

**PROPOSED 2019-20 SCHOOL SITE BUDGET**

**Site Number: 301**

**School: Castlemont High School**

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century Community Learning Centers	\$161,385.20	\$0.00	\$161,385.20	Low-Performing Students Block Grant (LPSBG)	\$0.00	\$0.00	\$0.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00	Comprehensive Support & Improvement (CSI) Grant	\$0.00	\$0.00	\$0.00
General Purpose Discretionary	\$175,200.00	\$175,200.00	\$0.00	Measure G	\$30,373.00	\$30,373.00	\$0.00
LCFF Supplemental	\$639,948.00	\$639,947.74	\$0.26	Measure N	\$704,650.00	\$704,649.30	\$0.70
LCFF Concentration	\$100,000.00	\$99,999.61	\$0.39	Measure G1	\$0.00	\$0.00	\$0.00
Title I: Basic	\$212,699.55	\$222,611.00	-\$9,911.45	Perkins	\$0.00	\$0.00	\$0.00
Title I: Parent Participation	\$4,074.80	\$4,278.70	-\$203.90	California Partnership Academy	\$136,000.00	\$0.00	\$136,000.00

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
		Teacher planning time, by dept or SLC	Language & Literacy	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		301-1
		Literacy is main focus for all school PD along with SEL	Language & Literacy	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		301-2
		Comprehension of complex text as one core skill to develop with students	Language & Literacy	Goal 3: Students are reading at or above grade level.		Enter object code at left.		Enter position number at left.		301-3
		Campus Project Support to embed campus assets to WBL, CTE and Rigorous Academics in class and after school, for example healthy food as community health and agriculture as design.	Rigorous Academics			Enter object code at left.		Enter position number at left.		301-4
		Continue 5 Focus Areas: CRT, Literacy, SEL, Pathways and Attendance	Rigorous Academics			Enter object code at left.		Enter position number at left.		301-5
		Align school PD literacy focus with pathways via CTE dept	Rigorous Academics			Enter object code at left.		Enter position number at left.		301-6
		Align school PD SEL focus with pathways via SLCs	Rigorous Academics			Enter object code at left.		Enter position number at left.		301-7

		Support the acceleration of Gifted and Talented Students (GATE) through dual enrollment college courses and advanced placement options; GATE students should be able to graduate from Castlemont with multiple college credits and college academic preparation through dual enrollment and advanced placement.	Rigorous Academics			Enter object code at left.		Enter position number at left.	301-8
		Support incoming 9th graders as they transition from middle school to high school via the 9th grade house structure. All 9th graders will participate in a cohorted block schedule where they will receive academic and social-emotional guidance from teachers, and care managers specifically assigned to 9th grade, with a goal of increasing the number of students on-track to graduate at the end of 9th grade.	Rigorous Academics			Enter object code at left.		Enter position number at left.	301-9
		STRS CERTIFIED: Stipend for Summer Internships Teacher to coordinate student internships and quality WBL experiences and that align to pathways. Further make connections with students and curriculum during the year. (Measure N Carryover from 2018-19)	Work-Based Learning			Enter object code at left.		Enter position number at left.	301-10
		Survey student career interests and create groups for information sharing	Work-Based Learning			Enter object code at left.		Enter position number at left.	301-11
		Focused, pathway specific outreach for school year internships	Work-Based Learning			Enter object code at left.		Enter position number at left.	301-12
		Increased recruitment with Pacific Islander students for internship programs, historically underserved in the district and not as well served in current internship program	Work-Based Learning			Enter object code at left.		Enter position number at left.	301-13
		Industry guest speakers connected to grade level integrated projects	Work-Based Learning			Enter object code at left.		Enter position number at left.	301-14
		Secure partner organizations to host student internships for capstone hours by end of fall semester	Work-Based Learning			Enter object code at left.		Enter position number at left.	301-15

		Hold Weekly Office Hours to provide individualized Resume, Application, opportunity search support	Work-Based Learning			Enter object code at left.		Enter position number at left.		301-16
		Support students registering for concurrent enrollment to receive industry specific training and/or certificates	Work-Based Learning			Enter object code at left.		Enter position number at left.		301-17
		Provide comprehensive PD for teachers to build skills in creating rigorous, engaging lessons aligned with common core that support students' literacy growth.	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		301-18
		Using the Culturally Responsive Teaching Ready for Rigor Framework, establish, implement, and monitor foundational elements to which all classrooms adhere, that ensure supportive classroom environments, challenging and relevant curriculum, and systems of support for both students and teachers.	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		301-19
		Engage a WBL Coordinator to establish partnerships with local organizations and business, aligned with pathway experiences, to provide internship opportunities for 12th grade students.	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		301-20
		Provide a trajectory of classes for 10th - 12th grade students that provide opportunities for students to explore various career opportunities aligned with pathways.	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		301-21
		Continue efforts of Parent Leads Committee, focused on developing parent leadership capacity and participation in school improvement efforts.	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		301-22
		Continue SEL as core focus area for schoolwide PD	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		301-23

		Care Managers to meet on a regular basis with case managers from community agencies to provide integrated support for students' well-being, motivation and academic success in pathway CTE and core classes. These weekly meetings will focus on Tier 3 students - students most at-risk (foster youth, incarcerated youth, homeless/very low-income youth, gang-involved youth). Case managers from community agencies to provide alternatives to discipline, refer students and families to resources for food, housing, and overall health and well-being.	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		301-24
		SUPPLIES: Classroom and curriculum supplies for teachers to provide rigorous academic experiences for students to connect core classes to pathway themes and CTE and WBL curriculum.	Rigorous Academics		4310	School Office Supplies		Enter position number at left.		301-25
		CONSULTANT: Student Internship stipends (summer 19'); stipends funds to be paid from Oakland Kids First. (Measure N Carryover from 2018-19)	Work-Based Learning		5825	Consultants		Enter position number at left.		301-26
\$15,000.00	??	STRS CLASSIFIED???: CCSS to connect pathway development work, specifically WBL to larger College, Career and Community Plan and Dual Enrollment.	Rigorous Academics	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		301-27
	Base Funded	1.0 FTE - Attendance Compliance Officer	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	824	Enter position number at left.		301-28
\$130,000.00	General Purpose Discretionary	ASSISTANT PRINCIPAL to support school and pathway operations and design, instructional program and student services	Schoolwide Enabling Conditions		1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2224	Assistant Principal, High School	1.00	301-29
\$31,200.00	General Purpose Discretionary	SUPPLIES: Supplies to support PBL teaching and learning in SLCs and Departments aligned to Rigorous Academics and Comprehensive Student Supports	Schoolwide Enabling Conditions		4310	School Office Supplies		Enter position number at left.		301-30

\$10,000.00	General Purpose Discretionary	Non-Contract Services	Schoolwide Enabling Conditions		5610	Equip Maintenance Agreemt		Enter position number at left.		301-31
\$4,000.00	General Purpose Discretionary	Postage	Schoolwide Enabling Conditions		5910	Postage		Enter position number at left.		301-32
\$72,950.61	LCFF Concentration	1.0 FTE Spanish teacher to provide students access to A-G approved courses to increase college eligibility.	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	4741	Teacher 11Months 12-Pay	1.00	301-33
\$1,731.00	LCFF Concentration	SUPPLIES: Supplies to support PBL teaching and learning in SLCs and Departments aligned to Rigorous Academics and Comprehensive Student Supports	Schoolwide Enabling Conditions		4310	School Office Supplies		Enter position number at left.		301-34
\$25,318.00	LCFF Concentration	0.2 FTE School Psychologist	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	5734	School Psychologist		Enter position number at left.	0.20	301-35
\$15,200.00	LCFF Supplemental	0.2 FTE for Newcomer Chemistry instructor to provide high quality science instruction to 11th grade students.	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	4713	Teacher 11Months 12-Pay	0.20	301-36
\$64,417.84	LCFF Supplemental	1.0 FTE 9th Algebra 1 to provide high quality math instruction to 9th grade students and one section of math intervention	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	6230	Teacher 11Months 12-Pay	1.00	301-37
\$65,460.70	LCFF Supplemental	1.0 FTE ELD/Art Instructor to provide Structured English Immersion supports for Newcomer students and to provide a section of Art as mixed or hybrid Newcomer/GenEd elective to support school inclusion efforts	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	3663	Teacher 11Months 12-Pay	1.00	301-38
\$65,460.70	LCFF Supplemental	1.0 FTE for Spanish for Native Speakers Instructor to provide high quality Spanish language instruction; this position allows school to provide students access to A-G approved courses to increase college eligibility.	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	4182	Teacher 11Months 12-Pay	1.00	301-39
\$72,760.65	LCFF Supplemental	1.0 FTE ELD Instructor to provide high quality ELD instruction within the Newcomer program and push into GenEd as needed	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	4320	11-Month Classroom TSA	1.00	301-40

\$72,878.85	LCFF Supplemental	1.0 FTE Newcomer Geometry to provide high quality math instruction to 10th grade students and one section(s) of math intervention	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	4163	Teacher 11Months 12-Pay	1.00	301-41
\$74,700.00	LCFF Supplemental	1.0 FTE for Newcomer Ethnic Studies and World History instructor to provide high quality social studies instruction to 9th and 10th grade students.	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	3946	Teacher 11Months 12-Pay	1.00	301-42
\$52,733.00	LCFF Supplemental	1.0 FTE Newcomer Community and Parent Engagement Assistant for support making connections to families and supporting coordination of Comprehensive Student Supports	Schoolwide Enabling Conditions		2205	Classified Support Salaries	1736	Community Assistant Bilingual	1.00	301-43
\$65,165.00	LCFF Supplemental	1.0 FTE for Newcomer Student Engagement Support to provide coordination and intervention of Comprehensive Student Supports for students	Schoolwide Enabling Conditions		2205	Classified Support Salaries	3172	Community Relations Assistant II Bilingual	1.00	301-44
\$24,400.00	LCFF Supplemental	Classified Overtime to provide support for events and/or school initiatives as needed	Schoolwide Enabling Conditions		2225	Classified Support Salaries: Overtime		Enter position number at left.		301-45
\$1,771.00	LCFF Supplemental	Surplus	Schoolwide Enabling Conditions		4399	Surplus		Enter position number at left.		301-46
\$65,000.00	LCFF Supplemental	.5 FTE contribution to a service contract with Community Schools and Student Services Department for a Community Schools Manager to provide coordination of Comprehensive Student Supports, such as COST, Referrals, Homeless and Foster Care supports among others	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		Enter position number at left.		301-47
\$30,373.00	Measure G	Books other than textbooks	Language & Literacy	Goal 1: Graduates are college and career ready.	4200	Books other than Textbooks		Enter position number at left.		301-48
\$60,368.80	Measure N	1.0 FTE CTE Culinary Class Instructor to provide "cross pollinating" pathway aligned healthy and sustainable food systems design courses and push in/pull out supports to pathway teachers and students	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	6829	Enter position number at left.	1.00	301-49

\$61,998.38	Measure N	1.0 FTE SUDA SPED Inclusion Teacher to co-teach pathway related curriculum, develop modifications and accomodations for pathway students and train teacher in needs for student IEPs as needed	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	3261	11-Month Classroom TSA	1.00	301-50
\$69,250.39	Measure N	1.0 FTE CHEA ELA to instruct class and develop curriculum, collaborate with CHEA SLC, support development of CHEA pathway; allows for pathway cohorting.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	3925	Teacher 11Months 12-Pay	1.00	301-51
\$71,000.00	Measure N	1.0 FTE CHEA Biol/Chem teacher to instruct class and develop curriculum, collaborate with CHEA SLC, support development of CHEA pathway.	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	3261	11-Month Classroom TSA	1.00	301-52
\$72,344.63	Measure N	1.0 FTE 9th SPED Inclusion Teacher to co-teach pathway related curriculum, develop modifications and accomodations for pathway students and train teacher in needs for student IEPs as needed	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	6118	11-Month Classroom TSA	1.00	301-53
\$73,464.10	Measure N	1.0 FTE CHEA 9th Community Health GenEd teacher to teach class, develop curriculum and support pathway development in SLCs and Departments	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	3897	Teacher 11Months 12-Pay	1.00	301-54
\$77,144.00	Measure N	1.0 FTE SUDA 9th Integrated Science teacher to instruct class and develop curriculum, collaborate with CHEA SLC, support development of CHEA pathway.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	2369	Teacher 11Months 12-Pay	1.00	301-55
\$3,500.00	Measure N	CHEA Non-personnel Budget (see CHEA tab - \$3,500 for 1120 - Extended Contracts for CHEA Leads)			1120	Certificated Teachers' Salaries: Stipends	4134	Teacher 11Months 12-Pay		301-56
\$3,500.00	Measure N	CHEA Non-personnel Budget (see CHEA tab - \$3,500 for 1120 - Extended Contracts for CHEA Leads)			1120	Certificated Teachers' Salaries: Stipends	4746	Teacher 11Months 12-Pay		301-57

\$66,341.00	Measure N	.5 FTE Pathway Coach to support design and operations of pathway programs, create systems and structures to align pathways to school wide initiatives, budget, plan and develop team(s) capacity to implement Linked Learning Collge and Career Pathways (remaining 0.5 FTE will be funded by Linked Learning Office, Site 912)	Schoolwide Enabling Conditions		2305	Classified Supervisors' and Administrators' Salaries	1584	Coach College/Career Pathways	0.50	301-58
\$92,068.00	Measure N	STRS CLASSIFIED: 1.0 FTE for Site Work-Based Learning Liasion to coordinate WBL experiences and support teachers to embedd WBL into classrooms	Work-Based Learning	Goal 5: Students are engaged in school every day.	2305	Classified Supervisors' and Administrators' Salaries	1795	Enter position number at left.	1.00	301-59
\$3,000.00	Measure N	Supplies and food for celebrations and exhibitions of student work for pathway SLC student work			4310	School Office Supplies		Enter position number at left.		301-60
\$25,000.00	Measure N	CONSULTANT: .33 FTE College, Career and Community (C3) Coordinator to align C3 initiatives and create 4 year and beyond C3 student plans	Rigorous Academics		5825	Consultants		Enter position number at left.		301-61
\$2,500.00	Measure N	TRANSPORATION: 12th Grade Pathway Experience travel for experiential learning trips to launch and/or support integeated PBL and WBL experiences such as job shadows, field trips and other college/career access excursions.	Rigorous Academics		5826	External Work Order Services		Enter position number at left.		301-62
\$2,500.00	Measure N	TRANSPORATION: 9th Grade Pathway Experience travel for experiential learning trips to launch and/or support integeated PBL and WBL experiences such as job shadows, field trips and other college/career access excursions.	Rigorous Academics		5826	External Work Order Services		Enter position number at left.		301-63
\$5,000.00	Measure N	Transportation to one career exploration visit for Newcomer pathway each semester in order to engage students in WBL opportunites.	Work-Based Learning	Goal 5: Students are engaged in school every day.	5826	External Work Order Services		Enter position number at left.		301-64

\$5,670.00	Measure N	TRANSPORATION: Newcomer Pathway Experience travel for experiential learning trips to launch and/or support integeated PBL and WBL experiences such as job shadows, field trips and other college/career access excursions.	Rigorous Academics		5826	External Work Order Services		Enter position number at left.		301-65
\$10,000.00	Measure N	CHEA Non-personnel Budget (see CHEA tab - \$10,000 for CHEA PBL transportation)			5826	External Work Order Services				301-66
\$136,073.00	Title I: Basic	1.0 FTE Literacy ITL TSA	Language & Literacy	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries	6157	11-Month Classroom TSA	1.00	301-67
\$86,538.00	Title I: Basic	Care Manager to provide case management services to high-needs students	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	1776	Case Manager 24	1.00	301-68
\$4,278.70	Title I: Parent Participation	TRAVEL AND CONFERENCES: Travel and accommodations for SLCs and/or individuals to complete site visits and/or conferences around Linked Learning, pathway development and curriculum development.	Schoolwide Enabling Conditions		5200	Travel And Conferences		Enter position number at left.		301-69

<b>Action Research</b>	<b>Castlemont</b>
<b>Pathway/s:</b>	Sustainable Urban Design Academy (SUDA) Community Health Equity Academy (CHEA) Other SLCs: 9th, Newcomer, 12th and PALS (PE, Arts, Lang, Electives)
<b>Outcome Data</b>	<a href="#">Data Slides</a>
<b>Top 5 Measure N Funding Commitments</b>	Pathway Development: curriculum development, partnerships, site visits, retreats, partnerships, PW coach Work Based Learning and College Readiness: WBLL, College/Career/Community Coordination including Dual Enrollment. Personalized Supports: SEL strategies, student needs protocols, wrap around services Pathway Operations: curriculum, supplies, materials, partnerships.
<b>What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?</b>	There are three tiers of data driven instructional improvement strategies: One at the Leadership level, a second at school wide level and a third at the pathway level. Leadership - Grading vs. Achievement Project (GAP): How can teacher "grading" be an authentic multiple measurement evaluation of a student's growth and performance based on transparently communicated and supported skills? School wide instruction - Literacy and SEL cycles of inquiry within Departments and SLCs respectively. Pathway - Intergreated PBL: How can pathway teams collaborate effectively to create authentic and integrated project based learning opportunities for students?
<b>What did you discover in the past year? (Please use data to support.)</b>	<p>2018-19</p> <p><i>Each of the projects is a pilot project this year, so there is not any long term quantitative data. GAP is only within the leadership level and met regularly in the 1st semester and has met recently with the ILT. Learnings based on reflection include the need to go slowly enough to address teachers at a will and belief level, not just a skill level. Next steps are being determined. The SEL and Literacy project has very internal data within each SLC, however, this is so varied it is essentially anecdotal and qualitative at this time. Learnings show the need for differentiated PD and tangible work time for teachers. The CHEA pathway had school and community presentations of it's first integrated project that was a success on multiple levels. Quantitative data via feedback surveys is still being collected, the remainder is qualitative. SUDA explore some small interconnected projects 1st semester and is in the process of planning a fully integrated project for the 6th marking period.</i></p> <p>2019-20</p> <p>Leadership - consistency and capacity to lift the Grading vs. Achievement level of work did not go beyond the initial ILT conversation, in order to focus on literacy and SEL specifically. School wide - Literacy Strategies included a focus on clear standards, complex texts and lesson/unit planning. SEL Strategies focused on Student Needs Protocol and focal students. NEED SOME DATA? Pathway - CHEA integrated project first semester, experiential trips second semester - SEL/Relationships as SDH. SUDA integrated projects. DATA? OTHER?</p>
<b>What are you going to do differently or change moving forward?</b>	Focus on coherence and alignment in: Collaboration, Skills Growth (Grading v. Achievement) and PBL.

**How do you anticipate this will improve Measure N outcomes for your students moving forward?**

Provide a more consistent, engaging and challenging experience for students to push them to reach their fullest potential.

## 2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

### 1A: ABOUT THE SCHOOL

**Instructions:** Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

*Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.*

**School:** Castlemont High School

**School ID:** 301

#### 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

## 1B: 19-20 STRENGTHS & CHALLENGES

**Instructions:** Identify schoolwide strengths and challenges related to each data point.

- What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
- Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

**IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.**

*Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

State Dashboard Indicators	Strengths	Challenges/Barriers
<b>Graduation Rate</b>	Graduation rate of 70% is at or just above District average.	This is still lower than expectations. Keeping students on track and retained over 4 years with teacher retention is still an issue.
<b>On Track to Graduate (11th Grade)</b>	Pathways in second year and teachers have collaborative space to track students year to year and hold them in SLCs	On track to graduate rate 35% is very low for juniors. Level of students failing one or more class a semester continues to have impact and it's still early in pathway looping strategy to show impact over time.
<b>A-G Completion</b>	A-G classes offered as core curriculum and there are opportunities for additional classes and interventions due to 8 period Bell Schedule	Numbers are still very low and decrease due to retention issues over time: 2018 11th - 27% (52), 10th - 23% (63), 9th - 29% (78). Student retention and success in light of teacher turnover is a challenge.
<b>SBAC ELA</b>	Use of the IABs is building toward a more committed SBAC culture	Only 2.0% met standard. Challenges being student participation/engagement and teacher buy-in to the testing.
<b>SBAC Math</b>	Use of the IABs is building toward a more committed SBAC culture	0% met standard. Challenges being student participation/engagement and teacher buy-in to the testing.
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	DE pass rate in 2 of 3 classes is at or nearly at 80%. Support from MN to provide resources for DE classes and instructors to create real world projects.	Logistical and technical challenges with schedules, enrollment and retention of students. Challenge to align DE classes to pathways and student schedules. Maintaining schedules and calendars of instructors and schools aligned.
<b>Pathway Participation/CTE Enrollment*</b>	100% participation in wall-wall pathways. Developed pathway specific design team to better include Newcomer program in pathway experiences.	Continue to develop ways to include SDC students.

<b>English Learner Progress</b>	Developing teacher capacity to address ELLs through literacy skills development. Developing more collaborative and inclusive programming with Newcomer/GenEd programs to build community through quality instruction and training.	Beginning 67% Well Developed 6%
<b>Suspension Rate</b>	PBIS and support services in place and stakeholders actively engaged in addressing students to address behavior challenges and needs.	7.5% (increased by 2%) higher than intended. Challenge of creating and maintaining school culture without punishing students. Need to align and support wrap around services. Decrease in RJ positions, foster care support etc. will leave school and students with less supports.

### 1C: 19-20 STUDENT GOALS & TARGETS

**Instructions:** For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

*Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.*

**District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	We will have an 80% graduation rate.	All Students	+2pp	69.87%	71.87%	80.00%	Find innovative ways to engage students in rigorous college prep aligned with CSS.
Dropout Rate	Decrease drop out rate by 10%	All Students	-3pp	20.51%	17.51%	10.00%	Find innovative ways to engage students in rigorous college prep aligned with CSS.
A-G Completion Rate	75% of students will complete the A-G requirements	All Students	+3pp	33.93%	Coming soon	75.00%	Develop common, high expectations for student achievement and behavior.
FAFSA Completion Rate	80% of students will complete the FAFSA by the deadline	All Students	+3pp	Coming soon	Coming soon	Increase 15%	Develop common, high expectations for student achievement and behavior.
College Enrollment	50% of Graduating Seniors will be enrolled in 2, 4 college or trades school.	All Students		15%	Increase by 20%	50.00%	Commit to active high-interest student instruction.

Grade 10 Pathway Participation	100% of students will participate in a 10th grade pathway experience	All Students	+5pp	97.49%	100.00%	100.00%	Find innovative ways to engage students in rigorous college prep aligned with CSS.
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**District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	70% of students will report they have one caring adult on campus according to CHKS	All Students	+5pp	46.95%	57.00%	70.00%	Creation of grade level social emotional/discipline deans to implement SEL strategies in the RTI framework.
Suspensions	5% or fewer students will receive an out of school suspension (vs. 7.9% in 18-19).	African-American Students	-2pp	14.96%	12.96%	5.00%	Creation of grade level social emotional/discipline deans to implement SEL strategies in the RTI framework.
Suspensions	5% or fewer students will receive an out of school suspension (vs. 8.5% in 18-19).	Students with Disabilities	-2pp	11.19%	9.19%	5.00%	Creation of grade level social emotional/discipline deans to implement SEL strategies in the RTI framework.
Chronic Absence	Reduce chronic absence by 5%	African-American Students	-2pp	31.95%	29.95%	25.00%	Creation of grade level social emotional/discipline deans to implement SEL strategies in the RTI framework.

**District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	ELA department implements cycles of inquiry around IAB results	All Students	+15 points DF3	-170.2	-150.2	-150.2	Implement grade level team inquiry cycles focused on literacy skills.

ELA SBAC	SPED department supports students in taking the IABs and SBAC with appropriate accommodations	Students with Disabilities	+20 points DF3	-211	-191	-191	Implement grade level team inquiry cycles focused on literacy skills.
ELA SBAC	ELA department implements cycles of inquiry around IAB results	English Learners	+20 points DF3	-211.9	-191.9	-191.9	Implement grade level team inquiry cycles focused on literacy skills.

**District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Math department implements cycles of inquiry around IAB results to reach 19-20 target	All Students	+15 points DF3	-221.8	Coming soon	-201	Implement grade level team inquiry cycles focused on literacy skills.
Math SBAC	Math department implements cycles of inquiry around IAB results	Students with Disabilities	+20 points DF3	-265	-245	-245	Implement grade level team inquiry cycles focused on literacy skills.
Math SBAC	Math department implements cycles of inquiry around IAB results	African-American Students	+20 points DF3	n/a	n/a	-201	Implement grade level team inquiry cycles focused on literacy skills.

**District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)**

Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	1.2%	English Learners	16%	1.92%	16.00%	5.00%	Implement grade level team inquiry cycles focused on literacy skills.
LTEL Reclassification	2.6%	Long-Term English Learners	25%	4.67%	25.00%	10.00%	Implement grade level team inquiry cycles focused on literacy skills.

**District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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SRI Growth of One Year or More	Increase by 5%	All Students	+5pp	12.89%	17.89%	22.89%	Implement grade level team inquiry cycles focused on literacy skills.
SRI Multiple Years Below Grade Level	Reduce by 5%	All Students	-5pp	36.49%	31.49%	26.49%	Implement grade level team inquiry cycles focused on literacy skills.

**School:** Castlemont High School

**School ID:** 301

**2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

<b>Instructions:</b> Please complete this self-assessment for your school. <a href="#">Click here for the full Measure N rubric.</a>		<b>KEY:</b> 1: Not at all                      3: Mostly 2: Somewhat                     4: Completely	
1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<b>School Leadership:</b> To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	A lot of work put into attendance.	Work to utilize pathways more consistency to push school wide goals. Conflate separation between "school" and "pathway" and create language, strategies, communications etc. that align the two.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	1: Not At All	Need to more actively engage in the rubric as a tool for evaluation and planning	Need to review and include rubric in planning
<b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	Many of the aspects to create school improvement are in place and work is happening. Leadership communicates that wall to wall pathways are central to our school program; PD is designed to allow substantial pathway collaborative time; resources are allocated to support pathway work as a primary focus.	Align and create coherence among leadership bodies to leverage pathways to drive school improvement.
<b>School Leadership &amp; Vision Goal for 2019-20:</b>		Leadership will meet consistently with pathway and administrative leads to align schoolwide goals, teacher development in pathways, and pathway student experiences. This coordination will lead to student project collaboration and improved teacher practices.	

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
<b>Staffing Structure Aligned to Purpose:</b> To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	3: Mostly	Students in pathway structures. SLCs have work and visions. Other school stakeholders doing important work such as COST, after school and culture team. Current design team working on clear and intentional integration of newcomers into existing pathways.	Not all staff are clear on what pathways are as part of school wide vision. Clear and intentional integration of newcomer students into existing pathway experience.
<b>Alignment and Coherence of Leadership Bodies</b> To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	2: Somewhat	Culture, ILT, School wide Leadership, Collaborative, SSC doing work to improve the school. Goals created: Literacy, College and Career, Attendance.	Better alignment of leadership teams around common vision and goals. Better alignment of school wide and pathway goals. Get all goals into leadership teams, pathways and collaborative spaces. Connect every action on campus to one of our three goals.
<b>Decision-Making Structure:</b> To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	2: Somewhat	Various decision making bodies making decisions, doing the work.	Needs more transparency and communication broadly. Needs more consistency and communication among various leadership/work bodies. Boost parent engagement.
<b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	2: Somewhat	Master Schedule and Bell schedule support pathways and PBL. Measure N is primary driver	Grow enrollment so that all teachers, especially with an 8 period day, teacher salaries can be covered and not use other funds that would better go towards program. Increase engagement of all students to resources, not just a small group that engage.

<b>Equity Stance:</b> To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	3: Mostly	All students in grades 10-11 are enrolled in pathways; grade 9 students are exposed to a course representing each pathway, prior to making a selection for grade 10. Pathway resources are allocated equitably.	Develop grade 12 continuum for each pathway such that seniors' culminating project aligns with the pathway work with which they engaged in grades 10 and 11.
<b>Systems &amp; Structures Goal for 2019-20:</b> Integrate and connect school initiatives and stakeholders for more school coherence and communicate with more transparency.			

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal	Which school team(s) does this action support?
1.0 FTE Spanish teacher to provide students access to A-G approved courses to increase college eligibility.	LCFF Concentration	\$72,950.61	1105	Certificated Teachers' Salaries	4741	Teacher 11Months 12-Pay	1.00	Rigorous Academics	Schoolwide Enabling Conditions		
SUPPLIES: Supplies to support PBL teaching and learning in SLCs and Departments aligned to Rigorous Academics and Comprehensive Student Supports	LCFF Concentration	\$1,731.00	4310	School Office Supplies		Enter position number at left.		Rigorous Academics	Schoolwide Enabling Conditions		
ASSISTANT PRINCIPAL to support school and pathway operations and design, instructional program and student services	General Purpose Discretionary	\$130,000.00	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2224	Assistant Principal, High School	1.00	Building the Conditions	Schoolwide Enabling Conditions		
SUPPLIES: Supplies to support PBL teaching and learning in SLCs and Departments aligned to Rigorous Academics and Comprehensive Student Supports	General Purpose Discretionary	\$31,200.00	4310	School Office Supplies		Enter position number at left.		Rigorous Academics	Schoolwide Enabling Conditions		
Non-Contract Services	General Purpose Discretionary	\$10,000.00	5610	Equip Maintenance Agreement		Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions		
Postage	General Purpose Discretionary	\$4,000.00	5910	Postage		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions		
.5 FTE Pathway Coach to support design and operations of pathway programs, create systems and structures to align pathways to school wide initiatives, budget, plan and develop team(s) capacity to implement Linked Learning College and Career Pathways (remaining 0.5 FTE will be funded by Linked Learning Office, Site 912)	Measure N	\$66,341.00	2305	Classified Supervisors' and Administrators' Salaries	1584	Coach College/Career Pathways	0.50	Building the Conditions	Schoolwide Enabling Conditions		
1.0 FTE CHEA 9th Community Health GenEd teacher to teach class, develop curriculum and support pathway development in SLCs and Departments	Measure N	\$73,464.10	1105	Certificated Teachers' Salaries	3897	Teacher 11Months 12-Pay	1.00	Rigorous Academics	Schoolwide Enabling Conditions		
1.0 FTE 9th SPED Inclusion Teacher to co-teach pathway related curriculum, develop modifications and accommodations for pathway students and train teacher in needs for student IEPs as needed	Measure N	\$72,344.63	1105	Certificated Teachers' Salaries	6118	11-Month Classroom TSA	1.00	Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Grade Level Team
1.0 FTE CHEA ELA to instruct class and develop curriculum, collaborate with CHEA SLC, support development of CHEA pathway; allows for pathway cohorting.	Measure N	\$69,250.39	1105	Certificated Teachers' Salaries	3925	Teacher 11Months 12-Pay	1.00	Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways

1.0 FTE CHEA Bio/Chem teacher to instruct class and develop curriculum, collaborate with CHEA SLC, support development of CHEA pathway.	Measure N	\$71,000.00	1105	Certificated Teachers' Salaries	3261	11-Month Classroom TSA	1.00	Rigorous Academics	Schoolwide Enabling Conditions		Whole School
1.0 FTE SUDA 9th Integrated Science teacher to instruct class and develop curriculum, collaborate with CHEA SLC, support development of CHEA pathway.	Measure N	\$77,144.00	1105	Certificated Teachers' Salaries	2369	Teacher 11Months 12-Pay	1.00	Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
1.0 FTE SUDA SPED Inclusion Teacher to co-teach pathway related curriculum, develop modifications and accomodations for pathway students and train teacher in needs for student IEPs as needed	Measure N	\$61,998.38	1105	Certificated Teachers' Salaries	3261	11-Month Classroom TSA	1.00	Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
1.0 FTE CTE Culinary Class Instructor to provide "cross pollinating" pathway aligned healthy and sustainable food systems design courses and push in/pull out supports to pathway teachers and students	Measure N	\$60,368.80	1105	Certificated Teachers' Salaries	6829	Enter position number at left.	1.00	Work-Based Learning	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
.5 FTE contribution to a service contract with Community Schools and Student Services Department for a Community Schools Manager to provide coordination of Comprehensive Student Supports, such as COST, Referrals, Homeless and Foster Care supports among others	LCFF Supplemental	\$65,000.00	5730	Community Schools Program Manager		Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
1.0 FTE 9th Algebra 1 to provide high quality math instruction to 9th grade students and one section of math intervention	LCFF Supplemental	\$64,417.84	1105	Certificated Teachers' Salaries	6230	Teacher 11Months 12-Pay	1.00	Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
1.0 FTE ELD/Art Instructor to provide Structured English Immersion supports for Newcomer students and to provide a section of Art as mixed or hybrid Newcomer/GenEd elective to support school inclusion efforts	LCFF Supplemental	\$65,460.70	1105	Certificated Teachers' Salaries	3663	Teacher 11Months 12-Pay	1.00	Comprehensive Student Supports	Schoolwide Enabling Conditions		
1.0 FTE for Spanish for Native Speakers Instructor to provide high quality Spanish language instruction; this position allows school to provide students access to A-G approved courses to increase college eligibility.	LCFF Supplemental	\$65,460.70	1105	Certificated Teachers' Salaries	4182	Teacher 11Months 12-Pay	1.00	Rigorous Academics	Schoolwide Enabling Conditions		
1.0 FTE ELD Instructor to provide high quality ELD instruction within the Newcomer program and push into GenEd as needed	LCFF Supplemental	\$72,760.65	1105	Certificated Teachers' Salaries	4320	11-Month Classroom TSA	1.00	Comprehensive Student Supports	Schoolwide Enabling Conditions		
1.0 FTE Newcomer Geometry to provide high quality math instruction to 10th grade students and one section(s) of math intervention	LCFF Supplemental	\$72,878.85	1105	Certificated Teachers' Salaries	4163	Teacher 11Months 12-Pay	1.00	Building the Conditions	Schoolwide Enabling Conditions		
1.0 FTE for Newcomer Ethnic Studies and World History instructor to provide high quality social studies instruction to 9th and 10th grade students.	LCFF Supplemental	\$74,700.00	1105	Certificated Teachers' Salaries	3946	Teacher 11Months 12-Pay	1.00	Rigorous Academics	Schoolwide Enabling Conditions		
Classified Overtime to provide support for events and/or school initiatives as needed	LCFF Supplemental	\$24,400.00	2225	Classified Support Salaries: Overtime		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions		

0.2 FTE for Newcomer Chemistry instructor to provide high quality science instruction to 11th grade students.	LCFF Supplemental	\$15,200.00	1105	Certificated Teachers' Salaries	4713	Teacher 11Months 12-Pay	0.20	Building the Conditions	Schoolwide Enabling Conditions		
1.0 FTE for Newcomer Student Engagement Support to provide coordination and intervention of Comprehensive Student Supports for students	LCFF Supplemental	\$65,165.00	2205	Classified Support Salaries	3172	Community Relations Assistant II Bilingual	1.00	Comprehensive Student Supports	Schoolwide Enabling Conditions		
1.0 FTE Newcomer Community and Parent Engagement Assistant for support making connections to families and supporting coordination of Comprehensive Student Supports	LCFF Supplemental	\$52,733.00	2205	Classified Support Salaries	1736	Community Assistant Bilingual	1.00	Comprehensive Student Supports	Schoolwide Enabling Conditions		
Surplus	LCFF Supplemental	\$1,771.00	4399	Surplus		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions		
Supplies and food for celebrations and exhibitions of student work for pathway SLC student work	Measure N	\$3,000.00	4310	School Office Supplies		Enter position number at left.		Rigorous Academics			
CHEA Non-personnel Budget (see CHEA tab - \$3,500 for 1120 - Extended Contracts for CHEA Leads)	Measure N	\$3,500.00	1120	Certificated Teachers' Salaries: Stipends	4134	Teacher 11Months 12-Pay		Career Technical Education			
CHEA Non-personnel Budget (see CHEA tab - \$3,500 for 1120 - Extended Contracts for CHEA Leads)	Measure N	\$3,500.00	1120	Certificated Teachers' Salaries: Stipends	4746	Teacher 11Months 12-Pay		Career Technical Education			
CHEA Non-personnel Budget (see CHEA tab - \$10,000 for CHEA PBL transportation)	Measure N	\$10,000.00	5826	External Work Order Services							

**LANGUAGE & LITERACY**

School: Castlemont High School

[Link to 18-19 SPSA](#)

**ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION**

*What strategic actions are you taking to improve language and literacy outcomes for students this year?*

**IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.**

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>1. Implement a literacy strategy and cycles of inquiry on the strategy in departments through Wednesday PD sessions throughout the year. (half of all Wednesdays + other PD days)</p> <p>2. Along with department strategy focus, there is direct PD on literacy with PD sessions to train teachers on literacy strategies, increase awareness of the SRI, and a general overview of literacy.</p> <p>3. Piloting of SRI test prep for student in combination with SRI teacher training and an SRI student motivation system--mainstream and newcomer population pilot for mid and end of year SRI testing</p> <p>4. ITL Push-in support for 9th grade ELA class(es)</p> <p>5. The above practices are further supported through one-on-one and small group coaching by the 5 members of the coachign team, all who coach part-time</p> <p>Michael Scott has joined the document.</p>	Partially Implemented	Somewhat Effective	<p>1. By department teacher data analysis of the same class over the course of the year. ILT walkthroughs with a focus on looking for evidence of strategy implementation</p> <p>2. teacher self reporting of implementation via consistent PD feedback. ILT walk throughs for implementation. School Wide SRI data.</p> <p>3. Comparative SRI scores for classes which implement the test prep and motivational strategies to those which do not</p> <p>4.9th grade push in SRI scores looking at growth</p> <p>5. Coached observation data, teacher self reporting through coaching surveys</p>

**IMPLEMENTATION GOALS**

*Below are your Language & Literacy goals from Part 1: Needs & Goals.*

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	ELA department implements cycles of inquiry around IAB results	All Students	-170.2	-150.2	-150.2	Implement grade level team inquiry cycles focused on literacy skills.
ELA SBAC	SPED department supports students in taking the IABs and SBAC with appropriate accommodations	Students with Disabilities	-211	-191	-191	Implement grade level team inquiry cycles focused on literacy skills.
ELA SBAC	ELA department implements cycles of inquiry around IAB results	English Learners	-211.9	-191.9	-191.9	Implement grade level team inquiry cycles focused on literacy skills.
SRI Growth of One Year or More	Increase by 5%	All Students	12.89%	17.89%	22.89%	Implement grade level team inquiry cycles focused on literacy skills.
SRI Multiple Years Below Grade Level	Focus on Tier 1 reading intervention meaning use of strategic reading strategies day in to day in the classroom to support struggling readers	All Students	36.49%	31.49%	26.49%	Implement grade level team inquiry cycles focused on literacy skills.
ELL Reclassification	1.2%	English Learners	1.92%	16.00%	5.00%	Implement grade level team inquiry cycles focused on literacy skills.
LTEL Reclassification	2.6%	Long-Term English Learners	4.67%	25.00%	10.00%	Implement grade level team inquiry cycles focused on literacy skills.

**THEORY OF ACTION**

<b>Theory of Action</b>	If we incorporate common-core aligned literacy strategies into all Tier 1 instruction, and support teachers to take an inquiry stance around their literacy work,  then student literacy skills will improve, and we will strengthen our schoolwide approach to supporting struggling readers....
<b>How are you supporting English Language Learners?</b>	ELL/ELD push in support and strategic pull out. Continued 3rd year of Newcomer Program.
<b>How are you building conditions for student and adult learning?</b>	Conditions for student learning are being met in the following ways: --> Use of complex texts in all classrooms and across PBL  Conditions for adult learning are being built in the following ways: --> Adult department release time/additional hours to complete cycles of inquiry on the IABs and SBAC data and teaching --> Adult PD throughout the year is focused on either SEL work or literacy work in order to create consistency and offer opportunities to focus on depth over breath --> Specific PD focus areas (inside of literacy and SEL), whether by SLC or dept, will be chosen by that group to support autonomy and buyin --> Adult PD will offer cycles of inquiry, allowing teachers to try something, reflect and re-try --> Adult PD will contain application time; meaning teachers will consistently be given time to write lessons and determine how to implement practices

**STRATEGIC ACTIONS**

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
1.0 FTE Literacy ITL TSA	Title I: Basic	\$136,073.00	1119	Certificated Teachers on Special Assignment Salaries	6157	11-Month Classroom TSA	1.00	Rigorous Academics	Language & Literacy	Goal 2: Students are proficient in state academic standards.
Books other than textbooks	Measure G	\$30,373.00	4200	Books other than Textbooks		Enter position number at left.		Rigorous Academics	Language & Literacy	Goal 1: Graduates are college and career ready.
Teacher planning time, by dept or SLC				Enter object code at left.		Enter position number at left.		Rigorous Academics	Language & Literacy	Goal 5: Students are engaged in school every day.
Literacy is main focus for all school PD along with SEL				Enter object code at left.		Enter position number at left.		Rigorous Academics	Language & Literacy	Goal 1: Graduates are college and career ready.
Comprehension of complex text as one core skill to develop with students				Enter object code at left.		Enter position number at left.		Rigorous Academics	Language & Literacy	Goal 3: Students are reading at or above grade level.

RIGOROUS ACADEMICS & CTE		School: Castlemont High School		<a href="#">Link to 18-19 SPSA</a>
RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT				
PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	2	3+	3	Students can clearly identify their pathway, theme and example projects/experiences.
Integrated Core	2	4	3	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
Cohort Scheduling	2	4	3+	Master schedule
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2	3+	3	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
Collaborative Learning	2	3+	3	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2	3	3	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project. PD school wide
Collaboration Time	3	4	3+	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project. PD school wide
Professional Learning	2	3+	3	Weekly PD in SLC. Team retreat. Industry Partnership.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION			
<i>What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?</i>			
<b>IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.</b>			
Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Teachers in pathways meet weekly during a common prep period. Integrated PBL in each pathway. Pathways linked to school wide instructional strategies of SEL and Literacy	Partially Implemented	Somewhat Effective	Successful integrated projects in each pathway each Semester. Ongoing pathway collaboration around instruction focus and student focus. Align with school wide PD.

IMPLEMENTATION GOALS						
<i>Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs &amp; Goals.</i>						
Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal

<b>Math SBAC</b>	Math department implements cycles of inquiry around IAB results to reach 19-20 target	All Students	-221.8	Coming soon	-201	Implement grade level team inquiry cycles focused on literacy skills.
<b>Math SBAC</b>	Math department implements cycles of inquiry around IAB results	Students with Disabilities	-265	-245	-245	Implement grade level team inquiry cycles focused on literacy skills.
<b>Math SBAC</b>	Math department implements cycles of inquiry around IAB results	African-American Students	n/a	n/a	-201	Implement grade level team inquiry cycles focused on literacy skills.
<b>Standards Based Instruction/ Project-Based Learning</b>	Every teacher is trained and implementing at least 1 PBL learning experience each semester. SLCs are implementing one integrated project per Semester.	All Students	na	4 integrated projects on campus	10 integrated projects on campus	Find innovative ways to engage students in rigorous college prep aligned with CSS.
<b>Career Technical Education Sequence</b>	Vertically align CTE outcomes within each pathway. Horizontally integrate through SLC systems and curriculum, especially integrated projects. Develop CTE Department on campus.	All Students	Implement CTE Sequence	Develop and align CTE sequence	Vertically aligned skills outcomes	Commit to active high-interest student instruction.
<b>Graduate Capstone/ Culminating Experience</b>	Develop Senior Seminar alignment to pathways by cohorting sections by pathway. Continue to build our WBL experience through Senior Seminar project	All Students	Continue Senior Project	Align Senior Project to pathways	Align Senior Project to pathways and build out WBL	Commit to active high-interest student instruction.
<b>Course Passage Rates</b>	Clarify expectations around collaboration and instruction, especially grading so that students and teachers are clear about what it takes to pass classes.	All Students	na	Increased skills based instruction	Increased skills based instruction	Professional development centered on practice.

### THEORY OF ACTION

<b>Theory of Action</b>	If we support pathway teams and other SCLs in weekly collaboration to plan PBL, implement SEL strategies and in turn connect this to Literacy strategies then students will be more engaged and therefore more successful.
<b>How are you supporting English Language Learners?</b>	Focus on literacy as a school wide strategy. Focus on ELD in support of all ELLs, especially as a inclusive design feature for Newcomer students.
<b>How are you building conditions for students and adult learning?</b>	PWs have common and weekly planning time. Pathways are SLCs and therefore embedded into school wide PD plan that is focused on PBL that embeds literacy and SEL. Pathway teams have an admin point, pathway coach, ELD support, WBL support and care manage in the team.

### STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
SUPPLIES: Classroom and curriculum supplies for teachers to provide rigorous academic experiences for students to connect core classes to pathway themes and CTE and WBL curriculum.			4310	School Office Supplies		Enter position number at left.			Rigorous Academics	

CONSULTANT: .33 FTE College, Career and Community (C3) Coordinator to align C3 initiatives and create 4 year and beyond C3 student plans	Measure N	\$25,000.00	5825	Consultants		Enter position number at left.		Comprehensive Student Supports	Rigorous Academics		
TRANSPORATION: Newcomer Pathway Experience travel for experiential learning trips to launch and/or support integeated PBL and WBL experiences such as job shadows, field trips and other college/career access excursions.	Measure N	\$5,670.00	5826	External Work Order Services		Enter position number at left.		Career Technical Education	Rigorous Academics		
TRANSPORATION: 12th Grade Pathway Experience travel for experiential learning trips to launch and/or support integeated PBL and WBL experiences such as job shadows, field trips and other college/career access excursions.	Measure N	\$2,500.00	5826	External Work Order Services		Enter position number at left.		Career Technical Education	Rigorous Academics		
TRANSPORATION: 9th Grade Pathway Experience travel for experiential learning trips to launch and/or support integeated PBL and WBL experiences such as job shadows, field trips and other college/career access excursions.	Measure N	\$2,500.00	5826	External Work Order Services		Enter position number at left.		Career Technical Education	Rigorous Academics		
TRAVEL AND CONFERENCES: Travel and accommodations for SLCs and/or individuals to complete site visits and/or conferences around Linked Learning, pathway development and curriculum development.	Title I: Parent Participation	\$4,278.70	5200	Travel And Conferences		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions		
Campus Project Support to embedd campus assets to WBL, CTE and Rigorous Academics in class and after school, for example healthy food as community health and agriculture as design.				Enter object code at left.		Enter position number at left.			Rigorous Academics		
Continue 5 Focus Areas: CRT, Literacy, SEL, Pathways and Attendance				Enter object code at left.		Enter position number at left.			Rigorous Academics		
Aling school PD literacy focus with pathways via CTE dept				Enter object code at left.		Enter position number at left.			Rigorous Academics		
Aling school PD SEL focus with pathways via SLCs				Enter object code at left.		Enter position number at left.			Rigorous Academics		
Support the acceleration of Gifted and Talented Students (GATE) through dual enrollment college courses and advanced placement options; GATE students should be able to graduate from Castlemont with multiple college credits and college academic preparation through dual enrollment and advanced placement.				Enter object code at left.		Enter position number at left.			Rigorous Academics		

<p>Support incoming 9th graders as they transition from middle school to high school via the 9th grade house structure. All 9th graders will participate in a cohorted block schedule where they will receive academic and social-emotional guidance from teachers, and care managers specifically assigned to 9th grade, with a goal of increasing the number of students on-track to graduate at the end of 9th grade.</p>				<p>Enter object code at left.</p>		<p>Enter position number at left.</p>			<p>Rigorous Academics</p>		
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WORK-BASED LEARNING		School:	Castlemont High School	<a href="#">Link to 18-19 SPSA</a>
WORK-BASED LEARNING MEASURE N SITE ASSESSMENT				
WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	3	3	3	Increased opportunities for WBL in classrooms, trips and internships
Pathway Outcomes	2	2	2	Increased opportunities for WBL in classrooms, trips and internships but needs to be more embedded in pathways and support themes.
Pathway Evaluation	2	1	1	Increased opportunities for WBL in classrooms, trips and internships. No collective evaluation.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION			
<i>What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?</i>			
<b>IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.</b>			
Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>Coordinate with pathway CTE teachers to identify WBL activities aligned with units</p> <p>Plan CTE visits which represent pathway industry themes</p> <p>Work with industry partners to develop increased school year internship opportunities</p> <p>Develop work based learning opportunities that connect with dual enrollment classes that either act as a hook or continued form of engagement</p> <p>Collaborate with care managers and education specialists to identify students for WBL activities</p>	Partially Implemented	Somewhat Effective	<p>SUDA</p> <ul style="list-style-type: none"> <li>- Career Exploration Trips: Women's Can Build Fair, Manufacturing/ CTE Day, OUSD Skilled Trades Day, Bay Area Rapid Transit, Metropolitan Golf Links CEV. Job Shadow: Gensler Architecture</li> <li>- Career Themed College Visit: College of Alameda: Auto Mechanics/ Diesel Trucks, University of San Francisco: Architecture &amp; Community Design</li> <li>- Service Learning w/ industry partner (PG&amp;E)</li> </ul> <p>60 student participants in SUDA after school internships (SUDAWorks)</p> <p>CHEA</p> <ul style="list-style-type: none"> <li>- Career Exploration Trips: Highland Hospital, West Oakland Health Center, Children's Hospital of Oakland</li> <li>- Career Themed College Visit: Acupuncture &amp; Integrative Medicine College</li> <li>- Build out of [1] Health Path: Eastmont Wellness Center Cohort [2] CHO: YU/ Castlemont Health Center Internship program creating 20 intensive internship experiences</li> <li>- 16 student participants in CHEA after school internships (CHEAWorks)</li> </ul> <p>Newcomer</p> <ul style="list-style-type: none"> <li>- CTE College Trips</li> <li>- Spring Career Day</li> </ul> <p>Dual Enrollment CTE</p> <ul style="list-style-type: none"> <li>- Carpentry</li> <li>- Urban Agroecology (Fall, Spring, and Summer course offering on site)</li> </ul> <p>Summer ECCO Internship Data: (2017-18)</p> <p>45 students</p> <p>53% Female 47% Male</p> <p>54% Latino 40% African American 6% Asian/ Pacific Islander</p> <p>18% of students had IEPs</p> <p>9% of students were in the Newcomer program</p>

**IMPLEMENTATION GOALS**

Identify three 2018-19 implementation goals related to Work-Based Learning.						
Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
<b>Career Awareness</b>	Increased career awareness through exposure to the industry sectors represented in schools pathways through presentations in class and industry field trips.	All Students	80% exposed 20% engaged	90% exposed 70% engaged	90% exposed 70% engaged	Develop common, high expectations for student achievement and behavior.
<b>Career Exploration</b>	Pathway themed career exploration visits	All Students	80% exposed 20% engaged	90% exposed 70% engaged	90% exposed 70% engaged	Develop common, high expectations for student achievement and behavior.
<b>Career Preparation</b>	Students participate in pathway themed (or career interest based) internships through 1. Summer ECCO internship program 2. School year after school internship programs offered by pathway partners and/or 3. Short intensive internships hosted by community partners as part of students senior capstone projects Students participate in advanced training through dual/ concurrent enrollment opportunities where students can receive industry recognized certifications	All Students	80% exposed 20% engaged	90% exposed 70% engaged	90% exposed 70% engaged	Develop common, high expectations for student achievement and behavior.

THEORY OF ACTION	
<b>Theory of Action</b>	If students participate in a series of sequenced WBL events students will graduate understanding the necessary education to pursue their career goals, and be more prepared to do so.
<b>How are you supporting English Language Learners?</b>	Collaborate with the Newcomer team to create career themed college visits. Students will learn about traditional 2/4-year colleges, career technical education, and trade options. Students will complete a career awareness unit prior to participating in a series of college visits and Career Day Speaker series.
<b>How are you building conditions for students and adult learning?</b>	Work with pathway coach, admin pathway leadership and other school stakeholders to align WBL to school vision and mission.

STRATEGIC ACTIONS										
STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
STRS CLASSIFIED: 1.0 FTE for Site Work-Based Learning Liasion to coordinate WBL experiences and support teachers to embedd WBL into classrooms	Measure N	\$92,068.00	2305	Classified Supervisors' and Administrators' Salaries	1795	Enter position number at left.	1.00	Work-Based Learning	Work-Based Learning	Goal 5: Students are engaged in school every day.
CONSULTANT: Student Internship stipends (summer 19'); stipends funds to be paid from Oakland Klds First. (Measure N Carryover from 2018-19)			5825	Consultants		Enter position number at left.		Work-Based Learning	Work-Based Learning	

STRS CERTIFIED: Stipend for Summer Internships Teacher to coordinate student internships and quality WBL experiences and that align to pathways. Further make connections with students and curriculum during the year. (Measure N Carryover from 2018-19)				Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Work-Based Learning	
Transportation to one career exploration visit for Newcomer pathway each semester in order to engage students in WBL opportunities.	Measure N	\$5,000.00	5826	External Work Order Services		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 5: Students are engaged in school every day.
Survey student career interests and create groups for information sharing				Enter object code at left.		Enter position number at left.			Work-Based Learning	
Focused, pathway specific outreach for school year internships				Enter object code at left.		Enter position number at left.			Work-Based Learning	
Increased recruitment with Pacific Islander students for internship programs, historically underserved in the district and not as well served in current internship program				Enter object code at left.		Enter position number at left.			Work-Based Learning	
Industry guest speakers connected to grade level integrated projects				Enter object code at left.		Enter position number at left.			Work-Based Learning	
Secure partner organizations to host student internships for capstone hours by end of fall semester				Enter object code at left.		Enter position number at left.			Work-Based Learning	
Hold Weekly Office Hours to provide individualized Resume, Application, opportunity search support				Enter object code at left.		Enter position number at left.			Work-Based Learning	
Support students registering for concurrent enrollment to receive industry specific training and/or certificates				Enter object code at left.		Enter position number at left.			Work-Based Learning	

**COMPREHENSIVE STUDENT SUPPORTS** School: **Castlemont High School** [Link to 18-19 SPSA](#)

**COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT**

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3	3+	3	College, career and community team work to identify and address student needs. Much college focus in 12 grade, need to develop supports 9-11, similar to pilot projects in pathway cte class this year
College & Career Plan	2	2+	2	Plans exist in 12 grade. Need to develop vertical plans 9-11.

**ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION**

*What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?*

**IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.**

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>Engaged CARE managers to support students at each grade level in resolving behavior challenges, provided professional development to teachers focused on developing strategies to build SEL skills, engaged teachers within each SLC to implement a Student Needs Protocol, focused on monitoring and supporting individual students' academic and behavior support needs.</p> <p>Provided Restorative Justice Facilitator to provide conflict mediation, re-entry circles, and training and support for teachers to hold community building circles within classrooms.</p>	Fully Implemented	Effective	Reduced out of school suspensions from 104 in 2017-18 to 43 this year. Reduced URF referrals from 65 in 2017-18 to 29 this year.

**IMPLEMENTATION GOALS**

*Identify three 2018-19 implementation goals related to Comprehensive Student Supports.*

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
<b>Conditions for Student Learning (School Climate and Culture)</b>	Provide WBL as a point of contact for all students and teachers to manage spectrum of opportunities as aligned with WBL continuum and intersect with CCRS and other campus and community stakeholders.	All Students	80% exposed 20% engaged	90% exposed 70% engaged	90% exposed 70% engaged	Find innovative ways to engage students in rigorous college prep aligned with CSS.
<b>College Access</b>	Provide specific and coordinated college readiness activities for students at each grade level:	All Students	80% exposed 20% engaged	90% exposed 70% engaged	90% exposed 70% engaged	Find innovative ways to engage students in rigorous college prep aligned with CSS.
<b>Differentiated Interventions</b>	SLC's, in collaboration with Care Managers, engage in a Student Needs Protocol each marking period to identify students in need of academic/behavior intervention to develop differentiated plans of support.	Low-Performing Students	20% students engaged 80% access	20% students engaged 80% access	20% students engaged 80% Access	Creation of grade level social emotional/discipline deans to implement SEL strategies in the RTI framework.

THEORY OF ACTION	
<b>Theory of Action</b>	If we provide supportive, welcoming, inclusive classroom environments in which students are challenged academically, and provided with engaging and relevant curriculum, students will be prepared for college and career upon graduation.
<b>How are you supporting English Language Learners?</b>	We provide a comprehensive program for English learners that includes ELD classes, staff who provide social/emotional support, and a coordinated newcomer program aligned with the specific needs of EL's.
<b>How are you building conditions for students and adult learning?</b>	Using the principles of Culturally Responsive Teaching (CRT), ensure that all teachers and classrooms are aligned with the framework regarding creating supportive environments, establishing instructional and SEL routines, and providing students with the skills to utilize cognitive routines to facilitate complex problem solving and other intensively rigorous academic activities.

STRATEGIC ACTIONS											
STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal	
0.2 FTE School Psychologist	LCFF Concentration	\$25,318.00	5734	School Psychologist		Enter position number at left.	0.20	Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	
STRS CLASSIFIED???: CCSS to connect pathway development work, specifically WBL to larger College, Career and Community Plan and Dual Enrollment.	??	\$15,000.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Rigorous Academics	Goal 5: Students are engaged in school every day.	
1.0 FTE - Attendance Compliance Officer	Base Funded		2205	Classified Support Salaries	824	Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	
Care Manager to provide case management services to high-needs students	Title I: Basic	\$86,538.00	2205	Classified Support Salaries	1776	Case Manager 24	1.00	Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	
Provide comprehensive PD for teachers to build skills in creating rigorous, engaging lessons aligned with common core that support students' literacy growth.				Enter object code at left.		Enter position number at left.		Rigorous Academics	Comprehensive Student Supports		
Using the Culturally Responsive Teaching Ready for Rigor Framework, establish, implement, and monitor foundational elements to which all classrooms adhere, that ensure supportive classroom environments, challenging and relevant curriculum, and systems of support for both students and teachers.				Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports		
Engage a WBL Coordinator to establish partnerships with local organizations and business, aligned with pathway experiences, to provide internship opportunities for 12th grade students.				Enter object code at left.		Enter position number at left.		Work-Based Learning	Comprehensive Student Supports		

Provide a trajectory of classes for 10th - 12th grade students that provide opportunities for students to explore various career opportunities aligned with pathways.				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports		
Continue efforts of Parent Leads Committee, focused on developing parent leadership capacity and participation in school improvement efforts.				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports		
Continue SEL as core focus area for schoolwide PD				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports		
Care Managers to meet on a regular basis with case managers from community agencies to provide integrated support for students' well-being, motivation and academic success in pathway CTE and core classes. These weekly meetings will focus on Tier 3 students - students most at-risk (foster youth, incarcerated youth, homeless/very low-income youth, gang-involved youth). Case managers from community agencies to provide alternatives to discipline, refer students and families to resources for food, housing, and overall health and well-being.				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports		

Who do you need to meet with moving forward to develop and then finalize this plan? Plan the engagement of your stakeholders below.

What needs to get done?	Who? (Individuals, Teams or Committees)				Where and When?	
	Responsible	Accountable	Consulted	Informed	What meeting?	When?
Needs Analysis	<i>Admin Pathway Leadership</i>				<i>Admin PW meeting</i>	<i>Monday 4.8</i>
Setting Goals for School	<i>School Wide Leadership</i>				<i>SW Leadership</i>	<i>Monday 4.8</i>
Enabling Conditions and Administration Plan	<i>School Wide Leadership</i>				<i>SW Leadership</i>	<i>Monday 4.8</i>
Measure N Self Assessment	<i>Pathway Coach</i>				<i>Ongoing, review during Admin PW meeting</i>	<i>Monday 4.8</i>
Language and Literacy Plan	<i>ITL and ILT</i>				<i>Ongoing, Next ILT</i>	<i>Thursday?</i>
Rigorous Academic and CTE Plan	<i>Pathway Coach, ITL, ILT</i>				<i>Ongoing, ILT steering committee meeting?</i>	<i>?</i>
Work Based Learning Plan	<i>WBL, Pathway Coach</i>				<i>Ongoing</i>	<i>Week of 4.8</i>
Comprehensive students Supports and Counseling	<i>Culture Team</i>				<i>Culture Team Meeting</i>	<i>?</i>
Pathway Planning	<i>Pathway Coach and Leads, Teams</i>				<i>Ongoing, Leads meetings</i>	<i>SUDA, Tues 4.9 CHEA Tues 4.9 Teams: Week of 4.8 Wed and Thurs</i>
SSC Approval	<i>SSC</i>				<i>SSC Meeting</i>	<i>?</i>



**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT: PROPOSED BUDGET FOR PATHWAYS**

**School:** Castlemont High School

**School ID:** 301

Community Health Equity Academy (CHEA)	Allocation	Total Expended	Total Remaining	Sustainable Urban Design Academy (SUDA)	Allocation	Total Expended	Total Remaining
Measure N		\$7,000.00	-\$7,000.00	Measure N		\$0.00	\$0.00
Perkins		\$0.00	\$0.00	Perkins		\$0.00	\$0.00
California Partnership Academy		\$0.00	\$0.00	California Partnership Academy	\$136,650.00	\$87,500.00	\$49,150.00
Intel		\$0.00	\$0.00	Intel		\$0.00	\$0.00
CTEIG		\$0.00	\$0.00	CTEIG		\$0.00	\$0.00

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOCIATED PATHWAY	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
		Travel to continue to build pathway leadership and team through study of text, leadership training and engagement site visits, conferences etc. (Should MN funds become available through 18-19 Measure N Carry-Over)	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-1
		Rental space for retreat to develop capacity of pathway team once per semester including supplies, food and space to design and plan pathway projects, systems and experiences. (Should MN funds become available through 18-19 Measure N Carry-Over)	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-2
		Present at conferences	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-3
		Continue to develop Youth Advisory Council through PHI partnership.	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-4
		Focus on Collaboration as SLC pathway	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-5
		Increase connection with care managers and other support staff wrap around services to address students falling through the cracks.	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-6

		Create structure time and spaces for students to get support: inclusion room, care room and teacher classroom after school	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-7
		Meet with other pathways and SLCs on campus to align programs and experiences through pathway lead meetings or SLC time during PD	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-8
		Develop and implement pathway-wide frames for analysis reading, writing and research process expectations aligned integrated projects with CHEA outcomes.	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-9
		Align pathway strategies with school wide literacy work through CTE classes/Dept time and SLC pathway meetings	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-10
		Develop ELD instructional strategies "best practices toolbox" and opportunities with Newcomer team and students to ensure adequate academic supports for ELL's.	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-11
		Replicate and develop PBL and integrated projects including hands on projects and project aligned trips: Supplies and materials PBL and training and materials with a CRT lens.	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-12
		Develop and align grading systems and other instructional strategies.	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-13
		Go to Off site authentic presentations of student projects.	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-14
		Peer Mentoring Program in partnership with CHO: pathway development, direct service, peer development, internships and wellness center	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-15
		Include WBL Liaison in pathway meetings more regularly	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-16

		Transportation for student retreats and WBL trips to develop pathway experience and WBL experiences with health industry to Samuel Merritt College to see simulation lab and to Kaiser Gardner Center	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-17
		Food for three pathway parent engagement events per year in collaboration with school wide parent engagement team. Food for two Celebrations and Student Exhibitions per year per grade level	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-18
		Relationship development in classrooms using CRT as framework to develop SEL.	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-19
		Consistent and thorough follow up on students to avoid students "falling through cracks". Create pull out time and space to connect and support via extended contracts with teachers and/or stipends for peer tutoring. Run SSTs with students and parents for students identified as needing Tier 2 supports	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-20
		Clarify and communicate expectations, clarity and participation of care managers in pathway meetings	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-21
		Partner with the afterschool program to provide afterschool tutoring and support	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-22
		CHEA student retreat to Woolman School	Community Health Equity Academy (CHEA)		Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-23
		Identify and purchase core pathway wide texts, horizontally and vertically (Should MN funds become available through 18-19 Measure N Carry-Over)	Community Health Equity Academy (CHEA)	4200	Books other than Textbooks		Enter position number at left.		301-Community Health Equity Academy (CHEA)-24
		Student stipends for health based WBL internships during school year and summer	Community Health Equity Academy (CHEA)	5825	Enter object code at left.		Enter position number at left.		301-Community Health Equity Academy (CHEA)-25

		CAHC partnership in pathway development, specifically WBL and CTE	Community Health Equity Academy (CHEA)	5825	Consultants		Enter position number at left.		301-Community Health Equity Academy (CHEA)-26
		Contract with partners for Wellness days and CHEA projects	Community Health Equity Academy (CHEA)	5825	Consultants		Enter position number at left.		301-Community Health Equity Academy (CHEA)-27
\$7,000.00	Measure N	Provide extended contracts for pathway lead(s) to support pathway development team meetings, agenda planning, and facilitation.	Community Health Equity Academy (CHEA)	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		301-Community Health Equity Academy (CHEA)-28
		Focus on grading as student growth in connection to pass rates connected to school wide Grading vs. Achievement Project	Sustainable Urban Design Academy (SUDA)			Enter object code at left.	Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-29
		Teacher planning time, by dept or SLC in PD and shared work time.	Sustainable Urban Design Academy (SUDA)			Enter object code at left.	Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-30
		Literacy is main focus for all school PD along with SEL	Sustainable Urban Design Academy (SUDA)			Enter object code at left.	Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-31
		Contract consultant for design thinking PD sessions (4x)	Sustainable Urban Design Academy (SUDA)			Enter object code at left.	Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-32
		Increase connection with care managers and other support staff and wrap around services to address students falling through the cracks.	Sustainable Urban Design Academy (SUDA)			Enter object code at left.	Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-33
		Aligning schoolwide PD literacy goals and strategies to Pathway SLC work.	Sustainable Urban Design Academy (SUDA)			Enter object code at left.	Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-34
		Integrate common writing, research and reading strategies into integrated projects and across pathway	Sustainable Urban Design Academy (SUDA)			Enter object code at left.	Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-35
		Align to literacy work through PD	Sustainable Urban Design Academy (SUDA)			Enter object code at left.	Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-36

		Develop and align grading systems and other instructional strategies.	Sustainable Urban Design Academy (SUDA)		Enter object code at left.		Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-37
		Attendance intervention within Pathways and aligned to school wide plan. Create incentives program.	Sustainable Urban Design Academy (SUDA)		Enter object code at left.		Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-38
		Relationship development in classrooms using CRT as framework to develop SEL. Consult with Engaging Schools or similar agency.	Sustainable Urban Design Academy (SUDA)		Enter object code at left.		Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-39
		Clarify and communicate expectations, clarity and participation of care managers in pathway meetings	Sustainable Urban Design Academy (SUDA)		Enter object code at left.		Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-40
		Student overnight retreat to Woolmand School to build community, relationships and pathway identity through connecting to pathway themes	Sustainable Urban Design Academy (SUDA)		Enter object code at left.		Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-41
\$10,000.00		Hire support to connect school garden to school day program, manage orchard, social enterprise, and food/environmental systems design support. Currently unfunded priority; will fund if resources become available.	Sustainable Urban Design Academy (SUDA)	5825	Consultants		Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-42
\$20,000.00		Hire Farm Manager and Green Eat coordinator to manage farm, connect to classes and run SUDAWorks project	Sustainable Urban Design Academy (SUDA)	5825	Consultants		Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-43
\$10,000.00	California Partnership Academy	Equipment and Supplies for CTE: Design Thinking tools, engineering manipulatives, maker space materials and tools	Sustainable Urban Design Academy (SUDA)	4310	School Office Supplies		Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-44
\$5,000.00	California Partnership Academy	Books materials and supplies to support leadership in pathway development in order to support Pathway Leads to build the pathway teams and provide a quality experience to students.	Sustainable Urban Design Academy (SUDA)	4310	School Office Supplies		Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-45

\$500.00	California Partnership Academy	Supplies to develop capacity of pathway team via retreats once per semester in order to build community as a team, common systems and integrated projects to provide a consistent and rigorous experient to students.	Sustainable Urban Design Academy (SUDA)	4310	School Office Supplies		Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-46
\$6,000.00	California Partnership Academy	Supplies and materials to replicate and develop PBL and integrated projects including hands on projects and project aligned trips to provide engaging quality pathway experiences to students	Sustainable Urban Design Academy (SUDA)	4310	School Office Supplies		Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-47
\$5,000.00	California Partnership Academy	Supplies and incentives for a minimum three pathway parent engagement events per year in collaboration with school wide parent engagement team in order to engage parents in pathway development.	Sustainable Urban Design Academy (SUDA)	4314	Student Incentives		Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-48
\$5,000.00	California Partnership Academy	Continue to build pathway co-directors leadership capacity through travel, site visits, training and interaction with other pathway leads and schools.	Sustainable Urban Design Academy (SUDA)	5200	Travel And Conferences		Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-49
\$1,000.00	California Partnership Academy	Rental of space and develop capacity of pathway team via retreats once per semester in order to build community as a team, common systems and integrated projects to provide a consistent and rigorous experient to students.	Sustainable Urban Design Academy (SUDA)	5624	Rentals: Facility		Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-50
\$15,000.00	California Partnership Academy	Support for Dual Enrollment program instructional prep and coordination with pathway programs	Sustainable Urban Design Academy (SUDA)	5825	Consultants		Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-51
\$25,000.00	California Partnership Academy	Hire Fablab Teacher Support for day program to train and support teachers to go to fablab for design build projects and to push into classrooms to make relational and project connections with school day classes, especially CTE class. Instructor will also be for SUDAWorks after school program for students to build social enterprise skills through maker space	Sustainable Urban Design Academy (SUDA)	5825	Consultants		Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-52

\$10,000.00	California Partnership Academy	TRANSPORTATION: Travel for experiential learning trips to launch and/or support integrated PBL and WBL experiences such as job shadows, field trips and other college/career access excursions.	Sustainable Urban Design Academy (SUDA)	5826	External Work Order Services		Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-53
\$5,000.00	California Partnership Academy	Transportation for WBL/CTE events such as Maker Faire, Manufacturing Day and Peralta CTE Open Houses	Sustainable Urban Design Academy (SUDA)	5826	External Work Order Services		Enter position number at left.		301-Sustainable Urban Design Academy (SUDA)-54

## 1. ABOUT THE PATHWAY

<b>PATHWAY:</b>	Community Health Equity Academy (CHEA)	<b>School:</b>	Castlemont High School
<b>Pathway Industry Sector:</b>	Health Science and Medical Technology	<b>School ID:</b>	301
<b>Pathway Description:</b>	Community and Public Health		
<b>Pathway Mission &amp; Vision:</b>	<p>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>We believe this can best be achieved by encouraging expression of creativity and emotion for healing, and by exploring connections between academic content, the arts, and students' full lives. Thus, we collectively co-create pathway culture and enable educators and students to actively disrupt patterns of oppression through active inclusion and openly confronting challenges in the classrooms and schoolwide. The Academy is co-created with and for students in the Castlemont community.</p> <p>CHEA honors the special contribution that graduates' combination of expertise in their own life experiences combined with public health skills and knowledge of social determinants of health equity can add to current practice and research in not only public health, but every single system that impacts/ is impacted by health equity, from business to education to science and everything in between.</p>		

### Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	50.3%	49.7%	99.0%	89.9%	23.6%	18.1%	20.1%	Coming soon	Coming soon
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	41.7%	0.0%	2.5%	51.3%	0.0%	2.0%	1.5%	0.5%	3.0%

## 2. PATHWAY NEEDS ASSESSMENT

### 2A. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators

**Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.**

- Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

**IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your Pathway's targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).**

*Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
<b>Pathway Graduation &amp; Dropout Rates</b>	Pathway systems and structures in place to push collaboration to reach goals.	Schoolwide and district graduation rates hover around 60%	Increased collaboration to provide more consistent, supportive and rigorous experience for students.

<b>On Track to Graduate (11th Grade)</b>	2nd year of full pathway implementation teams collaborated deeply to develop pathway identity, take trips together, implement interdisciplinary projects and have student exhibitions. Pathway cohorting. Strong industry partnership.	2nd year implementation teachers needed to build systems and team for collaboration. Launching and building culture of the pathway with high expectaions. Tighter tracking of students so they don't fall through the cracks. Not all cohorts pure. 29% Rate	Further deepen team collaboration to reiterate success and implement improvements in pathway strategies and interdisciplinary projects.
<b>On Track to Graduate (10th Grade)</b>	2nd year of full pathway implementation teams collaborated deeply to develop pathway identity, take trips together, implement interdisciplinary projects and have student exhibitions. Pathway cohorting. Strong industry partnership.	2nd year implementation teachers needed to build systems and team for collaboration. Launching and building culture of the pathway with high expectaions. Tighter tracking of students so they don't fall through the cracks. Not all cohorts pure. 29% Rate	Further deepen team collaboration to reiterate success and implement improvements in pathway strategies and interdisciplinary projects.
<b>12th Grade A-G Completion</b>	1st year of students that have experienced 2 years of both pathway programs.	34% Rate still too low. Students may be graduating, but with letter grade D therefore eligibel to graduate but not A-G.	Continue to build capacity of teachers to hold high expecations and move students from D to at least C level success.
<b>CTE Capstone Completion with a C- or better</b>	Strong consistent curriculum. Inclusion teachers that hold the expectations and knowledge over years. 108/132 = 82%	Retention of capstone teacher a challenge.	Cohort senior seminar capstone class by pathway in 2019-20
<b>Completion of two semesters of college coursework with a C- or better</b>	DE pass rate is above 80% for 2 out of 3 courses.	Enrollment and DE-pathway alignment due to scheduling and calendaring.	Align DE experiences to pathay preps

## 2B. Pathway Goals

**Task: Please review your Needs Assessment above and update your targets and (if needed) your June 2021 pathway goals.**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
<b>Pathway Graduation Rates</b>	Pilot year implementation teachers needed to build systems and team for collaboration. Launching and building culture of the pathway with high expectaions. Not all cohorts pure.	African American Students	Coming soon	80% graduation rate
<b>On Track to Graduate (11th Grade)</b>	95% of students on track by the end of the 11th year.	African American Students	Coming soon	90% on track by end of 11th grade year
<b>On Track to Graduate (10th Grade)</b>	85% of students on track by end of 10th grade year.	All Students	Coming soon	80% on track by end 10th grade year
<b>12th Grade A-G Completion</b>	100% of students A-G eligible by graduation.	All Students	Coming soon	95% A-G eligible by graduation
<b>CTE Capstone Completion with a C- or better</b>	100% of students pass Capstone with C- or better	All Students	Coming soon	95% pass with C- or better
<b>Completion of two semesters of college coursework with C- or better</b>	30% of students have taken 1-2 semesters of college classes and passed with a C- or better	All Students	Coming soon	25% of students have taken 1-2 semesters of college classes and passed with a C- or better

## 3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
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Mission and Vision	Coming soon	Coming soon	3	Clear stance and mission, team is aligned.				
Leadership Configuration	Coming soon	Coming soon	3	Admin per pathway, co-directors, pathway coach and team member distribution of leadership.				
Distributive Leadership	Coming soon	Coming soon	3	Developing more ownership of directors and team capacity for leadership.				
<b>Pathway Leadership &amp; Vision Goal for 2019-20:</b>			Focus on Collaboration as a stance and clear expectation for pathway work of the team. Develop pathway co-directors to facilitate pathway development process and team capacity to collectively identify and manage work of pathway.					
<b>Pathway Leadership &amp; Vision Strategic Actions</b>		<b>Related Linked Learning Pillar</b>	<b>Funding Source (if relevant)</b>	<b>Cost</b>	<b>Object Code</b>	<b>Position Number</b>	<b>FTE</b>	<b>PERKINS, CTEIG &amp; CPA ONLY: Which funding goal does this address?</b>
Provide extended contracts for pathway lead(s) to support pathway development team meetings, agenda planning, and facilitation.		Enabling Conditions	Measure N	\$7,000.00	1120			
<b>Travel to continue to build pathway leadership and team through study of text, leadership training and engagement site visits, conferences etc. (Should MN funds become available through 18-19 Measure N Carry-Over)</b>		Enabling Conditions						
Rental space for retreat to develop capacity of pathway team once per semester including supplies, food and space to design and plan pathway projects, systems and experiences. (Should MN funds become available through 18-19 Measure N Carry-Over)		Enabling Conditions						
Present at conferences		Rigorous Academics						
Continue to develop Youth Advisory Council through PHI partnership.		Comprehensive Student Supports						
Focus on Collaboration as SLC pathway		Rigorous Academics						
<b>3B. EQUITY, ACCESS &amp; ACHIEVEMENT</b>	<b>16-17 Score</b>	<b>17-18 Score</b>	<b>18-19 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>				
Open Access and Equitable Opportunities	Coming soon	Coming soon	3	2nd year of pathway cohorts, master scheduling and leadership configuration to support pathways as continuous school improvement initiative.				
Diverse Student Representation	Coming soon	Coming soon	3	2nd year of pathway cohorts, master scheduling and leadership configuration to support pathways as continuous school improvement initiative.				
Closing the Opportunity Gap	Coming soon	Coming soon	2+	2nd year of pathway cohorts, master scheduling and leadership configuration to support pathways as continuous school improvement initiative.				
<b>Pathway Equity, Access &amp; Achievement Goal for 2019-20:</b>			Building on Leadership Goal of Collaboration, focus on data driven practice looking at student attendance, grades and other data every marking period to create strategies and interventions that address on track data and ultimately graduation rates.					
<b>Pathway Equity, Access &amp; Achievement Strategic Actions</b>		<b>Related Linked Learning Pillar</b>	<b>Funding Source (if relevant)</b>	<b>Cost</b>	<b>Object Code</b>	<b>Position Number</b>	<b>FTE</b>	<b>PERKINS, CTEIG &amp; CPA ONLY: Which funding goal does this address?</b>
Increase connection with care managers and other support staff wrap around services to address students falling through the cracks.		Comprehensive Student Supports						
Create structure time and spaces for students to get support: inclusion room, care room and teacher classroom after school		Comprehensive Student Supports						
Meet with other pathways and SLCs on campus to align programs and experiences through pathway lead meetings or SLC time during PD		Enabling Conditions						

Develop intentional "integration" strategies and experiences with Newcomer Team during pathway lead, design team meetings or PD SLC time as needed	Enabling Conditions						
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**4. LANGUAGE & LITERACY PATHWAY STRATEGIES**

<b>Schoolwide Theory of Change</b>	If we incorporate common-core aligned literacy strategies into all Tier 1 instruction, and support teachers to take an inquiry stance around their literacy work, then student literacy skills will improve, and we will strengthen our schoolwide approach to supporting struggling readers....
<b>What will your pathway do to align to the schoolwide focus for 2019-20?</b>	The pathway is an SLC that is supported in schoolwide PD and therefore aligned to school wide PD focus. In addition, team members participate in Dept meetings specifically focused on literacy strategies and bring these strategies back to the pathway experience.

Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Develop and implement pathway-wide frames for analysis reading, writing and research process expectations aligned integrated projects with CHEA outcomes.	Rigorous Academics						
Align pathway strategies with school wide literacy work through CTE classes/Dept time and SLC pathway meetings	Rigorous Academics						
<b>Identify and purchase core pathway wide texts, horizontally and vertically (Should MN funds become available through 18-19 Measure N Carry-Over)</b>	Rigorous Academics			4200			
Develop ELD instructional strategies "best practices toolbox" and opportunities with Newcomer team and students to ensure adequate academic supports for ELL's.	Rigorous Academics						

**5. RIGOROUS ACADEMICS**

**5A. Rigorous Academics Pathway Self-Assessment**

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	Coming soon	Coming soon	3	Students can clearly identify their pathway, theme and example projects/experiences.
Integrated Core	Coming soon	Coming soon	3+	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
Cohort Scheduling	Coming soon	Coming soon	3+	Master schedule
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	Coming soon	Coming soon	3	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
Collaborative Learning	Coming soon	Coming soon	3	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	Coming soon	Coming soon	3	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project. PD school wide

Collaboration Time	Coming soon	Coming soon	3+	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project. PD school wide
Professional Learning	Coming soon	Coming soon	3	Weekly PD in SLC. Team retreat. Industry Partnership.

### 5B. Rigorous Academics Pathway Needs Assessment

What are the strategic actions have you taken to improve **standards based instruction, graduate capstone, standards aligned interdisciplinary units/thematic units at each grade level and improved passage rates for students this year?**

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Pathway teams used common prep periods, cohorted student schedules and pathway themes to create common systems across the pathway and implement 1 integrated PBL based in experiential learning trips per semester. In addition to the instructional focus teams also focused on student needs protocols and focal students to create intervention plans and hold circles with students. Teams worked on team dynamics, communication and common expectations.	Fully Implemented	Somewhat Effective	Anecdotal evidence from students and adults about the impact of collaborative and integrated work is showing some success, however, given teacher retention issues much of the needed consistency as not yet become systemic and therefore quantifiable.

### 5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
<b>Standard-Aligned PBL Aligned to Theme</b>	Complete 2 interdisciplinary projects per grade level per year (Total 4 per pathway)	All Students	2 projects	4 Projects
<b>Graduate Capstone</b>	Cohort capstone course by pathway and vertically align pathway skills and theme to capstone course.	All Students	80%	90% completion of senior project connected to pathway themes

### 5D. Rigorous Academics Pathway Theory of Change and Strategic Actions

**Theory of Change** If we support pathway teams and other SCLs in weekly collaboration to plan PBL, implement SEL strategies and in turn connect this to Literacy strategies then students will be more engaged and therefore more successful.

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
1.0 FTE CHEA 9th Exploration class for Community Health GenEd teacher to teach class, develop curriculum and support pathway development in SLCs and Departments	Enabling Conditions	Measure N	\$73,464.10	1105	3897	1.00	
1.0 FTE CHEA ELA to instruct class and develop curriculum, collaborate with CHEA SLC, support development of CHEA pathway; allows for pathway cohorting.	Enabling Conditions	Measure N	\$69,250.39	1105	3925	1.00	
1.0 FTE CHEA Biol/Chem teacher to instruct class and develop curriculum, collaborate with CHEA SLC, support development of CHEA pathway.	Enabling Conditions	Measure N	\$71,000.00	1105	3261	1.00	
TRANSPORATION: Travel for experiential learning trips to launch and/or support integrated PBL and WBL experiences such as job shadows, field trips and other college/career access excursions.	Work-Based Learning	Measure N	\$10,000.00	5826			
<b>Purchase lab kits for science</b>	Rigorous Academics			4310			
<b>Replicate and develop PBL and integrated projects including hands on projects and project aligned trips: Supplies and materials PBL and training and materials with a CRT lens.</b>	Career Technical Education						

Develop and align grading systems and other instructional strategies.	Rigorous Academics					
Go to Off site authentic presentations of student projects.	Enabling Conditions					
Identify and develop CHEA 12th experience	Career Technical Education					
Develop inclusion program for CTE classes	Career Technical Education					
Vertically align experiences, projects and outcomes	Enabling Conditions					

## 6. WORK-BASED LEARNING

### 6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	Coming soon	Coming soon	3	Awareness, exploration and preparation in 10-12th grade experience.
Pathway Outcomes	Coming soon	Coming soon	3	Presentations in CTE class and advisory
Pathway Evaluation	Coming soon	Coming soon	3	Informal reflection by leadership and teams.

### 6B. Work-Based Pathway Needs Assessment

What are the strategic actions have you taken to improve **career awareness, career exploration and career preparation** for students this year?

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Meet with pathway teams to develop WBL scope and sequence	Partially Implemented	Effective	Meeting with pathway teams weekly, connecting with students on a daily basis, piloting and developing pilot internship projects such as HEAL and CHO internships.

### 6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	Students have the opportunity to learn about industry related careers within each unit in CTE classes, semester mapping- guest speaker opportunities identified	All Students	317	
Career Exploration	Students encouraged to participate in at least one career exploration visit per year in the 10th and 11th grades, pre/post curriculum integrated within CTE Class	All Students	124	
Career Preparation	Increased participation in school year internships programs	All Students	114	

### 6D. Work-Based Learning Theory of Change and Strategic Actions

<b>Theory of Change</b>	If we focus on integrating WBL opportunities into pathway curriculum, then we will see a increase in career awareness and industry related skills, while increasing engagement and achievement.
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Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Peer Mentoring Program in partnership with CHO: pathway development, direct service, peer development, internships and wellness center	Work-Based Learning						
Student stipends for health based WBL internships during school year and summer	Work-Based Learning			5825			
Include WBL Liasion in pathway meetings more regularly	Work-Based Learning						

CAHC partnership in pathway development, specifically WBL and CTE	Career Technical Education			5825			
Contract with partners for Wellness days and CHEA projects	Work-Based Learning			5825			
Transportation for student retreats and WBL trips to develop pathway experience and WBL experiences with health industry to Samuel Merritt College to see simulation lab and to Kaiser Gardner Center	Career Technical Education						

**7. COMPREHENSIVE STUDENT SUPPORTS** *\*Previously called Integrated Student Supports*

**7A. Comprehensive Student Supports Pathway Self-Assessment**

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	Coming soon	Coming soon	3	Regular check ins. Student needs protocol. Care manager follow up. Admin support.
College & Career Plan	Coming soon	Coming soon	2	Broad guidance and Future Center as option, but no clear pathway strategy

**7B. Comprehensive Student Supports Pathway Needs Assessment**

What are the strategic actions have you taken to improve **differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?**

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
In addition to instruction pathway teams and SLCs implemented student needs protocols in collaborativ meetings and in PD. Admin and care managers supported around specific students and focal students were identified. Circles were held in some classes to address various needs of students.	Partially Implemented	Somewhat Effective	Pathway teams met bi-weekly to address student needs. 20% of school wide PD was focused on student needs. Admin, Culture Team and COST supported with wrap around services.

**7C. Comprehensive Student Supports Pathway Goals**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
<b>College and Career Transition Supports</b>	4 Year College, Career and Community plan that includes a Profile, Plan and Portfolio of evidence for every student.	All Students	na	develop the system
<b>Diffentiated Interventions for Special Populations (English Learners, African-American Students, Students with Disabilities)</b>	Continue Inclusion model within pathways, ELD supports and transitions and other needed interventions based on assessment of students.	All Students	2 co-teachers per SLC	2 co-teachers per SLC

**7D. Comprehensive Student Supports Theory of Change and Strategic Actions**

**Theory of Change** If we provide supportive, welcoming, inclusive classroom environments in which students are challenged academically, and provided with engaging and relevant curriculum, students will be prepared for college and career upon graduation.

Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Food for three pathway parent engagment events per year in collaboration with school wide parent engagement team.Food for two Celebrations and Student Exhibitions per year per grade level	Enabling Conditions						

Relationship development in classrooms using CRT as framework to develop SEL.	Comprehensive Student Supports						
Consistent and thorough follow up on students to avoid students "falling through cracks". Create pull out time and space to connect and support via extended contracts with teachers and/or stipends for peer tutoring. Run SSTs with students and parents for students identified as needing Tier 2 supports	Comprehensive Student Supports						
Clarify and communicate expectations, clarity and participation of care managers in pathway meetings	Enabling Conditions						
Partner with the afterschool program to provide afterschool tutoring and support	Comprehensive Student Supports						
CHEA student retreat to Woolman School	Comprehensive Student Supports						
Pacific Islander Intervention: Pay part time staff to push in, pull out, facilitate PI focus groups as targeted intervention as comprehensive student support academically and socially to engage pathway students to attend and reach highest potential socially and academically	Comprehensive Student Supports						
Plan and distribute classroom Wellness Centers	Comprehensive Student Supports						
Supplies for two Celebrations and Student Exhibitions per year.	Rigorous Academics						
SEL - PBIS Culture Building for CHEA: The CHEA Way, The Scholar Code (Cost: Poster Materials, Print-outs, Swag [Incentives]?) Connecting Seniors to Pathway (Cost: Graduation Stoles?)	Comprehensive Student Supports						
Support, training, and technical assistance for creation of "Advisory" groups	Comprehensive Student Supports						

1. ABOUT THE PATHWAY	
<b>PATHWAY:</b>	Sustainable Urban Design Academy (SUDA)
<b>Pathway Industry Sector:</b>	Engineering and Architecture
<b>Pathway Description:</b>	The Sustainable Urban Design Academy (SUDA) prepares students for careers in Design Engineering, among others, through a focus on Sustainable Design. The Sustainable Urban Design Academy approaches design of environmental systems and natural resources as fundamental SMART growth and sustainable development in a world that just reached 7 billion people and 80% of the population now lives in urban environments and where cities are becoming more dense and urban density planning is a key to sustainable living. Students use inquiry and action research to research and analyze topics relevant to urban communities. SUDA offers classes where students take charge to design projects that connect to themselves and their community.
<b>Pathway Mission &amp; Vision:</b>	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. 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.

Pathway Demographics									
Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	59.1%	40.9%	97.0%	89.5%	25.3%	19.8%	16.9%	Coming soon	Coming soon
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	30.8%	0.4%	1.7%	57.4%	2.1%	4.2%	2.1%	0.4%	1.3%

## 2. PATHWAY NEEDS ASSESSMENT

### 2A. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators

**Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.**  
 • Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

**IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your Pathway's targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).**

*Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
<b>Pathway Graduation &amp; Dropout Rates</b>	Pathway systems and structures in place to push collaboration to reach goals.	Schoolwide and district graduation rates hover around 60%	Increased collaboration to provide more consistent, supportive and rigorous experience for students.
<b>On Track to Graduate (11th Grade)</b>	2nd year of full pathway implementation teams collaborated deeply to develop pathway identity, take trips together, implement interdisciplinary projects and have student exhibitions. Pathway cohorting. Strong industry partnership.	2nd year implementation teachers needed to build systems and team for collaboration. Launching and building culture of the pathway with high expectations. Tighter tracking of students so they don't fall through the cracks. Not all cohorts pure. 29% Rate	Further deepen team collaboration to reiterate success and implement improvements in pathway strategies and interdisciplinary projects.

<b>On Track to Graduate (10th Grade)</b>	2nd year of full pathway implementation teams collaborated deeply to develop pathway identity, take trips together, implement interdisciplinary projects and have student exhibitions. Pathway cohorting. Strong industry partnership.	2nd year implementation teachers needed to build systems and team for collaboration. Launching and building culture of the pathway with high expectations. Tighter tracking of students so they don't fall through the cracks. Not all cohorts pure. 29% Rate	Further deepen team collaboration to reiterate success and implement improvements in pathway strategies and interdisciplinary projects.
<b>12th Grade A-G Completion</b>	1st year of students that have experienced 2 years of both pathway programs.	34% Rate still too low. Students may be graduating, but with letter grade D therefore eligible to graduate but not A-G.	Continue to build capacity of teachers to hold high expectations and move students from D to at least C level success.
<b>CTE Capstone Completion with a C- or better</b>	Strong consistent curriculum. Inclusion teachers that hold the expectations and knowledge over years. 108/132 = 82%	Retention of capstone teacher a challenge.	Cohort senior seminar capstone class by pathway in 2019-20
<b>Completion of two semesters of college coursework with a C- or better</b>	DE pass rate is above 80% for 2 out of 3 courses.	Enrollment and DE-pathway alignment due to scheduling and calendaring.	Align DE experiences to pathway preps

## 2B. Pathway Goals

**Task: Please review your Needs Assessment above and update your targets and (if needed) your June 2021 pathway goals.**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
<b>Pathway Graduation Rates</b>	Pilot year implementation teachers needed to build systems and team for collaboration. Launching and building culture of the pathway with high expectations. Not all cohorts pure.	African American Students	Coming soon	80% graduation rate
<b>On Track to Graduate (11th Grade)</b>	95% of students on track by the end of the 11th year.	African American Students	Coming soon	90% on track by end of 11th grade year
<b>On Track to Graduate (10th Grade)</b>	85% of students on track by end of 10th grade year.	All Students	Coming soon	80% on track by end 10th grade year
<b>12th Grade A-G Completion</b>	100% of students A-G eligible by graduation.	All Students	Coming soon	95% A-G eligible by graduation
<b>CTE Capstone Completion with a C- or better</b>	100% of students pass Capstone with C- or better	All Students	Coming soon	95% pass with C- or better
<b>Completion of two semesters of college coursework with C- or better</b>	30% of students have taken 1-2 semesters of college classes and passed with a C- or better	All Students	Coming soon	25% of students have taken 1-2 semesters of college classes and passed with a C- or better

## 3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision	Coming soon	Coming soon	4	Collaboration of team aligned to common mission/theme.
Leadership Configuration	Coming soon	Coming soon	3	Identifying co-directors, Admin PW, PW coach.
Distributive Leadership	Coming soon	Coming soon	2	Multiple members on PW team to address student needs.
<b>Pathway Leadership &amp; Vision Goal for 2019-20:</b>				Focus on Collaboration as a stance and clear expectation for pathway work of the team. Develop pathway co-directors to facilitate pathway development process and team capacity to collectively identify and manage work of pathway.

Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Continue to build pathway co-directors leadership capacity through travel, site visits, training and interaction with other pathway leads and schools.	Enabling Conditions	California Partnership Academy	\$5,000.00	5200			Interdisciplinary Curriculum Dev't (1120 stipend)
Rental of space and develop capacity of pathway team via retreats once per semester in order to build community as a team, common systems and integrated projects to provide a consistent and rigorous experient to students.	Enabling Conditions	California Partnership Academy	\$1,000.00	5624			CTE Conference (5800)
Books materials and supplies to support leadership in pathway development in order to support Pathway Leads to build the pathway teams and provide a quality experience to students.	Rigorous Academics	California Partnership Academy	\$5,000.00	4310			Industry-appropriate supplies (4310)
Focus on grading as student growth in connetion to pass rates connected to school wide Grading vs. Achievement Project	Rigorous Academics						
Teacher planning time, by dept or SLC in PD and shared work time.	Enabling Conditions						
Literacy is main focus for all school PD along with SEL	Rigorous Academics						
Supplies to develop capacity of pathway team via retreats once per semester in order to build community as a team, common systems and integrated projects to provide a consistent and rigorous experient to students.	Rigorous Academics	California Partnership Academy	\$500.00	4310			Sector-specific textbooks (4310)
Conract consultant for design thinking PD sessions (4x)	Career Technical Education						

3B. EQUITY, ACCESS & ACHIEVEMENT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Open Access and Equitable Opportunities	Coming soon	Coming soon	3	2nd year of pathway cohorts, master scheduling and leadership configuration to support pathways as continuous school improvement initiative.
Diverse Student Representation	Coming soon	Coming soon	3	2nd year of pathway cohorts, master scheduling and leadership configuration to support pathways as continuous school improvement initiative.
Closing the Opportunity Gap	Coming soon	Coming soon	2+	2nd year of pathway cohorts, master scheduling and leadership configuration to support pathways as continuous school improvement initiative.

**Pathway Equity, Access & Achievement Goal for 2019-20:**

Building on Leadership Goal of Collaboration, focus on data driven practice looking at studnet attendance, grades and other data every marking period to create strategies and interventions that address on track data and ultimately graduation rates.

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Increase connection with care managers and other support staff and wrap around services to address students falling through the cracks.	Comprehensive Student Supports						

**4. LANGUAGE & LITERACY PATHWAY STRATEGIES**

Schoolwide Theory of Change	If we incorporate common-core aligned literacy strategies into all Tier 1 instruction, and support teachers to take an inquiry stance around their literacy work, then student literacy skills will improve, and we will strengthen our schoolwide approach to supporting struggling readers....
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<b>What will your pathway do to align to the schoolwide focus for 2019-20?</b>	The pathway is an SLC that is supported in schoolwide PD and therefore aligned to school wide PD focus. In addition, team members participate in Dept meetings specifically focused on literacy strategies and bring these strategies back to the pathway experience.						
Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Aligning schoolwide PD literacy goals and strategie to Pathway SLC work.	Enabling Conditions						
Integrate common writing, research and reading strategies into integrated projects and across pathway	Rigorous Academics						

## 5. RIGOROUS ACADEMICS

### 5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	Coming soon	Coming soon	3	Students can clearly identify their pathway, theme and example projects/experiences.
Integrated Core	Coming soon	Coming soon	3	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
Cohort Scheduling	Coming soon	Coming soon	3+	Master schedule
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	Coming soon	Coming soon	3	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
Collaborative Learning	Coming soon	Coming soon	3	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	Coming soon	Coming soon	3	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project. PD school wide
Collaboration Time	Coming soon	Coming soon	3+	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project. PD school wide
Professional Learning	Coming soon	Coming soon	3	Weekly PD in SLC. Team retreat. Industry Partnership.

### 5B. Rigorous Academics Pathway Needs Assessment

*What are the strategic actions have you taken to improve standards based instruction, graduate capstone, standards aligned interdisciplinary units/thematic units at each grade level and improved passage rates for students this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Building on Leadership Goal of Collaboration, focus on data driven practice looking at studnet attendance, grades and other data every marking period to create strategies and interventions that address on track data and ultimately graduation rates.	Fully Implemented	Somewhat Effective	Anecdotal evidence from studens and adults about the impact of collaborative and integrated work is showing some success, however, given teacher retention issues much of the needed consistency as not yet become systemic and theofore quantifiable.

### 5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target

<b>Standard-Aligned PBL Aligned to Theme</b>	Complete 2 interdisciplinary projects per grade level per year (Total 4 per pathway)	All Students	2 projects	4 Projects
<b>Graduate Capstone</b>	Cohort capstone course by pathway and vertically align pathway skills and theme to capstone course.	All Students	80%	90% completion of senior project connected to pathway themes

**5D. Rigorous Academics Pathway Theory of Change and Strategic Actions**

**Theory of Change** If we focus on increased collaboration aligned to pathway theme through cross curricular systems and projects then we will see an increase in student engagement, growth and achievement.

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
1.0 FTE SUDA 9th Integrated Science as SUDA exploration class teacher to instruct class and develop curriculum, collaborate with CHEA SLC, support development of CHEA pathway.	Enabling Conditions	Measure N	\$77,144.00	1105	2369	1.00	
1.0 FTE SUDA SPED Inclusion Teacher to co-teach pathway related curriculum, develop modifications and accommodations for pathway students and train teacher in needs for student IEPs as needed	Enabling Conditions	Measure N	\$61,998.38	1105	4729	0.80	
Align to literacy work through PD							
Supplies and materials to replicate and develop PBL and integrated projects including hands on projects and project aligned trips to provide engaging quality pathway experiences to students		California Partnership Academy	\$6,000.00	4310			Industry-appropriate supplies (4310)
Develop and align grading systems and other instructional strategies.							
Equipment and Supplies for CTE: Design Thinking tools, engineering manipulatives, maker space materials and tools		California Partnership Academy	\$10,000.00	4310			Industry-appropriate supplies (4310)
Large format plotter		California Partnership Academy	\$3,000.00	4310			Industry-appropriate supplies (4310)
TRANSPORTATION: Travel for experiential learning trips to launch and/or support integrated PBL and WBL experiences such as job shadows, field trips and other college/career access excursions.		California Partnership Academy	\$10,000.00	5826			Transportation for Industry-Aligned Field Trip (5826)

**6. WORK-BASED LEARNING**

**6A. Work-Based Learning Pathway Self-Assessment**

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
<b>Types of Student Experiences</b>	Coming soon	Coming soon	3	Awareness, exploration and preparation in 10-12th grade experience.
<b>Pathway Outcomes</b>	Coming soon	Coming soon	3	Presentations in CTE class and advisory
<b>Pathway Evaluation</b>	Coming soon	Coming soon	3	Informal reflection by leadership and teams.

**6B. Work-Based Pathway Needs Assessment**

What are the strategic actions have you taken to improve *career awareness, career exploration and career preparation* for students this year?

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis		
Meet with pathway teams to develop WBL scope and sequence					

**6C. Work-Based Learning Pathway Goals**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	Students have the opportunity to learn about industry related careers within each unit in CTE classes, semester mapping- guest speaker opportunities identified	All Students		
Career Exploration	Students encouraged to participate in at least one career exploration visit per year in the 10th and 11th grades, pre/post curriculum integrated within CTE Class	All Students		
Career Preparation	Increased participation in school year internships programs	All Students		

**6D. Work-Based Learning Theory of Change and Strategic Actions**

<b>Theory of Change</b>	If we focus on integrating WBL opportunities into pathway curriculum, then we will see a increase in career awareness and industry related skills, while increasing engagement and achievement.				
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Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Transportation for WBL/CTE events such as Maker Faire, Manufacturing Day and Peralta CTE Open Houses	Work-Based Learning	California Partnership Academy	\$5,000.00	5826			Transportation for Industry-Aligned Field Trip (5826)
Hire Fablab Teacher Support for day program to train and support teachers to go to fablab for design build projects and to push into classrooms to make relational and project connections with school day classes, especially CTE class. Instructor will also be for SUDAWorks after school program for students to build social enterprise skills through maker space	Work-Based Learning	California Partnership Academy	\$25,000.00	5825			Consultant Contract (5825)
Support for Dual Enrollment program instructional prep and coordination with pathway programs	Rigorous Academics	California Partnership Academy	\$15,000.00	5825			Consultant Contract (5825)
Hire support to connect school garden to school day program, manage orchard, social enterprise, and food/encironmental systems design support. Currently unfunded priority; will fund if resources become available.			\$10,000.00	5825			Consultant Contract (5825)
Hire Farm Manager and Green EatZ coordinator to manage farm, connect to classes and run SUDAWorks project	Career Technical Education		\$20,000.00	5825			Consultant Contract (5825)
Fablab Organizational Support and Space Build Out; Currently unfunded priority; will fund if resources become available.	Career Technical Education	California Partnership Academy	\$10,000.00	5825			Consultant Contract (5825)
Make WBL a priority in CTE classes through increased presentations and industry.							

**7. COMPREHENSIVE STUDENT SUPPORTS** *\*Previously called Integrated Student Supports*

**7A. Comprehensive Student Supports Pathway Self-Assessment**

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	Coming soon	Coming soon	2+	Regular check ins. Student needs protocol. Care manager follow up. Admin support.
College & Career Plan	Coming soon	Coming soon	2	Broad guidance and Future Center as option, but no clear pathway strategy

**7B. Comprehensive Student Supports Pathway Needs Assessment**

What are the strategic actions have you taken to improve **differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?**

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
In addition to instruction pathway teams and SLCs implemented student needs protocols in collaborativ meetings and in PD. Admin and care managers supported around specific students and focal students were identified. Circles were held in some classes to address various needs of students.	Partially Implemented	Somewhat Effective	Pathway teams met bi-weekly to address student needs. 20% of school wide PD was focused on student needs. Admin, Culture Team and COST supported with wrap around services.

**7C. Comprehensive Student Supports Pathway Goals**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
<b>College and Career Transition Supports</b>	4 Year College, Career and Community plan that includes a Profile, Plan and Portfolio of evidence for every student.	All Students	na	develop the system
<b>Diffentiated Interventions for Special Populations (English Learners, African-American Students, Students with Disabilities)</b>	Continue Inclusion model within pathways, ELD supports and transitions and other needed interventions based on assessment of students.	All Students	2 co-teachers per SLC	2 co-teachers per SLC

**7D. Comprehensive Student Supports Theory of Change and Strategic Actions**

**Theory of Change** If we provide supportive, welcoming, inclusive classroom environments in which students are challenged academically, and provided with engaging and relevant curriculum, students will be prepared for college and career upon graduation.

Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
.2 FTE SUDA Co-Teacher Inclusion to support curriculum development, interventions with pathway students and class instruction	Comprehensive Student Supports	California Partnership Academy	\$15,499.60	1105	4729	0.20	
Attendance intervenion witin Pathways and aligned to school wide plan. Create incentives program.	Rigorous Academics						
Relationship development in classrooms using CRT as framework to develop SEL. Consult with Engaging Schools or similar agency.	Comprehensive Student Supports						
Clarify and communicate expectations, clarity and participation of care managers in pathway meetings	Rigorous Academics						
Student overnight retreat to Woolmand School to build community, relationships and pathway identiity through connecting to pathway themes	Comprehensive Student Supports						
Supplies and incentives for a minimum three pathway parent engagment events per year in collaboration with school wide parent engagment team in order to engage parents in pathway development.	Rigorous Academics	California Partnership Academy	\$5,000.00	4314			Industry-appropriate supplies (4310)