as social media.</li> <li>- Collect, then incorporate student and family input into student support interventions (focus groups, student leadership, Knight ambassadors, creation of SUDA leadership council?)</li> <li>- Work to engage more families/guardians, including them in the school community to support with school climate and wraparound supports</li> </ul>	<p><b>College and Career Preparation and Support</b></p> <ul style="list-style-type: none"> <li>- have Future Center team engaging with 10th and 11th grade students much earlier to prep and expose them to post-secondary options</li> <li>- increase number of college and career trips</li> </ul> <p><b>Student Input and Validation</b></p> <ul style="list-style-type: none"> <li>- garnering feedback and input from students more regularly</li> <li>- Continue to develop common support systems within the team and implement more tier 1 and 2 interventions across pathway</li> </ul>
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**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goals**  
Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

<p><b>Goal #1:</b> By 2026</p>	<p>By 2027, 100% of SUDA students will be able to write clear arguments and support it with evidence, using in text citations and proper APA format.</p>
<p><b>Goal #2:</b> By 2026</p>	<p>By 2027, SUDA will <b>deepen industry and community partnerships</b> on and off campus to create more aligned work-based learning opportunities, specifically urban planning and design related internships and apprenticeships so that all students have true access to pathways to that career path.</p>
<p><b>Goal #3:</b> By 2026</p>	<p>By 2027, all students in the Sustainable Urban Design Academy will have <b>electronic portfolios</b> that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. As seniors, the portfolio will become their <b>Transition Action Plan</b> which will serve as a major artifact in their graduate capstone.</p>

**Pathway Strategic Actions**

**Strategic Actions for 2023-24**  
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

<p><b>Strategic Actions for Goal #1</b></p>	<p>Teachers adopt the TIDE writing scaffold horizontally across the pathway Students will write using evidence in each class, and structure paragraphs in a similar fashion</p>
<p><b>Strategic Actions for Goal #2</b></p>	<p>Pathway coach, Work-based learning Liaison, and Capstone teacher will work together to seek out and cultivate new community and industry partnerships Build SUDA aligned programming into the CastleWorks (on-campus WBL) afterschool programming Strategically engage advisory board and core partners to reach out to new and potential partners</p>
<p><b>Strategic Actions for Goal #3</b></p>	<p>Begin portfolios in in sophomore year, CTE and English class Pathway team, capstone teacher, and transition specialist develop requirements and expectations for Transition Action Plan Set yearly goals to accomplish</p>

**Pathway Budget Expenditures**

**2023-2024 Pathway Budget**

<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>		COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
<b>2024-2025: YEAR TWO</b>							
<b>Pathway Strategic Goals</b>							
<b>Pathway Quality Strategic 3 Year Goal</b>				<b>Check in on 3-Year Goals</b> <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?			
By 2026, 100% of SUDA students will be able to write clear arguments and support it with evidence, using in text citations and proper APA format.				- Students are growing in their writing. The extent that the pathway is on track is not known, because there has not been a clear tracking system. - Teachers have not yet been collaborating using the TIDE writing scaffold this school year			
By 2026 SUDA will deepen industry and community partnerships on and off campus to create more aligned work-based learning opportunities, specifically urban planning and design related internships and apprenticeships so that all students have true access to pathways to that career path.				- Industry and community partnerships are growing and going deeper in the SUDA pathway. On track to accomplishing this goal by 2026. - Pathway coach, Work-based Learning Liaison, and Transition Specialist have worked closely to introduce new opportunities to students in manufacturing. Castlemont is introducing a Construction, Trades workforce Initiative (CTWI), re-introducing Intro to Skilled Trades dual enrollment course with Laney, and building a deep relationship with Human Made			
By 2026 all students in the Sustainable Urban Design Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone.				- Students are learning website development and resume development (through the brag sheet). On track to accomplishing this goal by 2026. - The CTE department will be adopting the use of a "brag sheet" that will support with the development of student resumes, which will be translated into their transition portfolio. Senior capstone is moving toward electronic portfolios and 10-11th will begin them next year.			
<b>Pathway Strategic Actions Reflection</b>							
<b>2023-2024 Strategic Actions</b>				<b>Reflection on 2023-2024 Strategic Actions</b> <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?			
<b>23-24 Strategic Actions for Goal #1</b>	Teachers adopt the TIDE writing scaffold horizontally across the pathway			- We are not on track for accomplishing the actions for this goal this year. Students are not writing with evidence in each class, however it is happening in CTE and in English. - New leadership on the pathway team, and two teachers being out on paternal leave hindered making progress toward this goal because there was little capacity to take it on as planned			
	Students will write using evidence in each class, and structure paragraphs in a similar fashion						
<b>23-24 Strategic Actions for Goal #2</b>	Pathway coach, Work-based learning Liaison, and Capstone teacher will work together to seek out and cultivate new community and industry			- We are on track for accomplishing the actions for this goal this year - Pathway coach, Work-based Learning Liaison, and Transition Specialist have worked closely to introduce new opportunities to students in manufacturing. Castlemont is introducing a Construction, Trades workforce Initiative (CTWI), re-introducing Intro to Skilled Trades dual enrollment course with Laney, and building a deep relationship with Humanmade; Are actively working on updating the Program of Study - Digital Fabrication is a part of our CastleWorks program support by the Crucible - Civic Design Studio is supporting in connecting additional partners, such as the Lawrence Hall of Science, The Crucible, and PROPA. Continuing to introduce new partners and opportunities			
	Build SUDA aligned programming into the CastleWorks (on-campus WBL) afterschool programming Strategically engage advisory board and core partners to reach out to new and potential partners						
<b>23-24 Strategic Actions for Goal #3</b>	Begin portfolios in in sophomore year, CTE and English class			- Begin portfolios in sophomore year: We are not on track to accomplish this action because our CTE department decided to focus on bragsheets and the C3 team decided to start with teh 12th grade (graduate profile). Will move backwards to 11th, and then 10th in the coming years. It is hard to focus on so many things at once. - We are on track for accomplishing all other actions for this goal this year - We unexpectedly went without our Work-based Learning Liaison for most of this year, which hindered the development of portfolios in 10th grade - However, our College, Career, and Communtiy (C3) team began developing the requirements for the transition action plan in alignment with the graduate profile			
	Pathway team, capstone teacher, and transition specialist develop requirements and expectations for Transition Action Plan						
	Set yearly goals to accomplish						
<b>Pathway Strategic Actions 2024-2025</b>							
<b>2024-2025 Strategic Actions</b> <i>Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?</i>							
<b>Goal #1:</b> By 2026	By 2026, 100% of SUDA students will be able to write clear arguments and support it with evidence, using in text citations and proper APA format.			<b>New or Revised Strategic Actions for Goal #1</b>	Teachers will adopt the TIDE writing scaffold horizontally across the pathway (same) Students will write using evidence in each class, and structure paragraphs in a similar fashion (same)		

<b>Goal #2:</b> By 2026	By 2026 SUDA will deepen industry and community partnerships on and off campus to create more aligned work-based learning opportunities, specifically urban planning and design related internships and apprenticeships so that all students have true access to pathways to that career path.	<b>New or Revised Strategic Actions for Goal #2</b>	Pathway coach, Work-based learning Liaison, Transition Specialist, and Capstone teacher will work together to seek out and cultivate new community and industry partnerships (revised) Build SUDA aligned programming into the CastleWorks (on-campus WBL) afterschool programming (same) Strategically engage advisory board and core partners to reach out to new and potential partners (same)
<b>Goal #3:</b> By 2026	By 2026 all students in the Sustainable Urban Design Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone.	<b>New or Revised Strategic Actions for Goal #3</b>	Begin portfolios in in junior year, CTE and English class (revised) Pathway team, capstone teacher, C3 team will develop requirements and expectations for Transition Action Plan (revised)

**Pathway Budget Expenditures**  
Effective July 1, 2024 - June 30, 2025

2024-2025 Pathway Budget									
BUDGET JUSTIFICATION									
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .									
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>  <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>	<b>Fully Approved</b> (no additional Justification Form required)  <i>(protected cells below to be completed by MN/H staff only)</i>	<b>Conditionally Approved</b> (Justification Form is required)  <i>(protected cells below to be completed by MN/H staff only)</i>	

**2025-2026: YEAR THREE**

Pathway Demographics									
2024-25 Total Enrollment Grades 9-12			#N/A						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Select Group			

**PATHWAY PERFORMANCE GOALS AND INDICATORS**  
Please refer to this [Data Dictionary for definitions of the Indicators](#).

Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	51.0%	100.0%	39.4%	25.8%		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	31.5%	100.0%	29.7%	34.1%		
A-G Completion Rate (12th Grade Graduates)	31.9%	35.8%	29.5%	25.6%		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	0.0%	10.3%	18.6%	21.6%		
10th Graders meeting A-G requirements	0.0%	10.7%	24.1%	32.8%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	10.4%	9.4%	10.9%	9.1%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	0.0%	12.5%	9.9%	0.0%		
Percentage of 10th-12th grade students in Linked Learning pathways	44.4%	0.0%	0.0%	0.0%		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	2.4%	1.1%	0.6%	0.5%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		

College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	22.5%	19.0%	30.5%	17.8%		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	15.6%	18.2%	13.2%	6.2%		
<b>Focal Student Population Indicator</b>	<b>2021-22 Data</b>	<b>2022-23 Data</b>	<b>2023-24 Data</b>	<b>2024-25 Mid-Year Data</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data</b>
Four-Year Cohort Graduation Rate	TBD	TBD	TBD	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	TBD	TBD	TBD	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	TBD	TBD	TBD	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	TBD	TBD	TBD	TBD		
9th Graders meeting A-G requirements	TBD	TBD	TBD	TBD		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	TBD	TBD	TBD	TBD		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	TBD	TBD	TBD	TBD		
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	TBD	TBD		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	TBD	TBD	TBD	TBD		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	TBD	TBD	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD	TBD	TBD		

**Pathway Student Data Reflection**

What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

Assets	Challenges
<p><b>Industry Partnerships:</b> SUDA has strong industry partnerships, particularly in architecture and design, leading to successful collaborations like the senior project with four community partners. The Fab Lab is active and engaging students in industry-relevant projects.</p> <p><b>WBL Opportunities:</b> SUDA is actively expanding WBL opportunities, including new partnerships in manufacturing and construction.</p> <p><b>Portfolio Implementation:</b> The CTE teacher is successfully implementing portfolios, aligning with the C3 team's Transition Action Plan.</p> <p><b>College and Career Preparation:</b> SUDA has strong connections with the C3 team and is actively working on college and career preparation.</p>	<p><b>Graduation Rates (Inconsistent):</b> The four-year cohort graduation rate is inconsistent, with significant fluctuations.</p> <p><b>Dropout Rates (Inconsistent):</b> Dropout rates are also inconsistent and concerning.</p> <p><b>A-G Completion (Low):</b> A-G completion rates are relatively low, indicating challenges in meeting college entrance requirements.</p> <p><b>On Track to Graduate (Low):</b> The percentage of 10th graders on track to graduate is low.</p> <p><b>Dual Enrollment (Low):</b> Participation and success in dual enrollment courses are low.</p> <p><b>CTE Completion (Very Low):</b> CTE completion rates are very low, suggesting difficulties in completing CTE programs.</p> <p><b>Data Gaps:</b> There are significant data gaps, particularly for the focal student population, making it difficult to assess their specific needs.</p> <p><b>Writing Proficiency:</b> Students need more support in writing, particularly in using evidence and the TIDE framework.</p> <p><b>Portfolio Timeline:</b> The timeline for portfolio implementation has been adjusted, with a focus on starting with seniors.</p>

What might be some root causes to help you understand those student data?

**Academic Challenges:**  
Students may face academic challenges that impact graduation rates, A-G completion, and CTE completion.

**Lack of Targeted Support:**  
Insufficient targeted support for students struggling academically, particularly in writing.

**Inconsistent Program Implementation:**  
Fluctuations in data suggest inconsistencies in program implementation and support systems.

**Data Tracking and Analysis:**  
Inadequate data tracking and analysis systems, especially for focal student populations, hinder effective intervention and support.

**Teacher Collaboration and Training:**  
Inconsistent teacher collaboration and insufficient training on effective instructional strategies, particularly in writing.

**Shifting Priorities:**  
Shifting priorities, such as the focus on "brag sheets," may have impacted progress in other areas.

Pathway Strategic Goals			
<b>Pathway Quality Strategic 3 Year Goal</b>		<b>Check in on 3-Year Goals</b> <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?	
By 2026, 100% of SUDA students will be able to write clear arguments and support it with evidence, using in text citations and proper APA format.		Extent on track: Progress is still lagging. The goal remains not fully on track. Supported: There is awareness of the need for improved writing skills, and some progress has been made in CTE and English classes. Hindered: Lack of focused team-wide instructional work during pathway meetings on using evidence in writing. The TIDE framework is not consistently being used.	
By 2026 SUDA will deepen industry and community partnerships on and off campus to create more aligned work-based learning opportunities, specifically urban planning and design related internships and apprenticeships so that all students have true access to pathways to that career path.		Extent on track: The pathway is on track and making significant strides. Supported: Strong collaboration between the pathway coach, WBL liaison, and transition specialist. Successful senior project collaboration with four community partners. Activation of the Fab Lab and engagement of Advisory Board partners in CastleWorks programming. Hindered: No major hindrances are apparent.	
By 2026 all students in the Sustainable Urban Design Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone.		Extent on track: The pathway is on track, with adjustments to the timeline. Supported: The CTE teacher is successfully implementing portfolios, aligning with the C3 team's Transition Action Plan. Demonstrates strong collaborative effort. Hindered: Shift in focus to "brag sheets" and senior portfolios	
Pathway Strategic Actions Reflection			
<b>2024-2025 Strategic Actions</b>		<b>Reflection on 2024-2025 Strategic Actions</b> <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?	
<b>24-25 Strategic Actions for Goal #1</b>	<i>Teachers will adopt the TIDE writing scaffold horizontally across the pathway (same)</i> Students will write using evidence in each class, and structure paragraphs in a similar fashion (same)	Are you on track? Likely not, unless there is a very large push in the next few months. Reason: The same actions were set for the previous year and were not met. There needs to be a very strong implementation plan to make sure that this happens. Pathway meetings have not focused on instruction.	
<b>24-25 Strategic Actions for Goal #2</b>	Pathway coach, Work-based learning Liaison, Transition Specialist, and Capstone teacher will work together to seek out and cultivate new community and industry partnerships (revised)	Are you on track? Yes, based on prior years progress. What has been done: Continued partnership building and expansion of WBL opportunities. Including the successful senior project, and Fab lab activation.	
	Build SUDA aligned programming into the CastleWorks (on-campus WBL) afterschool programming (same) Strategically engage advisory board and core partners to reach out to new and potential partners (same)	Are you on track? Yes. What has been done: Continued implementation of aligned programs.	
<b>24-25 Strategic Actions for Goal #3</b>	Begin portfolios in in junior year, CTE and English class (revised)	Are you on track? Yes.	
	Pathway team, capstone teacher, C3 team will develop requirements and expectations for Transition Action Plan (revised)	What has been done: Plans are in place to begin portfolios with juniors. The CTE teacher is successfully implementing portfolios.	
Pathway Strategic Actions 2025-2026			
<b>2025-2026 Strategic Actions</b> <i>Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?</i>			
<b>Goal #1:</b> By 2026	By 2026, 100% of SUDA students will be able to write clear arguments and support it with evidence, using in text citations and proper APA format.	<b>New or Revised Strategic Actions for Goal #1</b>	Dedicated PD and Pathway Meetings: Schedule regular pathway meetings focused specifically on instructional strategies for using evidence in writing, with a focus on the TIDE scaffold.
			Instructional Coaching: Implement peer coaching or bring in a writing consultant to provide targeted support to teachers on the TIDE framework.
			Cross-Curricular Alignment: Develop specific examples of how the TIDE framework can be applied in each SUDA course and share those examples with all teachers.
			Student Writing Samples: Collect and analyze student writing samples across the pathway to identify areas of strength and weakness, and use those samples to drive pathway meeting discussions
			Create Pathway Writing Champions: Designate teachers to be writing champions, that can help to lead pathway meetings about writing, and help to implement the TIDE framework.
<b>Goal #2:</b> By 2026	By 2026 SUDA will deepen industry and community partnerships on and off campus to create more aligned work-based learning opportunities, specifically urban planning and design related internships and apprenticeships so that all students have true access to pathways to that career path.	<b>New or Revised Strategic Actions for Goal #2</b>	Formalize Partnership Agreements: Develop formal partnership agreements with key industry partners to ensure long-term collaboration and sustainability.
			Expand Senior Project Model: Explore opportunities to expand the collaborative senior project model to other grade levels or projects.
			Showcase Fab Lab Projects: Organize public events or presentations to showcase student projects created in the Fab Lab, highlighting the impact of industry partnerships.

			<p>Create a Partner Feedback Loop: Create a way for community partners to give feedback to the SUDA pathway, about how the pathway can improve.</p> <p>Track Partner Engagement: Create a system to track partner engagement, and student outcomes based on partner engagement.</p>
<p><b>Goal #3:</b> By 2026</p>	<p>By 2026 all students in the Sustainable Urban Design Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone.</p>	<p><b>New or Revised Strategic Actions for Goal #3</b></p>	<p>Portfolio Training Workshops: Conduct portfolio training workshops for students and teachers, providing clear guidelines and examples.</p> <p>Integrate Portfolio Reviews: Schedule regular portfolio review sessions with teachers, industry partners, and college representatives to provide feedback and guidance.</p> <p>Develop Portfolio Reflection Prompts: Create reflection prompts to help students articulate their learning and growth through their portfolio entries.</p> <p>Showcase Senior Portfolios: Host a senior portfolio showcase event to celebrate student achievements and demonstrate the value of the transition action plan.</p> <p>Create a Digital Portfolio Repository: Create a digital repository of student portfolios, that can be used to showcase the SUDA pathway to prospective students, and community partners.</p>

**Pathway Budget Expenditures**  
*Effective July 1, 2025 - June 30, 2026*

**2025-2026 Pathway Budget**

<p><b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><b>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</b></p>								COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p><b>Fully Approved</b></p> <p>(Fully approved means your justification is complete; therefore, a Measure H Justification Form is <b>not</b> required. However you still need to submit any other OUSD form that is required for approval)</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>	<p><b>Conditionally Approved</b></p> <p>(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval)</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>
<p><b>Clerical Salaries: to hire a Care Manager at .2 FTE for SUDA Pathway:</b></p> <p>Funding will be used for Care (Case) Managers to provide tier 2 and 3 support for SUDA pathway students who need wrap-around support (possibly before and after COST, SST, and SART referrals). These are students identified as chronically absent, and students identified as needing additional support. Staff will conduct in-depth community work to connect with families of these students and provide support to family based on the need to support the student in getting back on-track to graduate. Providing additional funds for intensive student supports through additional counseling and care/case-management services will increase student engagement by facilitating more one-on-one contact and support for our most at risk students so that they can be better equipped and supported. Personalized support and keeping students engaged in school aligns with pathway development. Approximately 20-50 students should be served across the school.</p> <p><b>PCN 8787 - Nadia Hassan</b> (Salary and benefits included)</p>	\$29,651.15	2405	Clerical Salaries	Case Manager	.20 FTE	SUDA	Approved								

<p><b>CERTIFICATED TEACHER SALARY: CTE Teacher, at 1.0 FTE for Urban Design and Urban Ecology classes 11th and 12th grade.</b> The teacher will provide instruction in CTE Courses Urban Ecology and the 12th Grade Urban Design Capstone course, which provide pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the engineering industry.</p> <p><b>PCN 10795- Lillian Jacobson</b> (Salary and benefits included)</p>	\$124,453.96	1105	Teacher Salaries	CTE Teacher	1.0 FTE	SUDA	Approved
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**2026-2027: YEAR FOUR**

**Pathway Strategic Goals**

By 2027, 100% of SUDA students will be able to write clear arguments and support it with evidence, using in text citations and proper APA format.

By 2027, SUDA will deepen industry and community partnerships on and off campus to create more aligned work-based learning opportunities, specifically urban planning and design related internships and apprenticeships so that all students have true access to pathways to that career path.

By 2027, all students in the Sustainable Urban Design Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone.

**Budget Expenditures**  
*Effective July 1, 2026 - June 30, 2027*

**2026-27 Pathway Budget**

<p><b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</p> <p>What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>We encourage you to refer to this list of <a href="#">Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p style="text-align: center;"><b>Approval</b> Fully approved means your justification is complete; therefore, a Measure H Justification Form is <b>not</b> required. Conditionally approved means that a Measure H Justification Form is required.</p> <p style="text-align: center;"><i>(protected cells below are to be completed by MN/H staff only)</i></p>
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<p><b>Clerical Salaries:</b>                  Hire a Care Manager at .20 FTE for the SUDA Pathway.  <b>DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways):</b>                  Funding will be used to hire a Case Manager to provide tier 2 and 3 support for SUDA pathway students who need wrap-around support (possibly before and after COST, SST, and SART referrals). These are students identified as chronically absent and students identified as needing additional support.                  Staff will conduct in-depth community work to connect with these students' families and provide support as needed to help the students get back on track to graduate.                  Providing additional funds for intensive student supports, including counseling and care/case-management services, will increase student engagement by facilitating more one-on-one contact and support for our most at-risk students, equipping them better, and keeping students engaged in school align with pathway development.                  The Case Manager provides direct social-emotional support to students in the SUDA pathway. Supports include conflict mediation, violence prevention, attendance and tardy intervention, behavior progress monitoring, parent conferencing, alternatives to suspension, and positive behavior intervention.  <b>ANTICIPATED OUTCOMES:</b>                  Increase classroom participation                  Increase periodic and daily attendance                  Decrease in suspensions                  Increase in GPA for focal caseload students  <b>FOCAL STUDENT POPULATION:</b>                  All SUDA students in 10th and 11th grade                  Approximately 20-50 students should be served across the school.  <b>PCN 8787 - Nadia Hassan</b>                  (Salary and benefits included)</p>	<p>\$30,081.40</p>	<p>2405 - Clerical Salaries</p>	<p>Clerical Salaries</p>	<p>Case Manager 20</p>	<p>.20 FTE</p>	<p>SUDA</p>	<p>Approved</p>
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301 Castlemont High School 2023-2026 Measure N/H Education Improvement Plan

2025-2026 MEASURE H STRATEGIC CARRYOVER PLAN			
For Fiscal Year: July 1, 2026 - June 30, 2027			
Name of School Site	Castlemont High School	Site #	301
Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i>	\$104,742.88	In the box below, please indicate why you decided to allocate Strategic Carryover:	
Total Budgeted Amount	\$104,742.88	We have allocated funds to cover partial FTE of Culinary teacher that supports both (SUDA and CHEA) pathways. Funds will also be allocated to cover transportation costs that support pathway projects (CTE, integrated, and community partners) and pathway-aligned college visits.	
Remaining Amount to Budget	\$0.00		

<b>NOTE:</b>	Measure H funds are to be expended during the fiscal year for which the Measure H Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.
<b>Directions:</b>	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure H Education Improvement Plan (EIP) to support students and pathway development.  **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O, and Budget Modification Development document linked below.

BUDGET JUSTIFICATION							
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .							
What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Approval
We encourage you to refer to this list of <a href="#">Object Codes</a> if you have questions about which object codes to use. Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.							Fully approved means your justification is complete; therefore, a Measure H Justification Form is <b>not</b> required. Conditionally approved means that a Measure H Justification Form is required.
**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.							(protected cells below are to be completed by MN/H staff only)
<b>Teacher Salaries:</b> Hire a Teacher Structured English as the CTE Culinary Arts Teacher .40 FTE. <b>DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways):</b> The CTE Culinary Arts Teacher will teach Culinary I/II Classes to 10th through 12th-grade students in the approved CTE curriculum. The teacher will provide instruction in fundamental to advanced skills and knowledge in Culinary and Hospitality topics. These classes provide pathway students with the required skills aligned with industry and content standards in the culinary and hospitality industries. Additional duties include developing and providing students with access to relevant work-based learning experiences, incorporating project-based learning into the curriculum, and guiding students in exploring careers in the culinary and hospitality industries. Support extended opportunities for students in after school program <b>ANTICIPATED OUTCOMES:</b> Students learn basic and advanced culinary skills, including health and hygiene, tool use, presentation, and business components Students participate in CTE experiences, field trips, and programs to support interest in careers in the culinary arts <b>FOCAL STUDENT POPULATION:</b> Students with an interest in culinary arts <b>PCN 4320 - Ester L. Dixon</b> (Salary and benefits included)	\$65,097.83	1105 - Teacher Salaries	Teacher Salaries	CTE Teacher	.40 FTE	Whole School	Approved
<b>Professional Contracted Bus Services:</b> Charter Bus Rentals for the College and Career exploration field trips for the SUDA and CHEA pathway experiences in and around the Bay Area to support college visits, project-based learning, and set up internship and job opportunities for pathway students during the 2026-2027 school year. <b>Budget Calculation:</b> Total bus rentals cannot exceed the approved amount of \$33,645.05.	\$39,645.05	5826 - Professional Contracted Bus Service	Professional Contracted Bus Service			Whole School	Conditionally Approved

# Castlemont Community Health Equity Academy (CHEA) Program of Study

**Industry Sector:** Public and Community Health

**Industry Partners:** Health and Human Resource and Education Center (HHREC), ROOTS Community Clinic, Frontline

Catalyst, Dream Youth Clinic, West Oakland Environmental Indicators Project (WOEIP), Children’s Health Hospital, Sequoia Foundation, We Lead Ours, Berkeley Medical Reserve Corps

<p><b>Pathway Vision</b></p> <p><a href="#">CHEA Outcomes</a></p>	<p>Mission: The Castlemont Health Equity Academy (CHEA) activates students as agents of change by 1) developing their knowledge of self, including strengths, interests, and leadership, 2) deepening their understanding of the connections between population patterns of health/disease and social systems/institutions, and 3) supporting opportunities to practice skills and apply knowledge through work-based learning and action research.</p>				
<p><b>Meeting Time:</b> [Insert Meeting Time]</p>	<p><b>9th Grade Program (Individual, Self)</b></p>	<p><b>10th Grade Program (School)</b></p>	<p><b>11th Grade Program (Community)</b></p>	<p><b>12th Grade Program (Specialize)</b></p>	<p><b>Graduate Pathway Outcomes</b></p>
<p><b>Academic Core</b></p> <p>(Cohort Integrity for these courses: <i>English, Science, Social Studies, CTE</i>)</p>	<p>English 9 Ethnic Studies Biology Build PE Art</p> <p>(More presentations in all classes, research, and assessment)</p>	<p>English 10 <b>Human Anatomy and Physiology</b> World History Spanish PE Elective</p> <p>(More presentations in all classes, research, and assessment)</p>	<p>English 11 Chemistry US History Spanish <b>Public Health Solutions</b> Elective Elective</p> <p>(More presentations in all classes, research, and assessment)</p>	<p>English 12 GovEcon Graduate Writing Seminar + <b>Public Advocacy Senior Capstone</b></p> <p>Options: Dual or Concurrent Enrollment, Electives, Credit Recovery, Community Engagement Program.</p> <p>(More presentations in all classes, research, and assessment)</p>	<p><a href="#">CHEA Outcomes</a></p> <p><b>Certifications:</b></p> <ul style="list-style-type: none"> <li>• Stop The Bleed</li> <li>• First Aid</li> <li>• CPR</li> <li>• Community Health Worker (TBD)</li> <li>• Food Serve Safe</li> </ul>
<p><b>Mathematics Sequence</b></p>	<p>Algebra</p>	<p>Geometry</p>	<p>Algebra 2</p>	<p>Options: - Stats Dual Enrollment (Math 10)</p>	
<p><b>Science Sequence</b></p>	<p>Biology - Sex Ed with Internal (with Anatomy, Physiology, &amp; Hygiene) - ACES + Toxic Stress</p>	<p>Human Anatomy and Physiology</p>	<p>Chemistry</p>		

# Castlemont Community Health Equity Academy (CHEA) Program of Study



**Industry Sector:** Public and Community Health

**Industry Partners:** Health and Human Resource and Education Center (HHREC), ROOTS Community Clinic, Frontline

Catalyst, Dream Youth Clinic, West Oakland Environmental Indicators Project (WOEIP), Children’s Health Hospital, Sequoia Foundation, We Lead Ours, Berkeley Medical Reserve Corps

<p><b>Technical Core/Theme</b> (CTE Sequence)</p>	<p>BUILD</p>	<p>CHEA: Human Anatomy and Physiology</p> <p>Intro to Business</p>	<p><b>Public Health Solutions - R3040 G Elective</b></p> <ul style="list-style-type: none"> <li>● Exploring the impacts of the social determinants of health</li> <li>● Needs Assessment</li> <li>● Understanding the theory and frameworks</li> <li>● How am “I” impacted?</li> <li>● S.E.M. (interpersonal, intra personal)</li> <li>● Exploring Early Childhood Education (ECE)</li> <li>● Exploring Adverse Childhood Experiences (ACEs)</li> <li>● Epi-Investigation (Disease States)</li> <li>● First Aid</li> <li>● STB</li> </ul>	<p><b>Senior Seminar</b></p> <ul style="list-style-type: none"> <li>● CHEA seniors are encouraged to address topics aligned with the pathway</li> </ul> <p><b>Pathway Capstone</b></p> <p><b>Public Health Advocacy - R3042 B</b></p> <ul style="list-style-type: none"> <li>● Intersections of the social determinants of health</li> <li>● Social Behavioral Model</li> <li>● S.E.M. (Organization, Community, Policy)</li> <li>● Using the research to take action</li> <li>● Exploring Adverse Childhood Experiences (ACEs) + Toxic Stress</li> <li>● CPR</li> <li>● CBPR</li> <li>● Youth Mental Health First Aid</li> </ul> <p>Topics/Skills/Specialties</p> <ul style="list-style-type: none"> <li>● CERT Training (After School)</li> <li>● EMS/EMT</li> <li>● Pharm. Tech</li> <li>● Radiology Tech</li> <li>● Phlebotomy</li> <li>● Psychology/Mental Health</li> <li>● Medical Assistants</li> </ul>	
<p><b>Integrated Projects</b></p>	<p>In development</p>	<p>In development</p> <p>Communicable Disease Integrated Project: (Science-based integrated project around Human Anatomy and Physiology class.)</p>	<p>Community Health Activism Day:</p> <ul style="list-style-type: none"> <li>- Community Health/Needs Issue</li> </ul> <p>Community Health Fair - Issue/Cause Website, Brochure, and Tabling</p>	<p>Senior Capstone:</p> <ul style="list-style-type: none"> <li>- Youth Participatory Action Research framework</li> <li>- Logic Model</li> <li>- Artifacts based on Public Health Solutions course</li> </ul>	

# Castlemont Community Health Equity Academy (CHEA) Program of Study



**Industry Sector:** Public and Community Health

**Industry Partners:** Health and Human Resource and Education Center (HHREC), ROOTS Community Clinic, Frontline

Catalyst, Dream Youth Clinic, West Oakland Environmental Indicators Project (WOEIP), Children’s Health Hospital, Sequoia Foundation, We Lead Ours, Berkeley Medical Reserve Corps

<b>Other Courses/ Electives</b>		Options: Dual or Concurrent Enrollment, Electives, Credit Recovery,	Options: Dual or Concurrent Enrollment, Electives, Credit Recovery, Community Engagement Program	Options: Dual or Concurrent Enrollment, Electives, Credit Recovery, Community Engagement Program	
<b>Other</b>		CHEA Wellness Days - All students participate in Wellness Activities meant to support with coping with stress and overall wellness		CHEA Wellness Days - Eligible CHEA Seniors participate or lead activities	
<b>Work Based Learning</b> <a href="#">[WBL Continuum]</a>  FT to companies career fairs volunteering	Guest Speakers Internships - (on-campus/ CastleWorks) Resume/Brag Sheet - (BUILD) Panel Info Interview Day (during Industry Visit)	Guest Speakers Networking Internships - on-campus/ CastleWorks) Resume - (Intro to Business) Panel Mock Interviews - (Intro to Business)	Networking Guest speakers internships - ACE Apprenticeships Revise Resume Mock Interview Day Design Day	Networking Internships Apprenticeships Revised Resume Interviews Adulting 101 Cover Letters Transition Planning	
<b>Dual Enrollment</b>	Intro to Field of Education (EDUC 1)	Intro to Field of Education (EDUC 1)  Child Growth and Development (CHDEV 51)	Intro to Field of Education (EDUC 1)  Child Growth and Development (CHDEV 51)  Adolescent Psychology (PSYCH 7B)	Intro to Field of Education (EDUC 1)  Child Growth and Development (CHDEV 51)  Adolescent Psychology (PSYCH 7B)	
<b>Student Leadership</b>		<b><u>CHEA Day of Service - CHEA</u></b> <i>Students volunteer in community</i>  Youth Wellness Advisory Board (YWAB)  Leadership Course (Elective)	<b><u>CHEA Day of Service - CHEA</u></b> <i>Students volunteer in community</i>  Youth Wellness Advisory Board (YWAB)  Leadership Course (Elective)	Youth Wellness Advisory Board (YWAB)  Leadership Course (Elective)	

# Castlemont Community Health Equity Academy (CHEA) Program of Study



**Industry Sector:** Public and Community Health

**Industry Partners:** Health and Human Resource and Education Center (HHREC), ROOTS Community Clinic, Frontline

*Catalyst, Dream Youth Clinic, West Oakland Environmental Indicators Project (WOEIP), Children's Health Hospital, Sequoia Foundation, We Lead Ours, Berkeley Medical Reserve Corps*

<b>Summer Bridge</b>	Rising 9th Summer Program	Summer School Credit Recovery, ECCCO, CastleWorks, Summer Internships	Summer School Credit Recovery, ECCCO, CastleWorks, Summer Internships	Summer School Credit Recovery, ECCCO, CastleWorks, Summer Internships	
<b>Experiences &amp; Trips</b>	Outdoors (Camping, Skiing, Hiking)	CHEA Pathway Orientation CHO Health Clinic Central Kitchen Outdoors (Camping, Skiing, Hiking)	Highland Hospital CHO Health Clinic Central Kitchen Outdoors (Camping, Skiing, Hiking)		
<b>College Exposure</b>	Pathway Field Trips, Future Center Intro A-G Basics Coordinated Trips (Sac State)	Pathway Field Trips, Future Center Coordinated Trips & A-G Basics UC Berkeley Stanford San Jose State (Tech Interactive) Samuel Merritt University SF State	Pathway Field Trips, Future Center Coordinated Trips & Future Center Advisor Merritt College Sac State UC Berkeley Stanford HBCU Tour (Special Populations)	Pathway Field Trips, Future Center Coordinated Trips & Future Center Advisor CSUEB/Chabot CC Berkeley City College HBCU Tour (Special Populations)	
<b>Advisory Structure</b>	Once per week, 50 minutes. Grade level/pathway. Common practices/activities across the grade level	Once per week, 50 minutes. Grade level/pathway. Common practices/activities across the pathway	Once per week, 50 minutes. Grade level/pathway. Common practices/activities across the pathway	Once per week, 50 minutes. Grade level/pathway. Common practices/activities across the grade level	
<b>Personalized Supports</b>	CRT Instructional Focus Care Team Member at each grade level Culture Team Restorative Justice Systems Mental Health Therapists and Care management	CRT Instructional Focus Care Team Member at each grade level Culture Team Restorative Justice Systems Mental Health Therapists and Care management SSTs CHEA Way support circles	CRT Instructional Focus Care Team Member at each grade level Culture Team Restorative Justice Systems Mental Health Therapists and Care management SSTs CHEA Way support circles	CRT Instructional Focus Care Team Member at each grade level Culture Team Restorative Justice Systems Mental Health Therapists and Care management SSTs CHEA Way support circles	

# Castlemont Sustainable Urban Design Academy (SUDA) Program of Study



**Industry Sector:** Architecture and Engineering

**Industry Partners:** East Oakland Black Cultural Zone, Civic Design Studio, African American Sports and Entertainment Group (AASEG), EBAYS, StopWaste, Roots Soccer Club, Ninth Root, Hood Planning Group, UC Berkeley Civil and Environmental Engineering, San Francisco Estuary Institute, Environmental Sciences Associates, East Oakland Neighborhood Initiative

<p><b>Pathway Vision</b></p>	<p>VISION: It is a fundamental belief that the planet is in dire need of sustainable environmental action and that justice is equity for all communities. The “Green Economy” is one that works towards both of these goals where students build skills as leaders in and for their own communities for a just and sustainable future.</p> <p>MISSION: Empower students through a highly rigorous, engaging and supportive learning environment to graduate prepared for college, career and life as designers and leaders of movements towards a sustainable and just world.</p>				
<p><b>Meeting Time:</b> One Common Prep for all 10th/11th grade pathway teachers</p>	<p><b>9th Grade Program</b></p>	<p><b>10th Grade Program</b></p>	<p><b>11th Grade Program</b></p>	<p><b>12th Grade Program</b></p>	<p><b>Graduate Pathway Outcomes</b></p>
<p><b>Academic Core</b>  (Cohort Integrity for these courses: <i>English, Science, Social Studies, and CTE</i>)</p>	<p>English 9 Ethnic Studies Biology Computer Science PE Art</p>	<p>English 10 Sustainable Urban Energy (Science) World History Spanish PE Elective</p>	<p>English 11 Chemistry US History Spanish Elective Elective</p>	<p>English 12 GovEcon Graduate Writing Seminar + Senior Capstone Options: Dual or Concurrent Enrollment, Electives, Credit Recovery, Community Engagement Program.</p>	<p><a href="#">SUDA Outcomes</a></p> <p>Certifications: <a href="#">Urban Agroecology Certificate of Achievement (Merritt)</a></p> <p>Multi-Craft Core Curriculum (MC3):</p> <ul style="list-style-type: none"> <li>- <a href="#">MC3 Credential</a></li> <li>- <a href="#">OSHA 10 Cert</a></li> <li>- <a href="#">CPR/First Aid Cert</a></li> </ul>
<p><b>Math</b></p>	<p>Algebra 1</p>	<p>Geometry</p>	<p>Algebra 2</p>	<p>Optional: - Stats (special DE)</p>	
<p><b>Technical Core/Theme</b> (CTE Sequence)</p>	<p>BUILD</p>	<p>Intro to Business</p>	<p>SUDA: Urban Ecology - <a href="#">Class Website (Syllabus)</a></p>	<p>SUDA Senior Capstone - <a href="#">Class Website (Syllabus)</a></p>	
<p><b>Dual Enrollment</b></p>	<p>Wood Tech 10 (Laney)  Wood Tech 20 (Laney)</p>	<p>Wood Tech 10 (Laney)  Wood Tech 20 (Laney)</p>	<p>Wood Tech 10 (Laney)  Wood Tech 20 (Laney)</p>	<p>Wood Tech 10 (Laney) Wood Tech 20 (Laney) MC3 (Senior Only) Statistics (Math 10)</p>	

# Castlemont Sustainable Urban Design Academy (SUDA) Program of Study



**Industry Sector:** Architecture and Engineering

**Industry Partners:** East Oakland Black Cultural Zone, Civic Design Studio, African American Sports and Entertainment Group (AASEG), EBAYS, StopWaste, Roots Soccer Club, Ninth Root, Hood Planning Group, UC Berkeley Civil and Environmental Engineering, San Francisco Estuary Institute, Environmental Sciences Associates, East Oakland Neighborhood Initiative

<b>Integrated Projects</b>	In development	In development:  Sustainable Energy Integrated Project: (Science-based integrated project around sustainable energy in urban environments.)	<a href="#">Development without Displacement Project:</a> Oakland Coliseum + Arroyo Viejo Creek Design	<a href="#">Senior Capstone:</a> 4 Different community design projects in East Oakland. Students work with community partners as clients to create 2D site plan, 3D digital model, and physical prototype.
<b>Other Electives</b>	BUILD	Intro to Business  3D Art Design (The Crucible)	3D Art Design (The Crucible)	3D Art Design (The Crucible)
<b>Other</b>				
<b>Work Based Learning</b> <a href="#">[WBL Continuum]</a>  FT to companies career fairs volunteering	Guest Speakers Internships - (on-campus/ CastleWorks) Resume/Brag Sheet - (BUILD) Panel Info Interview Day (during Industry Visit)	Guest Speakers Networking Internships - on-campus/ CastleWorks) Resume - (Intro to Business) Panel Mock Interviews - (Intro to Business)	Networking Guest speakers internships - ACE Apprenticeships Revise Resume Mock Interview Day Design Day	Networking Internships Apprenticeships Revised Resume Interviews Adulting 101 Cover Letters Transition Planning
<b>Student Leadership</b>			Leadership Course (Elective)	Leadership Course (Elective)  SUDA Senior Leadership Team
<b>Summer Bridge</b>	Rising 9th Summer Program	Summer School Credit Recovery, Summer Internships	Summer School Credit Recovery, Summer Internships	Summer School Credit Recovery, Summer Internships

# Castlemont Sustainable Urban Design Academy (SUDA) Program of Study



**Industry Sector:** Architecture and Engineering

**Industry Partners:** East Oakland Black Cultural Zone, Civic Design Studio, African American Sports and Entertainment Group (AASEG), EBAYS, StopWaste, Roots Soccer Club, Ninth Root, Hood Planning Group, UC Berkeley Civil and Environmental Engineering, San Francisco Estuary Institute, Environmental Sciences Associates, East Oakland Neighborhood Initiative

<p><b>College Exposure</b> <a href="#">Castlemont C3 Alignment</a> (In progress)</p>	<p>Pathway Field Trips, Future Center Coordinated Trips</p>	<p>Pathway Field Trips, - Farm to Table: Sustainable Urban Gardening (Mills at Northwestern)  Future Center Coordinated Trips</p>	<p>Pathway Field Trips: - Engineering Day at UC Berkeley (Field Trip) - Architecture Exposure Field Trip (Academy of Art University and DBA Architecture Firm)  Future Center Coordinated Trips</p>	<p>Pathway Field Trips, Future Center Coordinated Trips</p>	
<p><b>Advisory Structure</b></p>	<p>Once per week, 50 minutes. Grade level/pathway. Common practices/activities across the grade level</p>	<p>Once per week, 50 minutes. Grade level/pathway. Common practices/activities across the pathway</p>	<p>Once per week, 50 minutes. Grade level/pathway. Common practices/activities across the pathway</p>	<p>Once per week, 50 minutes. Grade level/pathway. Common practices/activities across the grade level</p>	
<p><b>Personalized Supports</b></p>	<p>CRT Instructional Focus Care Team Member at each grade level Culture Team Restorative Justice Systems Mental Health Therapists and Case management</p>	<p>CRT Instructional Focus Care Team Member at each grade level Culture Team Restorative Justice Systems Mental Health Therapists and Case management</p>	<p>CRT Instructional Focus Care Team Member at each grade level Culture Team Restorative Justice Systems Mental Health Therapists and Case management</p>	<p>CRT Instructional Focus Care Team Member at each grade level Culture Team Restorative Justice Systems Mental Health Therapists and Case management</p>	

**Work-Based Learning Lead:** Sheree West

**Pathway Name:** Sustainable Urban Design Academy, Community Health Equity Academy

**Collaborators:** Devynn Taylor, Lily Jacobson, Robert Lee, Joseph Blasher, Phylisha Nelson, Joel Villalobos, Adedayo Adebisi, George Arterberry

**Central Resources**

- [WBL Continuum](#)
- [WBL Benchmarks](#)
- [Non-OUSD Sample WBL Plans](#)
- [OUSD WBL Plans](#)
- [Sample Goals](#)
- [Linked Learning Alliance Work Based Learning Silver and Gold Certification](#)
- [Measure N/H EIPs](#)

**WBL Plan Template Options:**

- [Calendar Template](#)
- [WBL Continuum Template](#)

**Goals: Key data points we are trying to sustain or move in this pathway** (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

1. **Focus:** African American Male. Increase:
  - a. Graduation rate to 80%
  - b. AA male students enrolling in 2-year colleges within one year of graduation from 31.6% to 50%
  - c. AA male A-G Completion from 40% to 50%
2. Increase Interactions with Industry Professionals and Career Exposure opportunities of all students per grade level (focal student group is automatically included) from 3x per year (average) to 4x per year.
3. Increase Career Skills training workshop opportunities (either core career competency or certifiably activity) of all students per grade level (focal student group is automatically included) from 1.5x per year (average) to 2x per year.
4. Develop and implement an Electronic Career Portfolio via website development for all grade levels (9 - 12) that will be developed by the student year after year through their designated CTE grade-level teacher. This move will prepare an entire echelon of students from those seeking work in high school to those seeking to attend 4-year colleges/universities post graduation.
5. Offer 2 exposure and interactions of industry professionals within Dual Enrollment courses

**Calendar** Benchmark Aligned WBL (in Program of Study):

For All-Student Experiences: note WBL experience, teacher, class, and industry partner for each item

For Targeted Student Experiences: note subgroup, WBL experience, and staff lead

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
9	All-Students	Intro to High School Presentation (9th)  Fall Opportunities and Job Fair  Classroom Industry Guest Speakers  Castleworks Internships	Intro College Systems + Financial Aid Overview  Brag Sheet (BUILD)  CastleWorks	STEM Trips with Industry  CastleWorks  Classroom Industry Guest Speakers	Summer Opportunities Fair  Brag Sheet (BUILD)  CastleWorks  ECCCO Presentation	CTE Pathway Exposure Experiences (HumanMade and MIMS)  Career Fair and Informational Interview  Classroom Industry Guest Speakers	CastleWorks Internships  Built a resume and brag sheet  1+ Internship On-campus Opportunity  1+ Off-campus Internship Opportunity  Conducted 2+ Informational Interviews
	Focal students	Focal group is targeted for All-Student activities	OK Program  My Other Brother	OK Program  My Other Brother	OK Program  My Other Brother  College Trips  Black Men in White Coats	OK Program  My Other Brother  College Trips	Participated in 1+ Mock Interviews  Attended 2+ Industry Visits  Attended 3+ Career/Job Fairs
10	All-Students	Brag Sheet/Resumes (Intro to Business)  Fall Opportunities and Job Fair  CastleWorks Internships  Guest Industry Speakers  COPED	CastleWorks  Guest Industry Speakers  Transcripts/Recovery Presentation  Highland Hospital Simulation/Workshops	Brag Sheet/Resumes (Intro to Business)  CastleWorks  Guest Industry Speakers  District Healthcare Conference  COPED	CastleWorks  ECCCO Presentations  Guest Industry Speakers  A-G Presentation  CHEA CTE Day + Samuel Merritt University (CHEA)	Brag Sheet/Resumes (Intro to Business)  Industry Visits & Informational interviews  CastleWorks  Guest Industry Speakers	Visited 8 College Trips (2 per year)  Attended 2+ College Fairs  Explored other postsecondary/vocational program options

	<b>Focal Students</b>	Focal group is targeted for All-Student activities	OK Program My Other Brother	OK Program My Other Brother	OK Program My Other Brother College Trips Black Men in White Coats	OK Program My Other Brother College Trips <b>Samuel Merritt University</b>
<b>11</b>	<b>All-Students</b>	Brag Sheet/Resumes Off campus internships Fall Opportunities and Job Fair CastleWorks Internships Guest Industry Speakers Career Aptitude Test COPED	Off campus internships First Responder Day Industry Partner Client Informational Interviews Merritt College + Highland Hospital	Brag Sheet/Resumes Off campus internships Mock Interviews City College and UCSF Dominican Univ Course Request Presentation Transcripts/Recovery Presentation District Healthcare Conference COPED	Off campus internships Integrated Internships San Jose State + Tech Museum Students Rising Above Scholarship Genesys Works presentations and application	Brag Sheet/Resumes Off campus internships Transcript Review Job Shadows
	<b>Focal students</b>	Focal group is targeted for All-Student activities OK Program My Other Brother	First Responder Day (OK Program) OK Program My Other Brother	OK Program My Other Brother	CHO Visit (OK Program) Black Men In White Coats	OK Program My Other Brother
<b>12</b>	<b>All Students</b>	Senior Timeline Presentation Future Center Staff Intros	Capstone Informational Interviews Client Site Visits	District Healthcare Conference COPED	Community college trips (Laney, COA, Merritt Chabot) BCC transition workshop #1 (Early	Financial Aid workshop ITIN/Taxes Workshop Adulting 101 and Ropes course

		SF State UC Merced or UC Santa Cruz UC Santa Cruz Fall Opportunities and Job Fair CastleWorks Internships Guest Industry Speakers COPED			April - Post spring break) Highway to Work	Zoom Express Enrollment for Peralta	
	<b>Focal students</b>	Focal group is targeted for All-Student activities	OK Program My Other Brother	OK Program My Other Brother	OK Program My Other Brother Black Men In White Coats	OK Program My Other Brother	
<b>Partner-Staff Engagements</b> Advisory board meetings, externships, etc.							

**General Roles/Responsibilities:**

Person or Position	Responsibilities
<b>Sheree West</b>	<b>WBL/ DE Coordinator</b>
<b>Robert Lee</b>	<b>Pathway Coach</b>
<b>Dr. Taylor</b>	<b>CHEA Lead, CTE Teacher</b>
<b>Lillian Jacobson</b>	<b>SUDA Lead, CTE Teacher</b>
<b>George Arterberry</b>	<b>BUILD Facilitator, CTE Teacher</b>

<b>Adedayo Adebisi</b>	<b>Intro to Business, CTE Teacher</b>
<b>Phylisha Nelson</b>	<b>Academic Counselor</b>
<b>Joel Villalobos</b>	<b>Academic Counselor</b>

**Next Steps in Plan Development / Implementation:**

- Meet with Pathway teams and Partners, solidify dates and funding

The plan template below is for reference as leads build out plans above OR to use in lieu of the template above. The template below mirrors the [Work-Based Learning Continuum](#).

Grade	Career Awareness: Learning ABOUT work	Career Exploration: Learning ABOUT work	Career Preparation: Learning THROUGH work	Career Training: Learning FOR work
	Groups of students	Small group or individual	Individual or small group (projects only)	Individual, over time
	<ul style="list-style-type: none"> <li>● Workplace tour</li> <li>● Guest speaker / teacher</li> <li>● Career fair</li> <li>● Visit a workplace</li> </ul>	<ul style="list-style-type: none"> <li>● Informational interview</li> <li>● Job shadow</li> <li>● Virtual exchange with a partner</li> </ul>	<ul style="list-style-type: none"> <li>● Student-run enterprise with partner involvement</li> <li>● Virtual enterprise</li> <li>● Integrated projects with partners</li> <li>● Service projects</li> <li>● Internships</li> </ul>	<ul style="list-style-type: none"> <li>● Internship required for a credential or entry to occupation</li> <li>● Apprenticeship</li> <li>● Clinical experience</li> <li>● On-the-job training</li> <li>● Work experience</li> </ul>
9th	College, Career, Community Advisory	Career Fair	Castleworks Internships (Afterschool & During Summer)	
10th	College, Career, Community Advisory Pathway Specific Career Exploration Visits Pathway Themed College Visit	Career Fair Informational Interviews	Castleworks Pathway Interdisciplinary Projects Summer ECCCO Internship Programs	COPED College Courses
11th	College, Career, Community Advisory Manufacturing Day + Peralta CTE tour Pathway Specific Career Exploration Visits Pathway Themed College Visits	Career Fair Informational Interviews Mock Interviews Job Shadow	Crucible Course Pathway Interdisciplinary Projects Community Internships Summer ECCCO Internship Program	Early Childhood Ed Apprenticeship Merritt Urban Agroecology CTE Course + Castlemont Farm & Garden Internship Construction, Trades, Workforce Initiative COPED College Courses
12th	College, Career, Community Advisory OUSD Skilled Trades Fair	Career Fair Informational Interviews	Senior Capstone Internships Senior Industry Partner Projects	Early Childhood Ed Apprenticeship Merritt Urban Agroecology CTE Course +

		Senior Seminar Topic Information Interview Workforce Development Panels College	Scholars in Service Summer ECCCO Internship Program	Castlemont Farm & Garden Internship Construction, Trades, Workforce Initiative COPED College Courses
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**General Roles/Responsibilities:**

Person or Position	Responsibilities
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**Next Steps in Plan Development / Implementation:**

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**Work-Based Learning Lead:** Sheree West

**Pathway Name:** Sustainable Urban Design Academy, Community Health Equity Academy

**Collaborators:** Devynn Taylor, Lily Jacobson, Robert Lee, Joseph Blasher, Phylisha Nelson, Joel Villalobos, Adedayo Adebisi, George Arterberry

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5. Offer 2 exposure and interactions of industry professionals within Dual Enrollment courses

**Calendaring Benchmark Aligned WBL (in Program of Study):**

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For Targeted Student Experiences: note subgroup, WBL experience, and staff lead

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
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	Focal Students	Focal group is targeted for All-Student activities	OK Program  My Other Brother	OK Program  My Other Brother	OK Program  My Other Brother  College Trips  Black Men in White Coats	OK Program  My Other Brother  College Trips	Participated in 1+ Mock Interviews  Attended 2+ Industry Visits  Attended 3+ Career/Job Fairs
10	All-Students	Brag Sheet/Resumes (Intro to Business)  Fall Opportunities and Job Fair  CastleWorks Internships  Guest Industry Speakers  COPED	CastleWorks  Guest Industry Speakers  Transcripts/Recovery Presentation  Manufacturing Day	Brag Sheet/Resumes (Intro to Business)  CastleWorks  Guest Industry Speakers  COPED	CastleWorks  ECCCO Presentations  Guest Industry Speakers  A-G Presentation  Cypress Mandela Skilled Trades Fair  Summer Opportunities Fair	Brag Sheet/Resumes (Intro to Business)  Industry Visits & Informational interviews  CastleWorks  Guest Industry Speakers	Visited 8 College Trips (2 per year)  Attended 2+ College Fairs  Explored other postsecondary/vocational program options
	Focal Students	Focal group is targeted for	OK Program	OK Program	OK Program	OK Program	

		All-Student activities	My Other Brother <b>AU first, National Organization of Minority Architects</b>	My Other Brother	My Other Brother College Trips Black Men in White Coats	My Other Brother College Trips <b>Samuel Merritt University</b>	
11	<b>All Students</b>	Brag Sheet/Resumes Off campus internships Fall Opportunities and Job Fair CastleWorks Internships Guest Industry Speakers Career Aptitude Test COPED	ACE Presentation, Applications and Placements  Cypress Mandela/Skilled Trades  Client Site Visits	Mock Interviews City College and UCSF  Dominican Univ  Course Request Presentation  Transcripts/Recovery Presentation  COPED	Mandela/Skilled Trades (SUDA)  CTE/Design Day  Integrated Internships  San Jose State + Tech Museum  Students Rising Above Scholarship  Genesys Works presentations and application  Summer Opportunities Fair	Brag Sheet/Resumes Off campus internships Transcript Review Job Shadows	
	<b>Focal Students</b>	Focal group is targeted for All-Student activities	ACE Presentation, Applications and Placements	OK Program My Other Brother	Cypress Mandela/Skilled Trades (SUDA)	OK Program My Other Brother	
12	<b>All Students</b>	SUDA - Senior Capstone  SUDA - UC Berkeley Civil Engineering  SF State  UC Merced or UC Santa Cruz  UC Santa Cruz	Cypress Mandela Skilled Trades Fair CTWI  ACE Presentation, Applications and Placements	Financial Aid Workshops  COPED	Highway to Work  Summer Opportunities Fair		

		COPED					
	<b>Focal students</b>		ACE Presentation, Applications and Placements				
<b>Partner-Staff Engagements</b> Advisory board meetings, externships, etc.							

**General Roles/Responsibilities:**

Person or Position	Responsibilities
<b>Sheree West</b>	<b>WBL/ DE Coordinator</b>
<b>Robert Lee</b>	<b>Pathway Coach</b>
<b>Dr. Taylor</b>	<b>CHEA Lead, CTE Teacher</b>
<b>Lillian Jacobson</b>	<b>SUDA Lead, CTE Teacher</b>
<b>George Arterberry</b>	<b>BUILD Facilitator, CTE Teacher</b>
<b>Adedayo Adebisi</b>	<b>Intro to Business, CTE Teacher</b>
<b>Phylisha Nelson</b>	<b>Academic Counselor</b>
<b>Joel Villalobos</b>	<b>Academic Counselor</b>

**Next Steps in Plan Development / Implementation:**

- Meet with Pathway teams and Partners, solidify dates and funding

The plan template below is for reference as leads build out plans above OR to use in lieu of the template above. The template below mirrors the [Work-Based Learning Continuum](#).

Grade	Career Awareness: Learning ABOUT work	Career Exploration: Learning ABOUT work	Career Preparation: Learning THROUGH work	Career Training: Learning FOR work
	Groups of students	Small group or individual	Individual or small group (projects only)	Individual, over time
	<ul style="list-style-type: none"> <li>● Workplace tour</li> <li>● Guest speaker / teacher</li> <li>● Career fair</li> <li>● Visit a workplace</li> </ul>	<ul style="list-style-type: none"> <li>● Informational interview</li> <li>● Job shadow</li> <li>● Virtual exchange with a partner</li> </ul>	<ul style="list-style-type: none"> <li>● Student-run enterprise with partner involvement</li> <li>● Virtual enterprise</li> <li>● Integrated projects with partners</li> <li>● Service projects</li> <li>● Internships</li> </ul>	<ul style="list-style-type: none"> <li>● Internship required for a credential or entry to occupation</li> <li>● Apprenticeship</li> <li>● Clinical experience</li> <li>● On-the-job training</li> <li>● Work experience</li> </ul>
9th	College, Career, Community Advisory	Career Fair	Castleworks Internships (Afterschool & During Summer)	
10th	College, Career, Community Advisory Pathway Specific Career Exploration Visits Pathway Themed College Visit	Career Fair Informational Interviews	Castleworks Pathway Interdisciplinary Projects Summer ECCCO Internship Programs	COPED College Courses
11th	College, Career, Community Advisory Manufacturing Day + Peralta CTE tour Pathway Specific Career Exploration Visits Pathway Themed College Visits	Career Fair Informational Interviews Mock Interviews Job Shadow	Crucible Course Pathway Interdisciplinary Projects Community Internships Summer ECCCO Internship Program	Early Childhood Ed Apprenticeship Merritt Urban Agroecology CTE Course + Castlemont Farm & Garden Internship Construction, Trades, Workforce Initiative COPED College Courses
12th	College, Career, Community Advisory OUSD Skilled Trades Fair	Career Fair Informational Interviews	Senior Capstone Internships Senior Industry Partner Projects	Early Childhood Ed Apprenticeship Merritt Urban Agroecology CTE Course +

		Senior Seminar Topic Information Interview Workforce Development Panels College	Scholars in Service Summer ECCCO Internship Program	Castlemont Farm & Garden Internship Construction, Trades, Workforce Initiative COPED College Courses
--	--	---	--	--

**General Roles/Responsibilities:**

Person or Position	Responsibilities
Sheree West	WBL/ DE Coordinator
Robert Lee	Pathway Coach
Dr. Taylor	CHEA Lead, CTE Teacher
Lillian Jacobson	SUDA Lead, CTE Teacher
George Arterberry	BUILD Facilitator, CTE Teacher
Adedayo Adebisi	Intro to Business, CTE Teacher
Phylisha Nelson	Academic Counselor
Joel Villalobos	Academic Counselor

**Next Steps in Plan Development / Implementation:**

- Meet with Pathway teams and Partners, solidify dates and funding

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1 Blasher, J.	ADVISORY, Y								
4 Liebler, T	ADVISORY, Y	WORLD HIST P, Y	US HISTORY P, Y	WORLD HIST P, Y	US HISTORY P, Y	WORLD HIST P, Y			US HISTORY P, Y
7 Soto, T	ADVISORY, Y	PE, Y		PE, Y	PE, Y		PE, Y	PE, Y	HEALTH FITNESS, Y
7 Soto, T		PE 10, Y		PE 10, Y	PE 10, Y		PE 10, Y	PE 10, Y	PE, Y
7 Soto, T								PE FITNESS, Y	PE 10, Y
9 Dalke, L.	ADVISORY, Y	SPANISH 2 P, Y	SPANISH 1 P, Y	SPANISH 2 P, Y	SPANISH 1 P, Y			SPANISH 2 P, Y	SPANISH 1 P, Y
10 McCoy, E.	ADVISORY, Y	ENG 2 P, Y	ENG 3 P, Y		ENG 3 P, Y	ENG 2 P, Y	ENG 3 P, Y	ENG 2 P, Y	
11 Garcia, L.							ENGLISH ENRICH, Y		ENGLISH ENRICH, Y
13 Nelson, P.	ADVISORY, Y						MSTR AAF CUL ID, Y		MSTR AAF CUL ID, Y
17 Grewell, M.	ADVISORY, Y			ENG 4 P, Y	ENG 4 P, Y		ENG 4 P, Y	ENG 4 P, Y	ENG 4 P, Y
20 Baker, G.	ADVISORY, Y	US HISTORY P, Y	WORLD HIST P, Y	US HISTORY P, Y	WORLD HIST P, Y	US HISTORY P, Y	WORLD HIST P, Y		
22 Cho, M		GEOMETRY P, Y	GEOMETRY P, Y		GEOMETRY P, Y	GEOMETRY P, Y	GEOMETRY P, Y	GEOMETRY P, Y	
25 Dixon, E.							CULINARY ARTS 1, Y		CULINARY ARTS 1, Y
25 Dixon, E.							CULINARY ARTS 2, Y		CULINARY ARTS 2, Y
27 Curry, B	ADVISORY, Y	MULTIMEDIA I, Y		MULTIMEDIA I, Y	MULTIMEDIA I, Y	MULTIMEDIA I, Y	MULTIMEDIA I, Y		JOURNALISM P, Y
28 Berhe, A.	ADVISORY, Y	ALGEBRA 1 P, Y			ALGEBRA 1 P, Y	ALGEBRA 1 P, Y	ALGEBRA 1 P, Y	ALGEBRA 1 P, Y	ALGEBRA 1 P, Y
29 Uranga, A						3D ART DESIGN, Y	DE PLCHLDR 7, Y		3D ART DESIGN, Y
30 Odom, S.	ADVISORY, Y								
31 Gaetaargueta, R.	ADVISORY, Y		STUDY SKILLS, Y			ALGEBRA 2 L1, Y		ALGEBRA 2 L1, Y	
32 Montellano, R.	ADVISORY, Y		ALGEBRA 1 L1, Y		STUDY SKILLS, Y	ALGEBRA 1 L1, Y			
32 Montellano, R.			GEOMETRY L1, Y			GEOMETRY L1, Y			
34 O'Neill, M.	ADVISORY, Y		Academic ELD 1, Y	Academic ELD 1, Y	Academic ELD 1, Y	HS ELD 3, Y	Academic ELD 1, Y	HS ELD 4, Y	
38 Vacancy L					LEADERSHIP, Y				
42 Vacancy A	ADVISORY, Y	ENG 3 P, Y	ENG 2 P, Y		ENG 2 P, Y	ENG 3 P, Y		ENG 3 P, Y	ENG 2 P, Y
43 Abdool, Y.	ADVISORY, Y		CHEMISTRY P, Y	SUSTURBANENERGY, Y	CHEMISTRY P, Y	SUSTURBANENERGY, Y	CHEMISTRY P, Y	SUSTURBANENERGY, Y	
46 Correa, D.	ADVISORY, Y	ALGEBRA 2 P, Y	ALGEBRA 2 P, Y		ALGEBRA 2 P, Y	ALGEBRA 2 P, Y		ALGEBRA 2 P, Y	ALGEBRA 2 P, Y
49 Vacancy S	ADVISORY, Y	BIOLOGY P, Y		BIOLOGY P, Y	BIOLOGY P, Y		BIOLOGY P, Y	BIOLOGY P, Y	BIOLOGY P, Y
57 Levine, J.	ADVISORY, Y			ENGLISH 1 L1, Y		MSTR AAF CUL ID, Y		ENGLISH 1 L1, Y	
57 Levine, J.				ENGLISH 2 L1, Y				ENGLISH 2 L1, Y	
59 Montes, R.	ADVISORY, Y	DANCE BEG, Y	DANCE BEG, Y			DANCE BEG, Y	DANCE BEG, Y	DANCE BEG, Y	DANCE BEG, Y

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60 Kang, C.		ALG 1 SUCCESS, Y	ALG 1 SUCCESS, Y	ALG 1 SUCCESS, Y		ALG 1 SUCCESS, Y	ALG 1 SUCCESS, Y		ALG 1 SUCCESS, Y
61 Gutierrez, E.	ADVISORY, Y	LIFE SKL 9 L2, Y	MATH 9 L2, Y	ENGLISH 1 L2, Y	SCIENCE 9 L2, Y	HISTORY 9 L2, Y	SOC SKL 9 L2, Y		
61 Gutierrez, E.	ADVISORY, Y	LIFE SKL 10 L2, Y	MATH 10 L2, Y	ENGLISH 2 L2, Y	SCIENCE 10 L2, Y	HISTORY 10 L2, Y	SOC SKL 10 L2, Y		
61 Gutierrez, E.		LIFE SKL 11 L2, Y	MATH 11 L2, Y	ENGLISH 3 L2, Y	SCIENCE 11 L2, Y	HISTORY 11 L2, Y	SOC SKL 11 L2, Y		
61 Gutierrez, E.		LIFE SKL 12 L2, Y	MATH 12 L2, Y	ENGLISH 4 L2, Y	SCIENCE 12 L2, Y	HISTORY 12 L2, Y	SOC SKL 12 L2, Y		
64 Wise, W.	ADVISORY, Y		PHYSIOLOGY P, Y	CHEMISTRY P, Y	PHYSIOLOGY P, Y	CHEMISTRY P, Y		CHEMISTRY P, Y	PHYSIOLOGY P, Y
67 Guy, J	ADVISORY, Y		AMER GOVT P, Y	AMER GOVT P, Y	AMER GOVT P, Y	AMER GOVT P, Y	AMER GOVT P, Y		
67 Guy, J			ECONOMICS P, Y	ECONOMICS P, Y	ECONOMICS P, Y	ECONOMICS P, Y	ECONOMICS P, Y		
70 Bashar, N.	ADVISORY, Y	BIOLOGY L1, Y	BIOLOGY L1, Y		STUDY SKILLS, Y		Ethnic Studies L1, Y	Ethnic Studies L1, Y	
70 Bashar, N.		EARTH SCI L1, Y	EARTH SCI L1, Y				WORLD HIST L1, Y	WORLD HIST L1, Y	
70 Bashar, N.		CHEMISTRY L1, Y	CHEMISTRY L1, Y				US HIST L1, Y	US HIST L1, Y	
70 Bashar, N.							AMER GOV L1, Y	AMER GOV L1, Y	
70 Bashar, N.							ECONOMICS L1, Y	ECONOMICS L1, Y	
72 Barajas, L.	ADVISORY, Y	PE, Y	PE, Y		PE, Y	PE, Y	PE, Y	PE, Y	
72 Barajas, L.		PE 10, Y	PE 10, Y		PE 10, Y	PE 10, Y	PE 10, Y	PE 10, Y	
74 Aranda, F.		EPH 3 P, Y	EPH 2 P, Y	EPH 3 P, Y	EPH 2 P, Y		EPH 2 P, Y	EPH 3 P, Y	
75 Villalobos, J.					ONE GOAL SUCCES, Y				
79 Zamudio Guzman, E.	ADVISORY, Y			GITAR P, Y	BAND ADV P, Y	MUSIC PROD, Y	CHOIR BEG P, Y	BAND BEG P, Y	GITAR P, Y
82 Gordon-Brown, A.	ADVISORY, Y			ENGLISH 3 L1, Y			STUDY SKILLS, Y	ENGLISH 3 L1, Y	
82 Gordon-Brown, A.				ENGLISH 4 L1, Y				ENGLISH 4 L1, Y	
87 Toutjian, N.	ADVISORY, Y		ART 1 P, Y	ART 1 P, Y	ART 1 P, Y	ART 2 P, Y	ART 2 P, Y		ART 2 P, Y
90 Nichols, C.	ADVISORY, Y		ENGLISH 1 L2, Y	SCIENCE 9 L2, Y	HISTORY 9 L2, Y	LIFE SKL 9 L2, Y	SOC SKL 9 L2, Y	MATH 9 L2, Y	
90 Nichols, C.			ENGLISH 2 L2, Y	SCIENCE 10 L2, Y	HISTORY 10 L2, Y	LIFE SKL 10 L2, Y	SOC SKL 10 L2, Y	MATH 10 L2, Y	
90 Nichols, C.			ENGLISH 3 L2, Y	SCIENCE 11 L2, Y	HISTORY 11 L2, Y	LIFE SKL 11 L2, Y	SOC SKL 11 L2, Y	MATH 11 L2, Y	
90 Nichols, C.			ENGLISH 4 L2, Y	SCIENCE 12 L2, Y	HISTORY 12 L2, Y	LIFE SKL 12 L2, Y	SOC SKL 12 L2, Y	MATH 12 L2, Y	
100 Arterberry, G	ADVISORY, Y	BUILD, Y		BUILD, Y	BUILD, Y		ONE GOAL SUCCES, Y	BUILD, Y	BUILD, Y
102 Thompson, J.	ADVISORY, Y	SCIENCE 9 L2, Y	MATH 9 L2, Y	ENGLISH 1 L2, Y	SOC SKL 9 L2, Y	HISTORY 9 L2, Y	LIFE SKL 9 L2, Y		

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102 Thompson, J.		SCIENCE 10 L2, Y	MATH 10 L2, Y	ENGLISH 2 L2, Y	SOC SKL 10 L2, Y	HISTORY 10 L2, Y	LIFE SKL 10 L2, Y		
102 Thompson, J.		SCIENCE 11 L2, Y	MATH 11 L2, Y	ENGLISH 3 L2, Y	SOC SKL 11 L2, Y	HISTORY 11 L2, Y	LIFE SKL 11 L2, Y		
102 Thompson, J.		SCIENCE 12 L2, Y	MATH 12 L2, Y	ENGLISH 4 L2, Y	SOC SKL 12 L2, Y	HISTORY 12 L2, Y	LIFE SKL 12 L2, Y		
103 Burks, N.	ADVISORY, Y	ART 1 P, Y	COMP GRAPHIC 1P, Y		ART 1 P, Y	ART 1 P, Y		COMP GRAPHIC 2P, Y	ART 1 P, Y
104 Adebijyi, A.	ADVISORY, Y	INTRO TO BUS, Y	INTRO TO BUS, Y	INTRO TO BUS, Y	INTRO TO BUS, Y			INTRO TO BUS, Y	INTRO TO BUS, Y
106 Stoneham, V.	ADVISORY, Y		GRAD WRITE SEM, Y	GRAD WRITE SEM, Y	GRAD WRITE SEM, Y	GRAD WRITE SEM, Y	GRAD WRITE SEM, Y	GRAD WRITE SEM, Y	
107 Taylor, D.	ADVISORY, Y		CTE SEM PUBL COMM HLTH, Y	PUBLIC ADVOCACY CONC, Y	CTE SEM PUBL COMM HLTH, Y	PUBLIC ADVOCACY CONC, Y		PUBLIC ADVOCACY CONC, Y	CTE SEM PUBL COMM HLTH, Y
109 Ollinger, I.	ADVISORY, Y	HS ELD 1, Y	HS ELD 2, Y	HS ELD 1, Y		HS ELD 2, Y	HS ELD 2, Y		HS ELD 2, Y
118 Tatum, J.	ADVISORY, Y	ETHNIC STDS P, Y		ETHNIC STDS P, Y	ETHNIC STDS P, Y	SCI PRAC MINDFL, Y	ETHNIC STDS P, Y		ETHNIC STDS P, Y
123 Jacobson, L.	ADVISORY, Y		SUDA SR SEMINAR, Y	URBAN ECOLOGY, Y	SUDA SR SEMINAR, Y	URBAN ECOLOGY, Y		URBAN ECOLOGY, Y	
131 Coleman, D	ADVISORY, Y	ENG 1 P, Y			ENG 1 P, Y	ENG 1 P, Y	ENG 1 P, Y	ENG 1 P, Y	ENG 1 P, Y

**LEGEND (Community Health Equity Academy):**

CHEA 10th Grade - Intro Course

CHEA 11th Grade - Concentration Course

CHEA 12th Grade - Capstone Course

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1 Blasher, J.	ADVISORY, Y								
4 Liebler, T	ADVISORY, Y	WORLD HIST P, Y	US HISTORY P, Y	WORLD HIST P, Y	US HISTORY P, Y	WORLD HIST P, Y			US HISTORY P, Y
7 Soto, T	ADVISORY, Y	PE, Y		PE, Y	PE, Y		PE, Y	PE, Y	HEALTH FITNESS, Y
7 Soto, T		PE 10, Y		PE 10, Y	PE 10, Y		PE 10, Y	PE 10, Y	PE, Y
7 Soto, T								PE FITNESS, Y	PE 10, Y
9 Dalke, L.	ADVISORY, Y	SPANISH 2 P, Y	SPANISH 1 P, Y	SPANISH 2 P, Y	SPANISH 1 P, Y			SPANISH 2 P, Y	SPANISH 1 P, Y
10 McCoy, E.	ADVISORY, Y	ENG 2 P, Y	ENG 3 P, Y		ENG 3 P, Y	ENG 2 P, Y	ENG 3 P, Y	ENG 2 P, Y	
11 Garcia, L.							ENGLISH ENRICH, Y		ENGLISH ENRICH, Y
13 Nelson, P.	ADVISORY, Y						MSTR AAF CUL ID, Y		MSTR AAF CUL ID, Y
17 Grewell, M.	ADVISORY, Y			ENG 4 P, Y	ENG 4 P, Y		ENG 4 P, Y	ENG 4 P, Y	ENG 4 P, Y
20 Baker, G.	ADVISORY, Y	US HISTORY P, Y	WORLD HIST P, Y	US HISTORY P, Y	WORLD HIST P, Y	US HISTORY P, Y	WORLD HIST P, Y		
22 Cho, M		GEOMETRY P, Y	GEOMETRY P, Y		GEOMETRY P, Y	GEOMETRY P, Y	GEOMETRY P, Y	GEOMETRY P, Y	
25 Dixon, E.							CULINARY ARTS 1, Y		CULINARY ARTS 1, Y
25 Dixon, E.							CULINARY ARTS 2, Y		CULINARY ARTS 2, Y
27 Curry, B	ADVISORY, Y	MULTIMEDIA I, Y		MULTIMEDIA I, Y	MULTIMEDIA I, Y	MULTIMEDIA I, Y	MULTIMEDIA I, Y		JOURNALISM P, Y
28 Berhe, A.	ADVISORY, Y	ALGEBRA 1 P, Y			ALGEBRA 1 P, Y	ALGEBRA 1 P, Y	ALGEBRA 1 P, Y	ALGEBRA 1 P, Y	ALGEBRA 1 P, Y
29 Uranga, A						3D ART DESIGN, Y	DE PLCHLDR 7, Y		3D ART DESIGN, Y
30 Odom, S.	ADVISORY, Y								
31 Gaetaargueta, R.	ADVISORY, Y		STUDY SKILLS, Y			ALGEBRA 2 L1, Y		ALGEBRA 2 L1, Y	
32 Montellano, R.	ADVISORY, Y		ALGEBRA 1 L1, Y		STUDY SKILLS, Y	ALGEBRA 1 L1, Y			
32 Montellano, R.			GEOMETRY L1, Y			GEOMETRY L1, Y			
34 O'Neill, M.	ADVISORY, Y		Academic ELD 1, Y	Academic ELD 1, Y	Academic ELD 1, Y	HS ELD 3, Y	Academic ELD 1, Y	HS ELD 4, Y	
38 Vacancy L					LEADERSHIP, Y				
42 Vacancy A	ADVISORY, Y	ENG 3 P, Y	ENG 2 P, Y		ENG 2 P, Y	ENG 3 P, Y		ENG 3 P, Y	ENG 2 P, Y
43 Abdool, Y.	ADVISORY, Y		CHEMISTRY P, Y	SUSTURBANENERGY, Y	CHEMISTRY P, Y	SUSTURBANENERGY, Y	CHEMISTRY P, Y	SUSTURBANENERGY, Y	
46 Correa, D.	ADVISORY, Y	ALGEBRA 2 P, Y	ALGEBRA 2 P, Y		ALGEBRA 2 P, Y	ALGEBRA 2 P, Y		ALGEBRA 2 P, Y	ALGEBRA 2 P, Y
49 Vacancy S	ADVISORY, Y	BIOLOGY P, Y		BIOLOGY P, Y	BIOLOGY P, Y		BIOLOGY P, Y	BIOLOGY P, Y	BIOLOGY P, Y
57 Levine, J.	ADVISORY, Y			ENGLISH 1 L1, Y		MSTR AAF CUL ID, Y		ENGLISH 1 L1, Y	
57 Levine, J.				ENGLISH 2 L1, Y				ENGLISH 2 L1, Y	
59 Montes, R.	ADVISORY, Y	DANCE BEG, Y	DANCE BEG, Y			DANCE BEG, Y	DANCE BEG, Y	DANCE BEG, Y	DANCE BEG, Y

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60 Kang, C.		ALG 1 SUCCESS, Y	ALG 1 SUCCESS, Y	ALG 1 SUCCESS, Y		ALG 1 SUCCESS, Y	ALG 1 SUCCESS, Y		ALG 1 SUCCESS, Y
61 Gutierrez, E.	ADVISORY, Y	LIFE SKL 9 L2, Y	MATH 9 L2, Y	ENGLISH 1 L2, Y	SCIENCE 9 L2, Y	HISTORY 9 L2, Y	SOC SKL 9 L2, Y		
61 Gutierrez, E.	ADVISORY, Y	LIFE SKL 10 L2, Y	MATH 10 L2, Y	ENGLISH 2 L2, Y	SCIENCE 10 L2, Y	HISTORY 10 L2, Y	SOC SKL 10 L2, Y		
61 Gutierrez, E.		LIFE SKL 11 L2, Y	MATH 11 L2, Y	ENGLISH 3 L2, Y	SCIENCE 11 L2, Y	HISTORY 11 L2, Y	SOC SKL 11 L2, Y		
61 Gutierrez, E.		LIFE SKL 12 L2, Y	MATH 12 L2, Y	ENGLISH 4 L2, Y	SCIENCE 12 L2, Y	HISTORY 12 L2, Y	SOC SKL 12 L2, Y		
64 Wise, W.	ADVISORY, Y		PHYSIOLOGY P, Y	CHEMISTRY P, Y	PHYSIOLOGY P, Y	CHEMISTRY P, Y		CHEMISTRY P, Y	PHYSIOLOGY P, Y
67 Guy, J	ADVISORY, Y		AMER GOVT P, Y	AMER GOVT P, Y	AMER GOVT P, Y	AMER GOVT P, Y	AMER GOVT P, Y		
67 Guy, J			ECONOMICS P, Y	ECONOMICS P, Y	ECONOMICS P, Y	ECONOMICS P, Y	ECONOMICS P, Y		
70 Bashar, N.	ADVISORY, Y	BIOLOGY L1, Y	BIOLOGY L1, Y		STUDY SKILLS, Y		Ethnic Studies L1, Y	Ethnic Studies L1, Y	
70 Bashar, N.		EARTH SCI L1, Y	EARTH SCI L1, Y				WORLD HIST L1, Y	WORLD HIST L1, Y	
70 Bashar, N.		CHEMISTRY L1, Y	CHEMISTRY L1, Y				US HIST L1, Y	US HIST L1, Y	
70 Bashar, N.							AMER GOV L1, Y	AMER GOV L1, Y	
70 Bashar, N.							ECONOMICS L1, Y	ECONOMICS L1, Y	
72 Barajas, L.	ADVISORY, Y	PE, Y	PE, Y		PE, Y	PE, Y	PE, Y	PE, Y	
72 Barajas, L.		PE 10, Y	PE 10, Y		PE 10, Y	PE 10, Y	PE 10, Y	PE 10, Y	
74 Aranda, F.		EPH 3 P, Y	EPH 2 P, Y	EPH 3 P, Y	EPH 2 P, Y		EPH 2 P, Y	EPH 3 P, Y	
75 Villalobos, J.					ONE GOAL SUCCES, Y				
79 Zamudio Guzman, E.	ADVISORY, Y			GITAR P, Y	BAND ADV P, Y	MUSIC PROD, Y	CHOIR BEG P, Y	BAND BEG P, Y	GITAR P, Y
82 Gordon-Brown, A.	ADVISORY, Y			ENGLISH 3 L1, Y			STUDY SKILLS, Y	ENGLISH 3 L1, Y	
82 Gordon-Brown, A.				ENGLISH 4 L1, Y				ENGLISH 4 L1, Y	
87 Toutjian, N.	ADVISORY, Y		ART 1 P, Y	ART 1 P, Y	ART 1 P, Y	ART 2 P, Y	ART 2 P, Y		ART 2 P, Y
90 Nichols, C.	ADVISORY, Y		ENGLISH 1 L2, Y	SCIENCE 9 L2, Y	HISTORY 9 L2, Y	LIFE SKL 9 L2, Y	SOC SKL 9 L2, Y	MATH 9 L2, Y	
90 Nichols, C.			ENGLISH 2 L2, Y	SCIENCE 10 L2, Y	HISTORY 10 L2, Y	LIFE SKL 10 L2, Y	SOC SKL 10 L2, Y	MATH 10 L2, Y	
90 Nichols, C.			ENGLISH 3 L2, Y	SCIENCE 11 L2, Y	HISTORY 11 L2, Y	LIFE SKL 11 L2, Y	SOC SKL 11 L2, Y	MATH 11 L2, Y	
90 Nichols, C.			ENGLISH 4 L2, Y	SCIENCE 12 L2, Y	HISTORY 12 L2, Y	LIFE SKL 12 L2, Y	SOC SKL 12 L2, Y	MATH 12 L2, Y	
100 Arterberry, G	ADVISORY, Y	BUILD, Y		BUILD, Y	BUILD, Y		ONE GOAL SUCCES, Y	BUILD, Y	BUILD, Y
102 Thompson, J.	ADVISORY, Y	SCIENCE 9 L2, Y	MATH 9 L2, Y	ENGLISH 1 L2, Y	SOC SKL 9 L2, Y	HISTORY 9 L2, Y	LIFE SKL 9 L2, Y		

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102 Thompson, J.		SCIENCE 10 L2, Y	MATH 10 L2, Y	ENGLISH 2 L2, Y	SOC SKL 10 L2, Y	HISTORY 10 L2, Y	LIFE SKL 10 L2, Y		
102 Thompson, J.		SCIENCE 11 L2, Y	MATH 11 L2, Y	ENGLISH 3 L2, Y	SOC SKL 11 L2, Y	HISTORY 11 L2, Y	LIFE SKL 11 L2, Y		
102 Thompson, J.		SCIENCE 12 L2, Y	MATH 12 L2, Y	ENGLISH 4 L2, Y	SOC SKL 12 L2, Y	HISTORY 12 L2, Y	LIFE SKL 12 L2, Y		
103 Burks, N.	ADVISORY, Y	ART 1 P, Y	COMP GRAPHIC 1P, Y		ART 1 P, Y	ART 1 P, Y		COMP GRAPHIC 2P, Y	ART 1 P, Y
104 Adebijyi, A.	ADVISORY, Y	INTRO TO BUS, Y	INTRO TO BUS, Y	INTRO TO BUS, Y	INTRO TO BUS, Y			INTRO TO BUS, Y	INTRO TO BUS, Y
106 Stoneham, V.	ADVISORY, Y		GRAD WRITE SEM, Y	GRAD WRITE SEM, Y	GRAD WRITE SEM, Y	GRAD WRITE SEM, Y	GRAD WRITE SEM, Y	GRAD WRITE SEM, Y	
107 Taylor, D.	ADVISORY, Y		CTE SEM PUBL COMM HLTH, Y	PUBLIC ADVOCACY CONC, Y	CTE SEM PUBL COMM HLTH, Y	PUBLIC ADVOCACY CONC, Y		PUBLIC ADVOCACY CONC, Y	CTE SEM PUBL COMM HLTH, Y
109 Ollinger, I.	ADVISORY, Y	HS ELD 1, Y	HS ELD 2, Y	HS ELD 1, Y		HS ELD 2, Y	HS ELD 2, Y		HS ELD 2, Y
118 Tatum, J.	ADVISORY, Y	ETHNIC STDS P, Y		ETHNIC STDS P, Y	ETHNIC STDS P, Y	SCI PRAC MINDFL, Y	ETHNIC STDS P, Y		ETHNIC STDS P, Y
123 Jacobson, L.	ADVISORY, Y		SUDA SR SEMINAR, Y	URBAN ECOLOGY, Y	SUDA SR SEMINAR, Y	URBAN ECOLOGY, Y		URBAN ECOLOGY, Y	
131 Coleman, D	ADVISORY, Y	ENG 1 P, Y			ENG 1 P, Y	ENG 1 P, Y	ENG 1 P, Y	ENG 1 P, Y	ENG 1 P, Y

LEGEND (Sustainable Urban Design Academy)

SUDA 10th Grade - Intro Course

SUDA 11th Grade - Concentration Course

SUDA 12th Grade - Capstone Course