

Action Research	Castlemont High School
School:	Castlemont
Pathway/s:	Sustainable Urban Design Academy (SUDA) Community Health Equity Academy (CHEA) Other SLCs: 9th, Newcomer, 12th and PALS (PE, Arts, Lang, Electives)
Outcome Data	Castlemont Data Slides
Top 5 Measure N Funding Commitments	Pathway Development: curriculum development, partnerships, site visits, retreats, partnerships, PW coach Work Based Learning: WBLL Personalized Supports: Care Managers Pathway Operations: curriculum, supplies, materials, partnerships.
What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?	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?
What did you discover in the past year? (Please use data to support.)	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.
What are you going to do differently or change moving forward?	GAP: have consistent meetings and create a clear plan for moving the school in it's evaluation practices. School wide SEL/Literacy: The ILT is continuously reflection on how to improve PD and move teacher practice. Currently, the ILT is shortening inquiry cycles to have more repetition with both focus areas as opposed to 3 weeks per focus area. Pathway Projects: Clear expectations on PBL and collaboration within PWs. Build experience and therefore capacity with PBL and integrated collaboration.
How do you anticipate this will improve Measure N outcomes for your students moving forward?	Clear projects, timeline and collaboration.

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

Enter text only into white cells—please do not edit text in cells of any other color!

1A: ABOUT THE SCHOOL

1) **School Name:** Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

2) **School Description:** Your school description will automatically populate from your 17-18 Site Plan.

3) **School Mission and Vision:** Your mission and vision will automatically populate from your 17-18 Site Plan.

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

Family & Student Engagement

SCHOOL DATA SLIDES

[Castlemont Data Slides](#)

1B: 18-19 NEEDS ASSESSMENT

STRENGTHS & CHALLENGES

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

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using 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."

Instructions:

Task: Identify school 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 site-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 LCFF Populations (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."

State Dashboard Indicators	Strengths	Weaknesses	Possible High-Leverage Actions to Address Barriers
On Track to Graduate (11th Grade)	-30% of students are on track for graduation - 76% of all students grades 10-12 are on track in History courses - 57% of all students grades 9-12 are on track in English Courses - 52% of all students grades 9-12 are on track in Math courses - 64% of all students grades 10-12 are on track in Science courses	-70% of students are off track for graduation	- Reviewing semester data of students grades 9 through 11 - Provide more opportunities for remediation/credit recovery at the earlier grades

A-G Completion	- Steady and rapid increase in the A-G completion rate over the last three years	- Truancy/Student attendance	- Working with the culture team to create plans to support who students have severe truancy with individualized support plans
SBAC ELA		- The top 20% of our 11th grade students were advised to not take the exam, they were advised to not take the test. - Had these students taken the exam we would have seen a slight growth in our test scores	- We have created some test taking strategies to create positive culture around testing - Implementing test taking strategies through classrooms
SBAC Math		- The top 20% of our 11th grade students were advised to not take the exam, they were advised to not take the test. - Had these students taken the exam we would have seen a slight growth in our test scores	- We have created some test taking strategies to create positive culture around testing - Implementing test taking strategies through classrooms
AP Pass Rate/Dual Enrollment Pass Rate	- There was a 50% increase in student enrollment from the 2014-2015 to the 2015-2016 school year - In 2014-2015 100% of students who took AP Calculus AB passed with a C or better - 2014-2015 9.1 % of students passed the AP English Language and Literature with a 3 and an A in the course - 2014-2015 16.7% of students passed the AP English Language and Literature with a 3 and a C in the course	- Less than 5% of students are enrolled in three or more AP classes. - Only 6% of students are enrolled in two or more AP classes, this number has fluctuated over the last three school years - There was a 50% decrease in student enrollment from the 2015-2016 to the 2016-2017 school years	- Development of a Plan to include more AP classes into the master schedule - Using the PSAT/College board indicators to identify students who would find potential success in AP Classes
Pathway Participation/CTE Enrollment*	- Consistent growth over the last three school years of Pathway growth and enrollment - 97.1% of students grades 10-11 are enrolled in pathways	- Integrated projects including CTE classes - Vertical Alignment of Pathway Study	- Continued collaboration and support for teachers to do Curriculum planning - Retreat time for Pathway teachers to do pathway design and planning of program of study.
English Learner Progress			
Suspension Rate	Decrease in suspensions in the last two school years - Decrease in suspensions in relation to violence - Decrease to 0% of suspensions in "Defiance" category - Decrease in suspensions for "weapons" category -	- Slight increase in suspensions in this school year - Increase in incidences of bullying suspensions in this school year - Increase in Drug related suspensions	More service providers on campus - Greater access to community school manager to connect to outside resources - Greater access to restorative practices with the RJ coordinator - More implementation of restorative justice practices on campus

1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
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Graduation Rate	We will have an 80% graduation rate.	Goal 1: Graduates are college and career ready	All Students	68.10%	70%	75%	Develop common, high expectations for student achievement and behavior.
On Track to Graduate (11th Grade)	60% of our students will be on track to graduate.	Goal 1: Graduates are college and career ready	All Students	27%	40%	50%	Find innovative ways to engage students in rigorous college prep aligned with CSS.
A-G Completion	75% of students will complete the A-G requirements	Goal 2: Students are proficient in state academic standards	All Students	38.10%	50%	65%	Commit to active high-interest student instruction.
SBAC ELA	30% of all students will achieve proficient or advanced on the ELA SBACC	Goal 2: Students are proficient in state academic standards	All Students	1.30%	10%	20%	Implement grade level team inquiry cycles focused on literacy skills
SBAC Math	25% of all students will achieve proficient or advanced on the Math SBACC	Goal 2: Students are proficient in state academic standards	All Students	1.10%	10%	20%	Implement grade level team inquiry cycles focused on literacy skills
AP Pass Rate	80% of students enrolled in AP classes will pass class 40% of students will pass the AP exam with a 3 or better	Goal 1: Graduates are college and career ready	All Students	AP Course pass: 7.2% AP Exam pass: 0.8%	AP Course pass: 20% AP Exam pass: 10%	AP Course pass: 40% AP Exam pass: 20%	Commit to active high-interest student instruction.
Dual Enrollment Pass Rate	85-90% of students will pass their dual enrollment classes with a C or better	Goal 1: Graduates are college and career ready	All Students	65.80%	75%	85%	Commit to active high-interest student instruction.
Pathway Participation/ CTE Enrollment*	100% of 9th grade exposed to each pathway 100% of 10-12th engaged in pathways and CTE course	Goal 5: Students are engaged in school everyday	All Students	56.50%	100%	100%	Find innovative ways to engage students in rigorous college prep aligned with CSS.
English Learner Progress	ELD students who have reached their 6th year will earn a reclassification status	Goal 4: English learners are reaching English fluency	All Students	48.30%			Ensure equity of access to technology-infused instruction.
Suspension Rate	Only 5% of our students will have received a suspension	Goal 5: Students are engaged in school everyday	All Students	5.40%	5%	5%	Find innovative ways to engage students in rigorous college prep aligned with CSS.

School: Castlemont High School

School ID: 301

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:

Please complete this self-assessment for your school.

[Click here for the full Measure N rubric.](#)

KEY:

- 1: Not at all 3: Mostly
2: Somewhat 4: Completely

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p>School Leadership: To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?</p>	4: Completely	<ul style="list-style-type: none"> - Weekly Administrative meeting with Pathway coach - Admin dedicated to and regularly attends pathway meetings - Wall to wall pathways grades 10-11 - exploratory pathway courses in grade 9 - culminating pathway course in grade 12 - Newcomer program is developing with PW connection 	<ul style="list-style-type: none"> - Align grade 12 Capstone project to 10/11 pathway experiences.
<p>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?</p>	3: Mostly	<ul style="list-style-type: none"> -Meets regularly -Communicate effectively - Align objectives of various stakeholders: ILT, Culture Team, Pathways 	<ul style="list-style-type: none"> - Integrate the resources of community partners to support continued growth of pathways, to increase WBL opportunities, and to help build a college going culture. - Improve alignment of systems so that there is coherence among systems of curriculum development, master scheduling, professional development, and school culture improvement.
<p>Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?</p>	4: Completely	<ul style="list-style-type: none"> - Weekly Administrative meeting with Pathway coach - Admin dedicated to and regularly attends pathway meetings 	Continue to connect pathways to other school change initiatives.
<p>School Leadership & Vision Goal for 2018-19:</p>	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
<p>Staffing Structure Aligned to Purpose: 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?</p>	3: Mostly	<ul style="list-style-type: none"> - teacher teams have common prep and loop within pathways - culture team is lead by admin that also leads a pathway - Dual enrollment is lead by admin that also leads a pathway - admin pathway includes newcomer, special ed and other stakeholders as needed in pathway and school leadership decisions. - School structured in SLCs (and Departments) to do school wide PD - Inclusion model - Newcomer program developing 	<ul style="list-style-type: none"> - Message pathways when recruiting teachers for hire. - CCRS and college access team must be more deeply integrated into pathway work- - More support for NCs to transition into pathways and/mainstream

<p>Alignment and Coherence of Leadership Bodies 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?</p>	3: Mostly	<ul style="list-style-type: none"> - ILT is lead by an admin that also leads a pathway - Admin co-leads SSC - A Care managers assigned to each pathway 	<ul style="list-style-type: none"> - Create college, career and community 4 year plan that includes WBL, CCRS with admin as point - Increase parent engagement through parent leads group and SSC - Community Schools, Culture team, RJ, After school connection pathways and vice versa
<p>Decision-Making Structure: 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?</p>	2: Somewhat	<ul style="list-style-type: none"> - Admin and pathway teams have the best knowledge of how decisions are made - Processes exist, admin looks to include and collaborate and seeks input for some initiatives and decisions. 	<ul style="list-style-type: none"> - Clarify decision making processes to teachers and parents and community members. - Create systems to communicate and be transparent with decision.
<p>Master Schedule, Budget, Facilities & Resource Allocation: 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)?</p>	3: Mostly	<ul style="list-style-type: none"> - support for pathways - master schedule is foundation for pathways - teachers and students loop within pathways - students are cohorted, - contiguous space per SLC 	<ul style="list-style-type: none"> - Provide collaboration time and funding for ALL SLC's (currently exists only for pathways 10/11 and grade 12.) - Create more AP course opportunities, accessible to all students, by intentionally crafting the master schedule to accommodate them.
<p>Equity Stance: 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)?</p>	4: Completely	<ul style="list-style-type: none"> - Equitable distribution of funding and personell to each pathway. - School structure as SLCs - distributed leadership - 3rd year NC plan 	<ul style="list-style-type: none"> - Resolve AP and pathway cohorting and logistical challenges
<p>Systems & Structures Goal for 2018-19:</p>	<p>Integrate and connect school initiatives and stakeholders for more school coherence and communicate with more transparency.</p>		

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
EQUIP MAINTENANCE AGREEMT	Whole School	All Students	General Purpose Discretionary	\$20,000.00	5610		Building the Conditions	A1.3 A-G Completion
POSTAGE	Whole School	All Students	General Purpose Discretionary	\$4,000.00	5910		Building the Conditions	A1.3 A-G Completion
1.0 FTE - Pathway Coach to coordinate pathway development work, develop pathway teacher leaders, and support the development of pathway administrators.	Whole School	All Students	Measure N	\$80,000.00	5708		Building the Conditions	A1.1 Pathway Programs
Computer \$500-4,999	Whole School	Low-Income Students	Title I: Basic	\$18,769.62	4420		Building the Conditions	A1.3 A-G Completion
9th grade visit pathway projects	Grade Level Team	All Students					Rigorous Academics	A1.1 Pathway Programs

Truancy Intervention Plan with incentives	Whole School	All Students					Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Align school wide instruction and pathway development through SLC and Departments	Whole School	All Students					Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Grading vs. Achievement Project	Whole School	Low-Performing Students					Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Supplies for 9th Grade Bridge to introduce students to pathway structures and themes as part of Castlemont experience	Grade Level Team	All Students	Measure N	\$2,000.00	4310		Building the Conditions	A1.1 Pathway Programs
Rental Facility for 9th Grade Teacher Retreat to plan and integrate two 9th grade pathway courses for all 9th graders	Grade Level Team	All Students	Measure N	\$2,000.00	5624		Building the Conditions	A1.1 Pathway Programs
Transportation for 9th Grade SUDA/CHEA Field Trips to engage and expose students to both pathways	Grade Level Team	All Students	Measure N	\$5,000.00	5880		Work-Based Learning	A1.1 Pathway Programs
Admissions fees for 9th Grade SUDA/CHEA Field Trips to engage and expose students to both pathways	Grade Level Team	All Students	Measure N	\$3,000.00	5829		Work-Based Learning	A1.1 Pathway Programs
SUDA (See pathway Tabs)	All Pathways	All Students	Measure N	\$45,000.00			Building the Conditions	A1.1 Pathway Programs
CHEA (See pathway Tabs)	All Pathways	All Students	Measure N	\$45,000.00			Building the Conditions	A1.1 Pathway Programs

LANGUAGE & LITERACY

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

Summary of 17-18 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>	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 thoughts 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

Identify two 2018-19 implementation goals related to Language & Literacy.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading Level	27% of all students (includes grades 9-12 as well as Newcomers) will increase their reading level by 1+ years from the fall to the spring SRI administration. We will have a specific support plan for our ELs-- split into Newcomer students, Long-Term ELs, and other ELs.	English Learners	Overall, 18.5% had 1+ years growth; ELs had 13.9% 1+ years of growth	22% overall and 20% for ELs.	27% overall and 25% for Newcomer	Implement grade level team inquiry cycles focused on literacy skills

<p>Common Core</p>	<p>1. Increase the percent of 11th grade students scoring "standard nearly met" or above on the SBAC ELA</p> <p>2. Increase the number of 11th grade students scoring at or above on the SBAC ELA.</p>	<p>Low-Performing Students</p>	<p>GOAL 1: 15% (12/80 students) 2015-16 was 25% (24/95)</p> <p>GOAL 2: 1% (1/80 students) 2015-16 was 6% (6/95)</p>	<p>GOAL #1: 30%</p> <p>GOAL #2: 5%</p>	<p>GOAL #1: 35%</p> <p>GOAL #2: 8%</p>	<p>Implement grade level team inquiry cycles focused on literacy skills</p>
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Theory of Action

<p>Core Beliefs</p>	<p><u>If we</u> incorporate common-core aligned literacy strategies into all Tier 1 instruction, and support teachers to take an inquiry stance around their literacy work,</p> <p><u>then</u> student literacy skills will improve, and we will strengthen our schoolwide approach to supporting struggling readers....</p>
<p>Theory of Action</p>	<p><u>If we</u> incorporate common-core aligned literacy strategies into all Tier 1 instruction, and support teachers to take an inquiry stance around their literacy work,</p> <p><u>then</u> student literacy skills will improve, and we will strengthen our schoolwide approach to supporting struggling readers....</p>
<p>How are you supporting English Language Learners?</p>	<p>ELL/ELD push in support and strategic pull out. Continued 3rd year of Newcomer Program.</p>
<p>How are you building conditions for students and adult learning?</p>	<p>Conditions for student learning are being met in the following ways: --></p> <p>Conditions for adult learning are being built in the following ways: --> 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 breadth --> 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</p>

Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ILT)	Pathway Teams	Department Teams
	Review with SSC chair and at next SSC meeting See engagement plan	The ILT will need to review the entire Site Plan in March/April to ensure that the plan is integrated and feasible.	At a Wed PD we could present this plan and ask for feedback both formally and informally We also need to review this was the Pathway coach and Pathway Leads	At a Wed PD we could present this plan and ask for feedback both formally and informally

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
1.0 FTE STIP Sub	Low-Performing Students	LCFF Supplemental	\$30,296.00		NH0-309	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
1.0 FTE Literacy ITL	Low-Performing Students	LCFF Supplemental	\$75,361.96		NH0-437	Rigorous Academics	A3.2 Reading Intervention
1.0 FTE LTEL TSA	Long-Term English Learners	Central Resources	\$59,435.99		C11TSA0297	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
1.0 FTE Newcomer Program TSA	English Learners	Central Resources	\$77,685.88		C11TSA0320	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Teacher planning time, by dept or SLC	English Learners	Central Resources				Building the Conditions	A1.1 Pathway Programs
Literacy is main focus for all school PD along with SEL	All Students					Rigorous Academics	A1.3 A-G Completion
Comprehension of complex text as one core skill to develop with students	All Students					Rigorous Academics	A2.3 Standards-Aligned Learning Materials

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Pathway Theme	2	2	3+	Both pathways collaborating to roll out common messaging and identity. Collaborating to plan trips, integrated projects and student supports.
Integrated Core	1	2	4	Common prep periods for core.
Cohort Scheduling	2	2	4	Students cohorted by pathway and by cohort groupings.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning	2+	2	3+	SEL and Literacy whole school focus. Pathways planning and implementing integrated PBL. Pathways linked to school wide strategies via CTE Dept and SLC.
Collaborative Learning	2-	2	3+	Pathway meetings every week to plan and implement integrated PBL>
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Sharing Best Practice	2	2	3	Literacy and SEL strategies shared in PD
Collaboration Time	3	3	4	Common Preps for pathways
Professional Learning	2	2	3+	SLCs and Depts aligned and supported school wide and in pathways

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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?

Summary of 17-18 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	Fully Implemented	Not Yet Known	Still being determined. Most data is qualitative.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standards Based Instruction/ Project-Based Learning	Plan and implement at least one integrated project per semester per grade level.	All Students	0 pathway integr	one project per pathway per semester (10th and 11th)	PBL as instructio	Develop common, high expectations for student achievement and behavior.
Graduate Capstone/Culminating Experience	Align capstone to pathway. 2018-19 will be the first PW senior class.	All Students	All seniors in capstone and complete senior project. Not aligned to pathways	Senior capstone class and senior project that will both guide and be guided by future PW development	Senior capstone	Develop common, high expectations for student achievement and behavior.
Course Passage Rates	Increase course passage rates by 20% through developing PBL and skills based grading systems.	All Students	20% in 10th	Connect pathways to school wide PD	50% increase in	Develop common, high expectations for student achievement and behavior.

THEORY OF ACTION

Theory of Action	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.					
How are you supporting English Language Learners?	Some ELD push in. Focus on literacy as a school wide strategy.					
How are you building conditions for students and adult learning?	PWs have common and weekly (or more) planning time. Pathways are SLCs and therefore embedded into school wide PD plan that is focused on literacy and SEL. Pathway teams have an admin point, pathway coach, ELD support, WBL support and care manage in the team.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams		Department Teams	
	See engagement plan	See engagement plan	See engagement plan		See engagement plan	

STRATEGIC ACTIONS							
Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
SUPPLIES	All Students	General Purpose Discretionary	\$78,319.40	4310		Rigorous Academics	A1.3 A-G Completion
NON-CONTRACT SERVICES	All Students	General Purpose Discretionary	\$10,000.00	5826		Rigorous Academics	A1.3 A-G Completion
SURPLUS	All Students	General Purpose Discretionary	\$11,700.00	4399		Rigorous Academics	A1.3 A-G Completion
TEACHERS SALARIES STIPENDS	All Students	General Purpose Discretionary	\$50,000.00	1120		Rigorous Academics	A2.10 Extended Time for Teachers
Benefits associated with teacher salaries and stipends funded out of GP Discretionary	All Students	General Purpose Discretionary	\$17,877.75	3101, 3201, 3301, 3321, 3341, 3401, 3501, 3601, 3701, 3801, 3901		Rigorous Academics	A2.10 Extended Time for Teachers
SUPPLIES	All Students	LCFF Concentration	\$7,156.64	4310		Rigorous Academics	A1.3 A-G Completion
1.0 FTE - ELA Teacher	English Learners	LCFF Concentration	\$60,635.88		NH0-434	Rigorous Academics	A1.3 A-G Completion
0.05 FTE Newcomer Teacher	English Learners	LCFF Concentration	\$3,031.79		NH0-433	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Benefits associated with teacher salaries	Low-Income Students	LCFF Concentration	\$29,175.69		NH0-434, NH0-433	Rigorous Academics	A1.3 A-G Completion
0.4 FTE English Teacher	English Learners	LCFF Supplemental	\$21,812.22		TCHR110005	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
1.0 FTE Newcomer ELD Teacher	English Learners	LCFF Supplemental	\$51,641.63		TCHR110011	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
1.0 FTE Teacher	Low-Performing Students	LCFF Supplemental	\$51,906.35		TCHR110104	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS

1.0 FTE Newcomer Science Teacher	English Learners	LCFF Supplemental	\$51,906.35		TCHR110107	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
1.0 FTE Newcomer PE Teacher	English Learners	LCFF Supplemental	\$51,906.35		TCHR110108	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
1.0 FTE Newcomer Art Teacher	English Learners	LCFF Supplemental	\$57,801.61		TCHR110109	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
0.15 FTE SpEd Inclusion Teacher	All Students	LCFF Supplemental	\$10,215.52		TCHR110147	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
0.95 FTE Newcomer Teacher	English Learners	LCFF Supplemental	\$57,604.09		NH0-433	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
0.23 FTE Science Teacher	All Students	LCFF Supplemental	\$13,946.25		NH0-435	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
1.0 FTE History Teacher	All Students	LCFF Supplemental	\$60,635.88		NH0-436	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
0.23 FTE Newcomer ELA Teacher	English Learners	LCFF Supplemental	\$13,670.28		TCHR110100	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
1.0 FTE Newcomer Math Teacher	English Learners	LCFF Supplemental	\$54,530.56		TCHR110101	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
0.66 FTE Newcomer ELD Teacher	English Learners	LCFF Supplemental	\$35,990.17		TCHR110105	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
1.0 FTE Newcomer ELA Teacher	English Learners	LCFF Supplemental	\$53,644.32		TCHR110106	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS

SURPLUS	All Students	LCFF Supplemental	\$68.23	4399		Rigorous Academics	A2.9 Targeted School Improvement Support
CONSULTANTS	All Students	LCFF Supplemental	\$33,648.04	5825		Rigorous Academics	A2.9 Targeted School Improvement Support
0.85 FTE SpEd Inclusion Teacher	Students with Disabilities	Measure N	\$58,012.60		TCHR110147	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
1.0 FTE SpEd Inclusion Teacher	Students with Disabilities	Measure N	\$58,782.24		TCHR110146	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
SUPPLIES: Classroom and curriculum supplies for 13 teachers to provide rigorous academic experiences for students to connect core classes to pathway themes and CTE and WBL curriculum.	All Students	Measure N	\$39,832.83	4310		Rigorous Academics	A1.1 Pathway Programs
NON-CONTRACT SERVICES	Low-Performing Students	Measure N	\$15,000.00	5826		Rigorous Academics	A1.1 Pathway Programs
CONSULTANTS: Contract with Engaging Schools or similar support to train teachers and leadership to support SEL and CSS work in pathways.	All Students	Measure N	\$10,000.00	5825		Rigorous Academics	A1.3 A-G Completion
Hire Fablab instructor to support teaches in the lab and bring the lab to teacher classrooms	All Students	Measure N	\$10,000.00	5825			
Carpentry Dual Enrollment Assistant to support with shop safety	All Students	Measure N	\$10,000.00	5825			
TRAVEL AND CONFERENCES: Travel and accommodations for two pathway teams to go on one site visit each to similar pathway in state or country for each pathway. Send pathway leads to leadership conference. Send pathway team members to Linked Learning Alliance Conference and Educating for Careers Conference.	All Students	Measure N	\$25,000.00	5200		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS

Benefits associated with all staff salaries funded by Measure N	All Students	Measure N	\$114,316.00	3101, 3201, 3301, 3321, 3341, 3401, 3501, 3601, 3701, 3801, 3901, 3102, 3202, 3302, 3322, 3342, 3402, 3502, 3602, 3702, 3802, 3902		Building the Conditions	A1.1 Pathway Programs
SUPPLIES		Title I: Parent Participation	\$500.00	4310		Rigorous Academics	A1.3 A-G Completion
TRAVEL AND CONFERENCES		Title I: Parent Participation	\$3,757.67	5200		Rigorous Academics	A6.5 Academic Parent-Teacher Communication & Workshops
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.	All Students	Measure N	\$50,000.00	5825			
Continue 5 Focus Areas: CRT, Literacy, SEL, Pathways and Attendance	All Students					Rigorous Academics	A1.3 A-G Completion
Align school PD literacy focus with pathways via CTE dept	All Students					Rigorous Academics	Wo
Align school PD SEL focus with pathways via SLCs	All Students					Comprehensive Student Supports	A2.3 Standards-Aligned Learning Materials
CCSS to connect pathway development work, specifically WBL to larger College, Career and Community Plan and Dual Enrollment.	All Students					Comprehensive Student Supports	A1.1 Pathway Programs
NC transition plan: assessment and next steps: Purchase assessment and/or contract to create and assessment	English Learners					Rigorous Academics	A2.9 Targeted School Improvement Support
2th Senior Seminar and Capstone: PD or retreat time along with contracts for pathway leads or teams to meet with 12th grade team and/or capstone teacher to align capstone to pathway themes	Low-Performing Students					Rigorous Academics	A1.3 A-G Completion

Support pathways and SLCs to accomplish goals and strategic actions	All Students					Building the Conditions	A1.1 Pathway Programs
Provide teacher stipends and supplies to develop senior capstone as pathway cohorted class	All Students	Measure N	\$3,000.00	1120		Rigorous Academics	A1.1 Pathway Programs
Teacher extended contracts to develop pathway themes and CTE curriculum	English Learners	Measure N	\$4,500.00	4310		Building the Conditions	A1.1 Pathway Programs
Develop or purchase if available, quality as	Long-Term English Learners	Measure N	\$5,000.00				
Transportation for students to job fairs, internship, workplace and employment trainings at least 1 trip per grade level in NC program	Long-Term English Learners	Measure N	\$10,000.00				

WORK-BASED LEARNING

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Types of Student Experiences	2	3	3	Increased opportunities for WBL in classrooms, trips and internships
Pathway Outcomes	1	2	2	Increased opportunities for WBL in classrooms, trips and internships but needs to be more embedded in pathways and support themes.
Pathway Evaluation	1	1	2	Increased opportunities for WBL in classrooms, trips and internships. No collective evaluation.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<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>Collaborate with care managers and education specialists to identify students for WBL activities</p>	<p>Partially Implemented</p>	<p>Effective</p>	<p>Summer ECCO Internship Data: 45 students 53% Female 47% Male 54% Latino 40% African American 6% Asian/ Pacific Islander 18% of students had IEPS 9% of students were in the Newcomer program</p> <p>SUDA - Career Exploration Trips: Women's Can Build Fair, Manufacturing/ CTE Day, Aviation Maintenance Technology Tour, OUSD Skilled Trades Fair, Metropolitan Golf Links CEV - 60 student participants in SUDA after school internships (SUDAWorks)</p> <p>CHEA - Career Exploration Trips: West Oakland Health Center, Bright Young Minds - 16 student participants in CHEA after school internships (CHEAWorks)</p> <p>Newcomer - CTE College Trips - Spring Career Day</p> <p>12th grade Resume Writing workshop Fall</p> <p>Dual Enrollment CTE Carpentry: 23 students Fall, 21 students Spring Urban Agroecology: 21 students Fall, 20 students Spring 5 student participants in the OUSD EMT program w/ Merritt College</p>
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IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<p>Career Awareness</p>	<p>Increased career awareness through exposure to the industry sectors represented in schools pathways through presentations in class and industry field trips.</p>	<p>All Students</p>	<p>na</p>	<p>80% exposed 20% engaged</p>	<p>90% exposed 70% engaged</p>	<p>Commit to active high-interest student instruction.</p>

Career Exploration	Pathway themed career exploration visits	All Students	na	80% exposed 20% engaged	90% exposed 70% engaged	Commit to active high-interest student instruction.
Career Preparation	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	na	80% exposed 20% engaged	90% exposed 70% engaged	Commit to active high-interest student instruction.

THEORY OF ACTION

Theory of Action	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.					
How are you supporting English Language Learners?	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.					
How are you building conditions for students and adult learning?	Work with pathway coach, admin pathway leadership and other school stakeholders to align WBL to school vision and mission.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams		Department Teams	
	via Principial	via Pathway Coach	Pathway Meetings		NA	

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
1.0 FTE for Site Work-Based Learning Liasion to coordinate WBL experiences and support teachers to embedd WBL into classrooms	All Students	Measure N	\$55,295.31		STLNWL0003	Work-Based Learning	A1.1 Pathway Programs

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.	All Students	Measure N	\$11,000.00	1120		Work-Based Learning	A1.1 Pathway Programs
Survey student career interests and create groups for information sharing	All Students					Work-Based Learning	A1.1 Pathway Programs
Focused, pathway specific outreach for school year internships	All Students					Career Technical Education	A1.1 Pathway Programs
Increased recruitment with Pacific Islander students for internship programs	Low-Performing Students					Work-Based Learning	A2.2 Social Emotional Learning
Transportation to one career exploration visit per pathway each semester in order to engage students in WBL opportunities. (budgeted under pathway tabs)	All Students					Career Technical Education	A1.1 Pathway Programs
Industry guest speakers connected to grade level integrated projects	All Students					Career Technical Education	A1.1 Pathway Programs
Secure partner organizations to host student internships for capstone hours by end of fall semester	All Students					Career Technical Education	A1.1 Pathway Programs
Hold Weekly Office Hours to provide individualized Resume, Application, opportunity search support	Low-Performing Students					Comprehensive Student Supports	A1.1 Pathway Programs
Support students registering for concurrent enrollment to receive industry specific training and/or certificates	All Students					Career Technical Education	A1.1 Pathway Programs
Student Internship stipends (summer 19'); stipends funds to be paid from Oakland Education Fund.	All Students	Measure N	\$16,000.00	5825		Work-Based Learning	A1.1 Pathway Programs

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs		3	3+	Care managers embedded with pathways and connected to culture team and COST
College & Career Plan	2+	2	2+	Hired CCRS to work with WBL and pathway teams.

SUMMARY OF 17-18 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?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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.	Fully Implemented	Somewhat Effective	We have seen a reduction in the number of referrals for in class disruptions, which indicates that teachers are creating engaging and supportive learning environments, which encourage appropriate student behavior. We have also seen a reduction in the number of students failing core courses, which indicates that teachers are providing effective differentiated support for students. We must, however, improve our efforts toward providing college readiness support for all students, as we currently have no coordinated approach to doing so at each grade level.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Provide WBL as 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	na	80% exposed 20% engaged	90% exposed 70% engaged	Find innovative ways to engage students in rigorous college prep aligned with CSS.
College Access	Provide specific and coordinated college readiness activities for students at each grade level.	All Students	na	80% exposed 20% engaged	90% exposed 80% engaged	Commit to active high-interest student instruction.

Differentiated Interventions	Care managers connect with pathway teams and SLCs to engage with case loads	Low-Performing Students	na	90% exposed 70% of those in need engaged	90% exposed 80% engaged	Find innovative ways to engage students in rigorous college prep aligned with CSS.
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THEORY OF ACTION

Theory of Action	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.					
How are you supporting English Language Learners?	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.					
How are you building conditions for students and adult learning?	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.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams		
	SSC, Parent Leads	Instructional Leadership Team, Administrative Leadership Team	SUDA, CHEA	All Content Area Teams		

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
CONSULTANTS	All Students	21st Century	\$214,730.75	5825		Comprehensive Student Supports	A2.2 Social Emotional Learning
1.0 FTE - College & Career Readiness Specialist	All Students	Central Resources	\$62,202.35		SPCACR9999	Comprehensive Student Supports	A1.3 A-G Completion
1.0 FTE - Attendance Compliance Officer	Low-Performing Students	Central Resources	\$53,343.36		STACOF0019	Comprehensive Student Supports	A5.4 Root Causes of Chronic Absence
1.0 FTE - Case Manager	Low-Performing Students	Central Resources	\$55,849.58		24CSEM0013	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)

1.0 FTE - PE Attendant	All Students	General Purpose Discretionary	\$23,489.31		PEATTN0025	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Benefits associated with PE attendance salary	All Students	General Purpose Discretionary	\$15,313.54		PEATTN0025	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
0.55 FTE - Community Program Manager	All Students	General Purpose Discretionary	\$32,500.00	5730		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
CLASSSUPPT SALARIES OVERTIME	All Students	General Purpose Discretionary	\$15,000.00	2225		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Benefits associated with staff overtime and stipends	All Students	General Purpose Discretionary	\$17,877.75	3101, 3201, 3301, 3321, 3341, 3401, 3501, 3601, 3701, 3801, 3901, 3102, 3202, 3302, 3322, 3342, 3402, 3502, 3602, 3702, 3802, 3902		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
CLASSSUPPT SALARIES STIPENDS	All Students	General Purpose Discretionary	\$10,000.00	2220		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Interprogram Restorative Justice Coordinator	Low-Performing	General Purpose Discretionary	\$25,000.00	5736		Comprehensive Student Supports	A5.1 School Cult
0.5 FTE STIP SUB -- AAMA Faciliator	African American Males	LCFF Supplemental	\$15,148.00		TCSTIP0477	Comprehensive Student Supports	A2.9 Targeted School Improvement Support
1.0 FTE - Case Manager dedicated to pathway to provide CSS to students	All Students	Measure N	\$46,726.09		24CSEM0014	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)

0.6 FTE - Case Manager dedicated to pathway to provide CSS to students	All Students	Measure N	\$32,022.43		24CSEM0016	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
0.45 FTE - Community Program Manager to align and	All Students	Measure N	\$30,000.00	5730		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Interprogram Restorative Justice Coordinator to support Care Managers to develop RJ and CSS systems for each pathway	Low-Performing Students	Measure N	\$25,000.00	5736		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
1.0 FTE - Community Assistant Bilingual	Low-Income Students	Title I: Basic	\$25,896.80		COMABI0033	Comprehensive Student Supports	A2.9 Targeted School Improvement Support
1.0 FTE - Community Relations Assistant Bilingual	Low-Income Students	Title I: Basic	\$39,511.56		CRAIIB0005	Comprehensive Student Supports	A2.9 Targeted School Improvement Support
Benefits associated with positions funded out of Title I: Basic	All Students	Title I: Basic	\$63,618.35		COMABI0033, CRAIIB0005, 24CSEM0016	Comprehensive Student Supports	A2.9 Targeted School Improvement Support
0.4 FTE - Case Manager	All Students	Title I: Basic	\$21,348.29		24CSEM0016	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Interprogram School Psychologist	All Students	Title I: Basic	\$24,302.00	5734		Comprehensive Student Supports	A2.2 Social Emotional Learning
MEETING REFRESHMENTS	All Students	Title I: Parent Participation	\$500.00	4311		Comprehensive Student Supports	A6.1 Parent/Guardian Leadership Development
Provide CARE Managers and a Restorative Justice Coordinator to support students' behavioral and SEL needs.	All Students					Comprehensive Student Supports	A2.2 Social Emotional Learning
Provide comprehensive PD for teachers to build skills in creating rigorous, engaging lessons aligned with common core that support students' literacy growth.	All Students					Rigorous Academics	A2.1 Implementation of the CCSS & NGSS

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.	All Students					Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS
Engage a WBL Coordinator to establish partnerships with local organizations and business, aligned with pathway experiences, to provide internship opportunities for 12th grade students.	All Students					Work-Based Learning	A1.1 Pathway Programs
Provide a trajectory of classes for 10th - 12th grade students that provide opportunities for students to explore various career opportunities aligned with pathways.	All Students					Career Technical Education	A1.1 Pathway Programs
Continue efforts of Parent Leads Committee, focused on developing parent leadership capacity and participation in school improvement efforts.	All Students					Building the Conditions	A6.1 Parent/Guardian Leadership Development
Continue SEL as core focus area for schoolwide PD	All Students					Comprehensive Student Supports	A5.2 Health and Wellness (Mental & Physical Health)

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET

School: Castlemont High School				School ID: 301			
<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Grant Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century	\$214,731.00	\$214,730.75	\$0.25	Perkins (AME)	\$6,500.00	\$0.00	\$6,500.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00				
General Purpose Discretionary	\$316,500.00	\$307,077.75	\$9,422.25				
LCFF Supplemental	\$741,734.00	\$741,733.81	\$0.19				
LCFF Concentration	\$100,000.00	\$100,000.00	\$0.00				
Title I: Basic	\$193,447.00	\$193,446.62	\$0.38				
Title I: Parent Participation	\$4,758.00	\$4,757.67	\$0.33				
Measure N	\$811,750.00	\$811,487.50	\$262.50				
TOTAL	\$2,382,920.00	\$2,373,234.10	\$9,685.90				

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	Associated Pathway (if relevant)	Budget Action Number
1.0 FTE - Pathway Coach to coordinate pathway development work, develop pathway teacher leaders, and support the development of pathway administrators.	All Students	Measure N	\$80,000.00	5708		Building the Conditions	A1.1 Pathway Programs		
Computer \$500-4,999	Low-Income Students	Title I: Basic	\$18,769.62	4420		Building the Conditions	A1.3 A-G Completion		
9th grade visit pathway projects	All Students					Rigorous Academics	A1.1 Pathway Programs		
Truancy Intervention Plan with incentives	All Students					Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
Align school wide instruction and pathway development through SLC and Departments	All Students					Rigorous Academics	A2.3 Standards-Aligned Learning Materials		
Grading vs. Achievement Project	Low-Performing Students					Rigorous Academics	A2.3 Standards-Aligned Learning Materials		
Supplies for 9th Grade Bridge to introduce students to pathway structures and themes as part of Castlemont experience	All Students	Measure N	\$2,000.00	4310		Building the Conditions	A1.1 Pathway Programs		
Rental Facility for 9th Grade Teacher Retreat to plan and integrate two 9th grade pathway courses for all 9th graders	All Students	Measure N	\$2,000.00	5624		Building the Conditions	A1.1 Pathway Programs		

Transportation for 9th Grade SUDA/CHEA Field Trips to engage and expose students to both pathways	All Students	Measure N	\$5,000.00	5880		Work-Based Learning	A1.1 Pathway Programs		
Admissions fees for 9th Grade SUDA/CHEA Field Trips to engage and expose students to both pathways	All Students	Measure N	\$3,000.00	5829		Work-Based Learning	A1.1 Pathway Programs		
SUDA (See pathway Tabs)	All Students	Measure N	\$45,000.00			Building the Conditions	A1.1 Pathway Programs		
CHEA (See pathway Tabs)	All Students	Measure N	\$45,000.00			Building the Conditions	A1.1 Pathway Programs		
1.0 FTE STIP Sub	Low-Performing Students	LCFF Supplemental	\$30,296.00		NH0-309	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
1.0 FTE Literacy ITL	Low-Performing Students	LCFF Supplemental	\$75,361.96		NH0-437	Rigorous Academics	A3.2 Reading Intervention		
1.0 FTE LTEL TSA	Long-Term English Learners	Central Resources	\$59,435.99		C11TSA0297	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
1.0 FTE Newcomer Program TSA	English Learners	Central Resources	\$77,685.88		C11TSA0320	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
Teacher planning time, by dept or SLC	English Learners	Central Resources				Building the Conditions	A1.1 Pathway Programs		
Literacy is main focus for all school PD along with SEL	All Students					Rigorous Academics	A1.3 A-G Completion		
Comprehension of complex text as one core skill to develop with students	All Students					Rigorous Academics	A2.3 Standards-Aligned Learning Materials		
SUPPLIES	All Students	General Purpose Discretionary	\$78,319.40	4310		Rigorous Academics	A1.3 A-G Completion		
NON-CONTRACT SERVICES	All Students	General Purpose Discretionary	\$10,000.00	5826		Rigorous Academics	A1.3 A-G Completion		
SURPLUS	All Students	General Purpose Discretionary	\$11,700.00	4399		Rigorous Academics	A1.3 A-G Completion		
TEACHERS SALARIES STIPENDS	All Students	General Purpose Discretionary	\$50,000.00	1120		Rigorous Academics	A2.10 Extended Time for Teachers		
Benefits associated with teacher salaries and stipends funded out of GP Discretionary	All Students	General Purpose Discretionary	\$17,877.75			Rigorous Academics	A2.10 Extended Time for Teachers		

SUPPLIES	All Students	LCFF Concentration	\$7,156.64	4310		Rigorous Academics	A1.3 A-G Completion		
1.0 FTE - ELA Teacher	English Learners	LCFF Concentration	\$60,635.88		NH0-434	Rigorous Academics	A1.3 A-G Completion		
0.05 FTE Newcomer Teacher	English Learners	LCFF Concentration	\$3,031.79		NH0-433	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
Benefits associated with teacher salaries	Low-Income Students	LCFF Concentration	\$29,175.69		NH0-434, NH0-433	Rigorous Academics	A1.3 A-G Completion		
0.4 FTE English Teacher	English Learners	LCFF Supplemental	\$21,812.22		TCHR110005	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
1.0 FTE Newcomer ELD Teacher	English Learners	LCFF Supplemental	\$51,641.63		TCHR110011	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
1.0 FTE Teacher	Low-Performing Students	LCFF Supplemental	\$51,906.35		TCHR110104	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
1.0 FTE Newcomer Science Teacher	English Learners	LCFF Supplemental	\$51,906.35		TCHR110107	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
1.0 FTE Newcomer PE Teacher	English Learners	LCFF Supplemental	\$51,906.35		TCHR110108	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
1.0 FTE Newcomer Art Teacher	English Learners	LCFF Supplemental	\$57,801.61		TCHR110109	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
0.15 FTE SpEd Inclusion Teacher	All Students	LCFF Supplemental	\$10,215.52		TCHR110147	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
0.95 FTE Newcomer Teacher	English Learners	LCFF Supplemental	\$57,604.09		NH0-433	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
0.23 FTE Science Teacher	All Students	LCFF Supplemental	\$13,946.25		NH0-435	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		

1.0 FTE History Teacher	All Students	LCFF Supplemental	\$60,635.88		NH0-436	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
0.23 FTE Newcomer ELA Teacher	English Learners	LCFF Supplemental	\$13,670.28		TCHR110100	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
1.0 FTE Newcomer Math Teacher	English Learners	LCFF Supplemental	\$54,530.56		TCHR110101	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
0.66 FTE Newcomer ELD Teacher	English Learners	LCFF Supplemental	\$35,990.17		TCHR110105	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
1.0 FTE Newcomer ELA Teacher	English Learners	LCFF Supplemental	\$53,644.32		TCHR110106	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
SURPLUS	All Students	LCFF Supplemental	\$68.23	4399		Rigorous Academics	A2.9 Targeted School Improvement Support		
CONSULTANTS	All Students	LCFF Supplemental	\$33,648.04	5825		Rigorous Academics	A2.9 Targeted School Improvement Support		
0.85 FTE SpEd Inclusion Teacher	Students with Disabilities	Measure N	\$58,012.60		TCHR110147	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
1.0 FTE SpEd Inclusion Teacher	Students with Disabilities	Measure N	\$58,782.24		TCHR110146	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
SUPPLIES: Classroom and curriculum supplies for 13 teachers to provide rigorous academic experiences for students to connect core classes to pathway themes and CTE and WBL curriculum.	All Students	Measure N	\$39,832.83	4310		Rigorous Academics	A1.1 Pathway Programs		
NON-CONTRACT SERVICES	Low-Performing Students	Measure N	\$15,000.00	5826		Rigorous Academics	A1.1 Pathway Programs		
CONSULTANTS: Contract with Engaging Schools or similar support to train teachers and leadership to support SEL and CSS work in pathways.	All Students	Measure N	\$10,000.00	5825		Rigorous Academics	A1.3 A-G Completion		
Hire Fablab instructor to support teaches in the lab and bring the lab to teacher classrooms	All Students	Measure N	\$10,000.00	5825					

Carpentry Dual Enrollment Assistant to support with shop safety	All Students	Measure N	\$10,000.00	5825					
TRAVEL AND CONFERENCES: Travel and accommodations for two pathway teams to go on one site visit each to similar pathway in state or country for each pathway. Send pathway leads to leadership conference. Send pathway team members to Linked Learning Alliance Conference and Educating for Careers Conference.	All Students	Measure N	\$25,000.00	5200		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
Benefits associated with all staff salaries funded by Measure N	All Students	Measure N	\$114,316.00			Building the Conditions	A1.1 Pathway Programs		
SUPPLIES		Title I: Parent Participation	\$500.00	4310		Rigorous Academics	A1.3 A-G Completion		
TRAVEL AND CONFERENCES		Title I: Parent Participation	\$3,757.67	5200		Rigorous Academics	A6.5 Academic Parent-Teacher Communication & Workshops		
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.	All Students	Measure N	\$50,000.00	5825					
Continue 5 Focus Areas: CRT, Literacy, SEL, Pathways and Attendance	All Students					Rigorous Academics	A1.3 A-G Completion		
Align school PD literacy focus with pathways via CTE dept	All Students					Rigorous Academics	Wo		
Align school PD SEL focus with pathways via SLCs	All Students					Comprehensive Student Supports	A2.3 Standards-Aligned Learning Materials		
CCSS to connect pathway development work, specifically WBL to larger College, Career and Community Plan and Dual Enrollment.	All Students					Comprehensive Student Supports	A1.1 Pathway Programs		
NC transition plan: assessment and next steps: Purchase assessment and/or contract to create and assessment	English Learners					Rigorous Academics	A2.9 Targeted School Improvement Support		
2th Senior Seminar and Capstone: PD or retreat time along with contracts for pathway leads or teams to meet with 12th grade team and/or capstone teacher to align capstone to pathway themes	Low-Performing Students					Rigorous Academics	A1.3 A-G Completion		
Support pathways and SLCs to accomplish goals and strategic actions	All Students					Building the Conditions	A1.1 Pathway Programs		
Provide teacher stipends and supplies to develop senior capstone as pathway cohorted class	All Students	Measure N	\$3,000.00	1120		Rigorous Academics	A1.1 Pathway Programs		
Teacher extended contracts to develop pathway themes and CTE curriculum	English Learners	Measure N	\$4,500.00	4310		Building the Conditions	A1.1 Pathway Programs		

Develop or purchase if available, quality assessments to support Newcomer transition to mainstream pathways	Long-Term English Learners	Measure N	\$5,000.00						
Transportation for students to job fairs, internship, workplace and employment trainings at least 1 trip per grade level in NC program	Long-Term English Learners	Measure N	\$10,000.00						
1.0 FTE for Site Work-Based Learning Liasion to coordinate WBL experiences and support teachers to embedd WBL into classrooms	All Students	Measure N	\$55,295.31		STLNWL0003	Work-Based Learning	A1.1 Pathway Programs		
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.	All Students	Measure N	\$11,000.00	1120		Work-Based Learning	A1.1 Pathway Programs		
Survey student career interests and create groups for information sharing	All Students					Work-Based Learning	A1.1 Pathway Programs		
Focused, pathway specific outreach for school year internships	All Students					Career Technical Education	A1.1 Pathway Programs		
Increased recruitment with Pacific Islander students for internship programs	Low-Performing Students					Work-Based Learning	A2.2 Social Emotional Learning		
Transportation to one career exploration visit per pathway each semester in order to engage students in WBL oportunites. (budgeted under pathway tabs)	All Students					Career Technical Education	A1.1 Pathway Programs		
Industry guest speakers connected to grade level integrated projects	All Students					Career Technical Education	A1.1 Pathway Programs		
Secure partner organizations to host student internships for capstone hours by end of fall semester	All Students					Career Technical Education	A1.1 Pathway Programs		
Hold Weekly Office Hours to provide individualized Resume, Application, opportunity search support	Low-Performing Students					Comprehensive Student Supports	A1.1 Pathway Programs		
Support students registering for concurrent enrollment to recieve industry specific training and/or certificates	All Students					Career Technical Education	A1.1 Pathway Programs		
Student Internship stipends (summer 19'); stipends funds to be paid from Oakland Education Fund.	All Students	Measure N	\$16,000.00	5825		Work-Based Learning	A1.1 Pathway Programs		
CONSULTANTS	All Students	21st Century	\$214,730.75	5825		Comprehensive Student Supports	A2.2 Social Emotional Learning		
1.0 FTE - College & Career Readiness Specialist	All Students	Central Resources	\$62,202.35		SPCACR9999	Comprehensive Student Supports	A1.3 A-G Completion		

1.0 FTE - Attendance Compliance Officer	Low-Performing Students	Central Resources	\$53,343.36		STACOF0019	Comprehensive Student Supports	A5.4 Root Causes of Chronic Absence		
1.0 FTE - Case Manager	Low-Performing Students	Central Resources	\$55,849.58		24CSEM0013	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
1.0 FTE - PE Attendant	All Students	General Purpose Discretionary	\$23,489.31		PEATTN0025	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
Benefits associated with PE attendance salary	All Students	General Purpose Discretionary	\$15,313.54		PEATTN0025	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
0.55 FTE - Community Program Manager	All Students	General Purpose Discretionary	\$32,500.00	5730		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
CLASSSUPPT SALARIES OVERTIME	All Students	General Purpose Discretionary	\$15,000.00	2225		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
Benefits associated with staff overtime and stipends	All Students	General Purpose Discretionary	\$17,877.75			Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
CLASSSUPPT SALARIES STIPENDS	All Students	General Purpose Discretionary	\$10,000.00	2220		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
Interprogram Restorative Justice Coordinator	Low-Performing Students	General Purpose Discretionary	\$25,000.00	5736		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
0.5 FTE STIP SUB -- AAMA Faciliator	African American Males	LCFF Supplemental	\$15,148.00		TCSTIP0477	Comprehensive Student Supports	A2.9 Targeted School Improvement Support		

1.0 FTE - Case Manager dedicated to pathway to provide CSS to students	All Students	Measure N	\$46,726.09		24CSEM0014	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
0.6 FTE - Case Manager dedicated to pathway to provide CSS to students	All Students	Measure N	\$32,022.43		24CSEM0016	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
0.45 FTE - Community Program Manager to align and support community partnerships with pathway partnerships	All Students	Measure N	\$30,000.00	5730		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
Interprogram Restorative Justice Coordinator to support Care Managers to develop RJ and CSS systems for each pathway	Low-Performing Students	Measure N	\$25,000.00	5736		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
1.0 FTE - Community Assistant Bilingual	Low-Income Students	Title I: Basic	\$25,896.80		COMABI0033	Comprehensive Student Supports	A2.9 Targeted School Improvement Support		
1.0 FTE - Community Relations Assistant Bilingual	Low-Income Students	Title I: Basic	\$39,511.56		CRAIIB0005	Comprehensive Student Supports	A2.9 Targeted School Improvement Support		
Benefits associated with positions funded out of Title I: Basic	All Students	Title I: Basic	\$63,618.35		COMABI0033, CRAIIB0005, 24CSEM0016	Comprehensive Student Supports	A2.9 Targeted School Improvement Support		
0.4 FTE - Case Manager	All Students	Title I: Basic	\$21,348.29		24CSEM0016	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
Interprogram School Psychologist	All Students	Title I: Basic	\$24,302.00	5734		Comprehensive Student Supports	A2.2 Social Emotional Learning		
MEETING REFRESHMENTS	All Students	Title I: Parent Participation	\$500.00	4311		Comprehensive Student Supports	A6.1 Parent/Guardian Leadership Development		
Provide CARE Managers and a Restorative Justice Coordinator to support students' behavioral and SEL needs.	All Students					Comprehensive Student Supports	A2.2 Social Emotional Learning		

Provide comprehensive PD for teachers to build skills in creating rigorous, engaging lessons aligned with common core that support students' literacy growth.	All Students					Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
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.	All Students					Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS		
Engage a WBL Coordinator to establish partnerships with local organizations and business, aligned with pathway experiences, to provide internship opportunities for 12th grade students.	All Students					Work-Based Learning	A1.1 Pathway Programs		
Provide a trajectory of classes for 10th - 12th grade students that provide opportunities for students to explore various career opportunities aligned with pathways.	All Students					Career Technical Education	A1.1 Pathway Programs		
Continue efforts of Parent Leads Committee, focused on developing parent leadership capacity and participation in school improvement efforts.	All Students					Building the Conditions	A6.1 Parent/Guardian Leadership Development		
Continue SEL as core focus area for schoolwide PD	All Students					Comprehensive Student Supports	A5.2 Health and Wellness (Mental & Physical Health)		

1. ABOUT THE PATHWAY

PATHWAY:	Sustainable Urban Design Academy (SUDA)	School:	Castlemont High School
Pathway Industry Sector:		School ID:	301
Pathway Description:	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.		
Pathway Mission & Vision:	<p>VISION: It is a fundamental belief that the planet is in dire need of sustainable environmental action and that justice is equity for all communities. The "Green Economy" is one that works towards both of these goals where students build skills as leaders in and for their own communities for a just and sustainable future.</p> <p>MISSION: Empower students through a highly rigorous, engaging and supportive learning environment to graduate prepared for college, career and life as designers and leaders of movements towards a sustainable and just world.</p>		

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe		
		61.9%	38.1%			36.1%	19.1%				
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers		
	29.8%	0.3%	1.3%	60.9%	0.7%	4.3%	1.0%	0.3%			

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Data Slides

[Castlemont Pathway Data Slides](#)

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

Task: Identify school 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 LCFF Populations (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."

Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	NA no pathway data available for graduation rates	NA no pathway data available for graduation rates	Prepare and track graduation data based on pathways.

On Track to Graduate (11th Grade)	Pilot year of full pathway implementation teams collaborated deeply to develop pathway identity, implement interdisciplinary projects and plan for student exhibitions. Pathway cohorting. Strong community partnership.	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.	Further deepen team collaboration to reiterate success and implement improvements in pathway strategies and interdisciplinary projects.
On Track to Graduate (10th Grade)	Pilot year of full pathway implementation teams collaborated deeply to develop pathway identity, implement interdisciplinary projects and plan for student exhibitions. Pathway cohorting. Strong community partnership	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.	Further deepen team collaboration to reiterate success and implement improvements in pathway strategies and interdisciplinary projects.
12th Grade A-G Completion	NA - no 12th pathway class yet	NA - no 12th pathway class yet	Cohort senior seminar capstone class by pathway in 2018-19
Pathway Participation/ CTE Enrollment	Dramatic increase in enrollment as school begins wall-wall pathway implementation	Year one of wall-wall pathway implementation: pathway team and identity development.	Reflect and learn on experience this year to replicate and develop next year.

2C. Annual Pathway Goals

Task: Please review your Needs Assessment above and detemine five goals for pathway outcomes below.

FOCAL AREA	SMART E Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
Pathway Graduation & Dropout Rates	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.	68% (schoolwide)	Increase graduation rate 50% from school average	All Students
On Track to Graduate (11th Grade)	90% of students on track by the end of the 11th year.	21.70%	70%	All Students
On Track to Graduate (10th Grade)	80% of students on track by end of 10th grade year.	27%	60%	All Students
12th Grade A-G Completion	100% of students A-G eligible by graduation.	62% (schoolwide)	80%	All Students
Pathway Participation/ CTE Enrollment	98% pathway enrollment 10-12.	97%	98%	All Students

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision	3	3	3	Collaboration of team aligned to common mission/theme.

Leadership Configuration	2+	2	3	Identifying co-directors, Admin PW, PW coach.					
Distributive Leadership	2+	2	2+	Multiple members on PW team to address student needs.					
Pathway Leadership & Vision Goal for 2018-19: y									
Pathway Leadership & Vision Strategic Actions	Target Student Group	Related Linked Learning Pillar	Funding source (if relevant)	Cost	UPC	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Continue to build pathway co-directors leadership capacity through travel, site visits, training and interaction with other pathway leads and schools.	All Students	Building the Conditions	Measure N	\$4,000.00		5200	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
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 experience to students.	All Students	Building the Conditions	Measure N	\$7,000.00		5624	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
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.	All Students	Building the Conditions	Measure N	\$5,000.00		4310	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
Focus on grading as student growth in connection to pass rates connected to school wide Grading vs. Achievement Project	All Students	Comprehensive Student Supports					A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
Teacher planning time, by dept or SLC	All Students	Building the Conditions					A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
Literacy is main focus for all school PD along with SEL	All Students	Rigorous Academics					A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
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 experience to students.	All Students	Building the Conditions	Measure N	3,000		4310			
3B. EQUITY, ACCESS & ACHIEVEMENT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)					
Open Access and Equitable Opportunities	2+	2	3	First year of pathway cohorts, master scheduling and leadership configuration to support pathways as continuous school improvement initiative.					
Diverse Student Representation	2+	2	3+	First year of pathway cohorts, master scheduling and leadership configuration to support pathways as continuous school improvement initiative.					
Closing the Opportunity Gap	2	2	3	First year of pathway cohorts, master scheduling and leadership configuration to support pathways as continuous school improvement initiative.					
Pathway Equity, Access & Achievement Goal for 2018-19:									

Pathway Equity, Access & Achievement Strategic Actions	Target Student Group	Related Linked Learning Pillar	Funding source (if relevant)	Cost	UPC	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Increase connection with care managers and wrap around services to address students falling through the cracks.	Low-Performing Students	Comprehensive Student Supports					A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Action	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....
What will your pathway do to align to the schoolwide focus for 2018-19?	ELL/ELD push in support and strategic pull out. Continued 3rd year of Newcomer Program.

Pathway Language & Literacy Strategic Actions* <i>*recommended but not required</i>	Target Student Group	Related Linked Learning Pillar	Funding source (if relevant)	Cost	UPC	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Aligning schoolwide PD literacy goals and strategie to Pathway SLC work.	All Students	Rigorous Academics					A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
Integrate common writing, research and reading strategies into integrated projects and across pathway	All Students	Rigorous Academics					A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	3+	3	3	Pilot year teacher reports on experience show connection and alignment to theme.
Integrated Core	2	2	4	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
Cohort Scheduling	2	2	4	Master schedule
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2	2	3	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
Collaborative Learning	2	2	3	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2	2	3-	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
Collaboration Time	2-	2	4	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
Professional Learning	2-	2	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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project. SEL instructional strategy development aligned and connected to school wide PD and instructional focus. PBL that incorporates pathway themes.	Partially Implemented	Effective	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standard Aligned PBL Aligned to Theme	Complete 2 interdisciplinary projects per grade level per year (Total 4 per pathway)	All Students	na	1 project per grade level	2 per grade level	Implement grade level team inquiry cycles focused on literacy skills
Graduate Capstone	Cohort capstone course by pathway and vertically align pathway skills and theme to capstone course.	All Students	na	na	cohorted classes, skill and theme alignment	Develop common, high expectations for student achievement and behavior.

5D. Rigorous Academics Pathway Theory of Action and Strategic Actions

Theory of Action	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	Target Student Group	Related Linked Learning Pillar	Funding source (if relevant)	Cost	UPC	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Align to literacy work through PD	All Students	Rigorous Academics					A2.1 Implementation of the CCSS & NGSS		Sustainable Urban Design Academy (SUDA)
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	All Students	Rigorous Academics	Measure N	5,000		4310	A2.3 Standards-Aligned Learning Materials		Sustainable Urban Design Academy (SUDA)
Develop and align grading systems and other instructional strategies.	Low-Performing Students	Comprehensive Student Supports					A2.5 Teacher Professional Development for CCSS & NGSS		Sustainable Urban Design Academy (SUDA)
Purchase set of laptops for CTE course to develop 3D modeling projects	All Students	Career Technical Education	California Partnership Academy	15,000		4420	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
Equipment and Supplies for CTE: Design Thinking tools, engineering manipulatives, maker space materials and tools	All Students	Career Technical Education	California Partnership Academy	5,000		4310	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
Supplies and materials for each classroom teacher (5) within pathway to develop visuals, systems and supports around 4 pillars	All Students	Building the Conditions	Measure N	15,000		4310	A2.3 Standards-Aligned Learning Materials		Sustainable Urban Design Academy (SUDA)

6. WORK-BASED LEARNING				
6A. Work-Based Learning Pathway Self-Assessment				
WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2	2	3	Awareness, exploration and preparation in 10-12th grade experience.

Pathway Outcomes	1	1	2+	Presentations in CTE class and advisory
Pathway Evaluation	1	1	2	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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Coordinate with pathway CTE teachers to identify WBL activities aligned with units Plan CTE visits which represent pathway industry themes Collaborate with care managers and education specialists to identify students for WBL activities	Partially Implemented	Effective	Career Exploration Trips: Women's Can Build Fair, Manufacturing/ CTE Day, Aviation Maintenance Technology Tour, OUSD Skilled Trades Fair, Metropolitan Golf Links CEV 60 student participants in SUDA after school internships (SUDAWorks)

6C. Work-Based Learning Pathway Goals

Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
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	na	80% exposed 20% engaged	90% exposed 70% engaged	Commit to active high-interest student instruction.
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	na	80% exposed 20% engaged	90% exposed 70% engaged	Find innovative ways to engage students in rigorous college prep aligned with CSS.
Career Preparation	Increased participation in school year internships programs	All Students	na	80% exposed 20% engaged	90% exposed 70% engaged	Find innovative ways to engage students in rigorous college prep aligned with CSS.

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

Theory of Action	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.
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Work-Based Learning Strategic Actions	Target Student Group	Related Linked Learning Pillar	Funding source (if relevant)	Cost	UPC	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Transportation for WBL/CTE events such as Maker Faire, Manufacturing Day and Peralta CTE Open Houses	All Students	Work-Based Learning	Measure N	\$3,000.00		5880	A1.1 Pathway Programs		
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	All Students	Career Technical Education	California Partnership Academy	\$19,230.00		5826	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)

Hire Fablab instructor for SUDAWorks after school program for students to build social enterprise skills through maker space	All Students	Career Technical Education	California Partnership Academy	\$6,480.00		5826	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
Hire support for Dual Enrollment Carpentry class to address safety needs	All Students	Career Technical Education	California Partnership Academy	\$7,500.00		5826	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
Hire support to connect school garden to school day program.	All Students	Work-Based Learning	California Partnership Academy	\$8,000.00		5826	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
Hire support for SUDAWorks garden program to teach students social enterprise and WBL	All Students	Work-Based Learning	California Partnership Academy	\$10,000.00		5826	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
Hire Farm Manager and Green Eatz coordinator to manage farm, connect to classes and run SUDAWorks project	All Students	Work-Based Learning	California Partnership Academy	\$20,000.00		5826	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
Hire Farm/Orchard instructor to connect the food forest to classes and after school programs via SUDAWorks and to manage the space	All Students	Work-Based Learning	California Partnership Academy	\$10,000.00		5826	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
Contribute to Urban Ag instructor pay to offer Dual Enrollment course aligned to pathway	All Students	Career Technical Education	California Partnership Academy	\$6,000.00		5826	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
Make WBL a priority in CTE classes through increased presentations and industry.	All Students								Sustainable Urban Design Academy (SUDA)

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

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Support of Student Needs	1	2	3	Regular check ins. Student needs protocol. Care manager follow up. Admin support.
College & Career Plan	1	2	3	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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
As part of school wide SEL focus, pathways worked to implement SEL instructional strategies and tracked students via a student needs protocol in collaboration with the pathway Care Manager and in connection with the school wide Culture and COST teams.	Partially Implemented	Somewhat Effective	Student conversations and tracking of interventions happened regularly, however, as a new system it was not as tight as needed to serve all students well and to communicate between the various stakeholders.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
College and Career Transition Supports	4 Year College, Career and Community plan that includes a Profile, Plan and Portfolio of evidence for every student.	All Students	na	na	Student profile and plan for all pathway students	Commit to active high-interest student instruction.
Diffentiated Interventions for Special Populations (English Learners, African-American Students, Students with Disabilities)	Continue Inclusion model within pathways, ELD supports and transitions and other needed interventions based on assessment of students.	All Students	na	na	Serve 100% of students with IEPs, mainstream 15% of NC population into pathways by 11th grade and 10% increase in moving one level on ELPAC. Develop and implement specific interventions as needed based on needs assessment.	Find innovative ways to engage students in rigorous college prep aligned with CSS.

7D. Comprehensive Student Supports Theory of Action and Strategic Actions

Theory of Action	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.
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Comprehensive Student Supports Strategic Actions	Target Student Group	Related Linked Learning Pillar	Funding source (if relevant)	Cost	UPC	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Attendance intervention within Pathways and aligned to school wide plan. Create incentives program.	All Students	Comprehensive Student Supports				4310	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
Relationship development in classrooms using CRT as framework to develop SEL. Consult with Engaging Schools or similar agency.	All Students	Rigorous Academics				5825	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
Clarify and communicate expectations, clarity and participation of care managers in pathway meetings	All Students	Rigorous Academics					A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
2 student overnights to build community, relationships and pathway identity through connecting to pathway themes, for example Gateway Mountain Center, Pie Ranch or Pt Bonita	All Students	Comprehensive Student Supports	California Partnership Academy	\$10,000.00		5624	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
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.	All Students	Building the Conditions	Measure N	\$1,000.00		4310	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
Provide food 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.	All Students	Building the Conditions	Measure N	\$2,000.00		4311	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)
Refreshments for pathway celebrations and Student Exhibitions (two per pathway per year)	All Students	Building the Conditions	California Partnership Academy	\$4,000.00		4311	A1.1 Pathway Programs		Sustainable Urban Design Academy (SUDA)

1. ABOUT THE PATHWAY

PATHWAY:	Community Health Equity Academy (CHEA)	School:	Castlemont High School
Pathway Industry Sector:	Public/Community Health	School ID:	301
Pathway Description:	<p>(in development)</p> <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 Mission & Vision:	See above (in development)		

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe		
		47.6%	52.4%			30.6%	16.5%				
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers		
	39.4%		2.9%	51.2%		4.1%	1.8%				

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Data Slides

[Castlemont Pathway Data Slides](#)

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

Task: Identify school 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 LCFF Populations (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."

Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	NA no pathway data available for graduation rates	NA no pathway data available for graduation rates	Prepare and track graduation data based on pathways.
On Track to Graduate (11th Grade)	Pilot 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.	Pilot 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.	Further deepen team collaboration to reiterate success and implement improvements in pathway strategies and interdisciplinary projects.
On Track to Graduate (10th Grade)	Pilot 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.	Pilot 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.	Further deepen team collaboration to reiterate success and implement improvements in pathway strategies and interdisciplinary projects.
12th Grade A-G Completion	NA - no 12th pathway class yet	NA - no 12th pathway class yet	Cohort senior seminar capstone class by pathway in 2018-19
Pathway Participation/ CTE Enrollment	Dramatic increase in enrollment as school begins wall-wall pathway implementation	Year one of wall-wall pathway implementation: pathway team and identity development.	Reflect and learn on experience this year to replicate and develop next year.

2C. Annual Pathway Goals

Task: Please review your Needs Assessment above and detemine five goals for pathway outcomes below.

FOCAL AREA	SMART E Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
Pathway Graduation & Dropout Rates	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.	68% (schoolwide)	Increase graduation rate 50% from school average	All Students
On Track to Graduate (11th Grade)	90% of students on track by the end of the 11th year.	21.70%	70%	All Students
On Track to Graduate (10th Grade)	80% of students on track by end of 10th grade year.	27%	60%	All Students
12th Grade A-G Completion	100% of students A-G eligible by graduation.	62% (schoolwide)	80%	All Students
Pathway Participation/ CTE Enrollment	98% pathway enrollment 10-12.	97%	98%	All Students

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision	2-		3	Clear stance and mission, team is aligned.
Leadership Configuration	2-		3	Admin per pathway, co-directors, pathway coach and team member distribution of leadership.
Distributive Leadership	1		2+	Developing more ownership of directors and team capacity for leadership.

Pathway Leadership & Vision Goal for 2018-19: 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	Target Student Group	Related Linked Learning Pillar	Funding source (if relevant)	Cost	UPC	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Travel to continue to build pathway co-directors leadership capacity through study of text, leadership training and engagement with other leads at other schools so that leads can develop team and provide quality experience for students and team member capacity	All Students	Building the Conditions	Measure N	\$9,000.00		5200	A1.1 Pathway Programs		Community Health Equity Academy (CHEA)
Rental space to for retreat to develop capacity of pathway team once per semester including supplies, food and space to design and plan pathway projects, systems and exeperiences.	All Students	Building the Conditions	Measure N	\$6,000.00			A1.1 Pathway Programs		Community Health Equity Academy (CHEA)
Focus on grading as student growth in connetion to pass rates connected to school wide Grading vs. Achievement Project	All Students	Building the Conditions					A1.1 Pathway Programs		Community Health Equity Academy (CHEA)

3B. EQUITY, ACCESS & ACHIEVEMENT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Open Access and Equitable Opportunities	1		3	First year of pathway cohorts, master scheduling and leadership configuration to support pathways as continuous school improvement initiative.
Diverse Student Representation	1		3	First year of pathway cohorts, master scheduling and leadership configuration to support pathways as continuous school improvement initiative.
Closing the Opportunity Gap	1		3	First year of pathway cohorts, master scheduling and leadership configuration to support pathways as continuous school improvement initiative.

Pathway Equity, Access & Achievement Goal for 2018-19:

Pathway Equity, Access & Achievement Strategic Actions	Target Student Group	Related Linked Learning Pillar	Funding source (if relevant)	Cost	UPC	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Decrease inclusion case load (via PEC)	Students with Disabilities	Comprehensive Student Supports					A1.1 Pathway Programs		Community Health Equity Academy (CHEA)
Increase connection with care managers and wrap around services to address students falling through the cracks.	Low-Income Students	Comprehensive Student Supports					A1.1 Pathway Programs		Community Health Equity Academy (CHEA)
Create structure time and spaces for students to get support: include room, care room and teacher classroom after school	Low-Performing Students	Comprehensive Student Supports					A1.1 Pathway Programs		Community Health Equity Academy (CHEA)

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Action	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....								
What will your pathway do to align to the schoolwide focus for 2018-19?	ELL/ELD push in support and strategic pull out. Continued 3rd year of Newcomer Program.								
Pathway Language & Literacy Strategic Actions* <i>*recommended but not required</i>	Target Student Group	Related Linked Learning Pillar	Funding source (if relevant)	Cost	UPC	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Develop and implement pathway wide reading, writing and research process expectations: purchase support materials, extended contracts to develop and/or collaborate	All Students	Rigorous Academics					A1.1 Pathway Programs		Community Health Equity Academy (CHEA)

Align pathway strategies with school wide literacy work	All Students	Rigorous Academics					A1.1 Pathway Programs		Community Health Equity Academy (CHEA)

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	1		3	Pilot year teacher reports on experience show connection and alignment to theme.
Integrated Core	1		3+	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
Cohort Scheduling	1		4	Master schedule
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2-		3+	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
Collaborative Learning	1		3+	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	1		3	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
Collaboration Time	1		3+	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
Professional Learning	1		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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project. SEL instructional strategy development aligned and connected to school wide PD and instructional focus. PBL that incorporates pathway themes.	Partially Implemented	Effective	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
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5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standard Aligned PBL Aligned to Theme	Complete 2 interdisciplinary projects per grade level per year (Total 4 per pathway)	All Students	na	1 project per grade level	2 per grade level	Implement grade level team inquiry cycles focused on literacy skills
Graduate Capstone	Cohort capstone course by pathway and vertically align pathway skills and theme to capstone course.	All Students	na	na	cohorted classes, skill and theme alignment	Commit to active high-interest student instruction.

5D. Rigorous Academics Pathway Theory of Action and Strategic Actions

Theory of Action	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.
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Rigorous Academics Strategic Actions	Target Student Group	Related Linked Learning Pillar	Funding source (if relevant)	Cost	UPC	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Align to literacy work through PD	All Students	Building the Conditions					A2.3 Standards-Aligned Learning Materials		Community Health Equity Academy (CHEA)
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.	All Students	Rigorous Academics	Measure N	\$5,000.00		4310	A1.1 Pathway Programs		Community Health Equity Academy (CHEA)
Develop and align grading systems and other instructional strategies.	Low-Performing Students	Rigorous Academics					A1.3 A-G Completion		Community Health Equity Academy (CHEA)
Purchase set of chromebooks and chromebook cart for enhanced access to technology (Atlantic 17-18)	All Students	Rigorous Academics	Atlantic Philanthropies	\$15,000.00		4420	A1.3 A-G Completion	for other health s	Community Health Equity Academy (CHEA)
Equipment and Supplies for CTE: Infant dolls, CPR dummies, brain architecture game (Atlantic 17-18)	All Students	Career Technical Education	Atlantic Philanthropies	\$15,000.00		4310	A1.1 Pathway Programs	for other health s	Community Health Equity Academy (CHEA)

CTE Textbook and other core texts (Atlantic 17-18)	All Students	Career Technical Education	Atlantic Philanthropies	\$5,000.00		4200	A1.1 Pathway Programs	or other health s	Community Health Equity Academy (CHEA)
Supplies and materials for each classroom teacher (5) within pathway to develop visuals, systems and supports around 4 pillars	All Students	Rigorous Academics	Measure N	\$15,000.00		4310			Community Health Equity Academy (CHEA)

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	1		2+	Awareness, exploration and preparation in 10-12th grade experience.
Pathway Outcomes	2-		2+	Presentations in CTE class and advisory
Pathway Evaluation	1		2	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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Coordinate with pathway CTE teachers to identify WBL activities aligned with units Plan CTE visits which represent pathway industry themes Collaborate with care managers and education specialists to identify students for WBL activities	Partially Implemented	Effective	Career Exploration Trips: West Oakland Health Center, Bright Young Minds 16 student participants in CHEA after school internships (CHEAWorks)

6C. Work-Based Learning Pathway Goals

Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
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	na	80% exposed 20% engaged	90% exposed 70% engaged	Commit to active high-interest student instruction.
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	na	80% exposed 20% engaged	90% exposed 70% engaged	Commit to active high-interest student instruction.
Career Preparation	Increased participation in school year internships programs	All Students	na	80% exposed 20% engaged	90% exposed 70% engaged	Commit to active high-interest student instruction.

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

Theory of Action	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.								
Work-Based Learning Strategic Actions	Target Student Group	Related Linked Learning Pillar	Funding source (if relevant)	Cost	UPC	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Make WBL a priority in CTE classes through increased presentations and industry.	All Students	Work-Based Learning					A1.1 Pathway Programs		Community Health Equity Academy (CHEA)
Include WBLL in pathway meetings more regularly	All Students	Work-Based Learning					A1.1 Pathway Programs		Community Health Equity Academy (CHEA)
CAHC partnership in pathway development, specifically WBL and CTE (Atlantic 17-18)	All Students	Work-Based Learning	Atlantic Philanthropies	\$55,000.00		5825	A1.1 Pathway Programs	onsultant Cont	Community Health Equity Academy (CHEA)
Peer Mentoring Program in partnership with CHO	All Students	Student supports	Atlantic Philanthropies	\$15,000.00		5825	A1.1 Pathway Programs	velopment for	Community Health Equity Academy (CHEA)
Student stipends for health based WBL internships during school year and summer	All Students	Student supports	Atlantic Philanthropies	\$5,000.00					Community Health Equity Academy (CHEA)

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

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	1		3	Regular check ins. Student needs protocol. Care manager follow up. Admin support.
College & Career Plan	2		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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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As part of school wide SEL focus, pathways worked to implement SEL instructional strategies and tracked students via a student needs protocol in collaboration with the pathway Care Manager and in connection with the school wide Culture and COST teams.	Partially Implemented	Somewhat Effective	Student conversations and tracking of interventions happened regularly, however, as a new system it was not as tight as needed to serve all students well and to communicate between the various stakeholders.
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7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
College and Career Transition Supports	4 Year College, Career and Community plan that includes a Profile, Plan and Portfolio of evidence for every student.	All Students	na	na	Student profile and plan for all pathway students	Commit to active high-interest student instruction.
Diffentiated Interventions for Special Populations (English Learners, African-American Students, Students with Disabilities)	Continue Inclusion model within pathways, ELD supports and transitions and other needed interventions based on assessment of students.	All Students	na	na	Serve 100% of students with IEPs, mainstream 15% of NC population into pathways by 11th grade and 10% increase in moving one level on ELPAC. Develop and implement specific interventions as needed based on needs assessment.	Focus on early intervention through the creation and monitoring of individual learning plans beginning freshman year

7D. Comprehensive Student Supports Theory of Action and Strategic Actions

Theory of Action	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	Target Student Group	Related Linked Learning Pillar	Funding source (if relevant)	Cost	UPC	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway

Attendance intervention within Pathways and aligned to school wide plan. Create incentives program.	All Students	Rigorous Academics					A1.1 Pathway Programs		Community Health Equity Academy (CHEA)
Relationship development in classrooms using CRT as framework to develop SEL.	All Students	Comprehensive Student Supports					A1.1 Pathway Programs		Community Health Equity Academy (CHEA)
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.	Low-Performing Students	Comprehensive Student Supports	Atlantic Philanthropies	\$5,000.00		1120	A2.2 Social Emotional Learning	consultant Cont	Community Health Equity Academy (CHEA)
Clarify and communicate expectations, clarity and participation of care managers in pathway meetings	All Students	Rigorous Academics	Atlantic Philanthropies				A1.1 Pathway Programs		Community Health Equity Academy (CHEA)
Transportation for 2 student overnights per grade level including transportation to develop relationships aligned with comprehensive student supports, explore pathway themes and build pathway identity	All Students	Comprehensive Student Supports	Atlantic Philanthropies	\$10,000.00		5880	A1.1 Pathway Programs	tion for work-ba	Community Health Equity Academy (CHEA)
Admissions for 2 student overnights per grade level including transportation to develop relationships aligned with comprehensive student supports, explore pathway themes and build pathway identity	All Students	Comprehensive Student Supports	Atlantic Philanthropies	\$5,000.00		5829	A1.1 Pathway Programs	tion for work-ba	Community Health Equity Academy (CHEA)
Food for three pathway parent engagement events per year in collaboration with school wide parent engagement team.	All Students	Building the Conditions	Atlantic Philanthropies	\$5,000.00		4311	A6.1 Parent/Guardian Leadership Development	consultant Cont	Community Health Equity Academy (CHEA)
Develop wellness center Care Room: Physical redesign of the space including interior design and furniture (Atlantic)	All Students	Comprehensive Student Supports	Atlantic Philanthropies	\$22,000.00		4432	A5.1 School Culture & Climate (Safe & Supportive Schools)	student support	Community Health Equity Academy (CHEA)
Develop wellness center Care Room: supplies and materials (Atlantic)	All Students	Comprehensive Student Supports	Atlantic Philanthropies	\$5,000.00		4310	A5.1 School Culture & Climate (Safe & Supportive Schools)	student support	
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	All Students	Comprehensive Student Supports	Atlantic Philanthropies	\$15,000.00		2928	A5.2 Health and Wellness (Mental & Physical Health)	student support	Community Health Equity Academy (CHEA)
Fresh Water dispensers and service in each pathway classrooms to physically demonstrate community health through access to fresh water where school water access is limited	All Students	Comprehensive Student Supports	Atlantic Philanthropies	\$4,000.00		5758	A5.2 Health and Wellness (Mental & Physical Health)	student support	Community Health Equity Academy (CHEA)

Food for two Celebrations and Student Exhibitions per year per grade level (4)	All Students	Comprehensive Student Supports	Atlantic Philanthropies	\$5,000.00		4311	A5.1 School Culture & Climate (Safe & Supportive Schools)	student support	Community Health Equity Academy (CHEA)
Supplies for two Celebrations and Student Exhibitions per year	All Students	Comprehensive Student Supports	Atlantic Philanthropies	\$3,000.00		4310	A1.1 Pathway Programs	student support	
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	All Students	Career Technical Education	Measure N	\$10,000.00		5880	A1.1 Pathway Programs		Community Health Equity Academy (CHEA)

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET FOR PATHWAYS

School: Castlemont High School				School ID: 301				
Sustainable Urban Design Academy (SUDA)	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>		Community Health Equity Academy (CHEA)	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
<i>Measure N</i>	TBD	\$36,000.00	#VALUE!		<i>Measure N</i>	TBD	\$35,000.00	#VALUE!
<i>Perkins</i>	\$0.00	\$0.00	\$0.00		<i>Perkins</i>	\$0.00	\$0.00	\$0.00
<i>California Partnership Academy</i>	\$136,650.00	\$107,210.00	\$29,440.00		<i>California Partnership Academy</i>	\$0.00	\$0.00	\$0.00
<i>Atlantic Philanthropies</i>	\$0.00	\$0.00	\$0.00		<i>Atlantic Philanthropies</i>	\$90,000.00	\$110,000.00	-\$20,000.00

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	Associated Pathway	Budget Action Number
Travel to continue to build pathway co-directors leadership capacity through study of text, leadership training and engagement with other leads at other schools so that leads can develop team and provide quality experience for students and team member capacity	All Students	Measure N	\$9,000.00		5200	Building the Conditions	A1.1 Pathway Programs	Community Health Equity Academy (CHEA)	
Rental space to 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.	All Students	Measure N	\$6,000.00			Building the Conditions	A1.1 Pathway Programs	Community Health Equity Academy (CHEA)	
Focus on grading as student growth in connection to pass rates connected to school wide Grading vs. Achievement Project	All Students					Building the Conditions	A1.1 Pathway Programs	Community Health Equity Academy (CHEA)	
Decrease inclusion case load (via PEC)	Students with Disabilities					Comprehensive Student Supports	A1.1 Pathway Programs	Community Health Equity Academy (CHEA)	
Increase connection with care managers and wrap around services to address students falling through the cracks.	Low-Income Students					Comprehensive Student Supports	A1.1 Pathway Programs	Community Health Equity Academy (CHEA)	
Create structure time and spaces for students to get support: include room, care room and teacher classroom after school	Low-Performing Students					Comprehensive Student Supports	A1.1 Pathway Programs	Community Health Equity Academy (CHEA)	
Develop and implement pathway wide reading, writing and research process expectations: purchase support materials, extended contracts to develop and/or collaborate	All Students					Rigorous Academics	A1.1 Pathway Programs	Community Health Equity Academy (CHEA)	
Align pathway strategies with school wide literacy work	All Students					Rigorous Academics	A1.1 Pathway Programs	Community Health Equity Academy (CHEA)	

Align to literacy work through PD	All Students					Building the Conditions	A2.3 Standards-Aligned Learning Materials	Community Health Equity Academy (CHEA)	
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.	All Students	Measure N	\$5,000.00		4310	Rigorous Academics	A1.1 Pathway Programs	Community Health Equity Academy (CHEA)	
Develop and align grading systems and other instructional strategies.	Low-Performing Students					Rigorous Academics	A1.3 A-G Completion	Community Health Equity Academy (CHEA)	
Purchase set of chromebooks and chromebook cart for enhanced access to technology (Atlantic 17-18)	All Students	Atlantic Philanthropies	\$15,000.00		4420	Rigorous Academics	A1.3 A-G Completion	Community Health Equity Academy (CHEA)	
Equipment and Supplies for CTE: Infant dolls, CPR dummies, brain architecture game (Atlantic 17-18)	All Students	Atlantic Philanthropies	\$15,000.00		4310	Career Technical Education	A1.1 Pathway Programs	Community Health Equity Academy (CHEA)	
CTE Textbook and other core texts (Atlantic 17-18)	All Students	Atlantic Philanthropies	\$5,000.00		4200	Career Technical Education	A1.1 Pathway Programs	Community Health Equity Academy (CHEA)	
Supplies and materials for each classroom teacher (5) within pathway to develop visuals, systems and supports around 4 pillars	All Students	Measure N	\$15,000.00		4310	Rigorous Academics		Community Health Equity Academy (CHEA)	
Make WBL a priority in CTE classes through increased presentations and industry.	All Students					Work-Based Learning	A1.1 Pathway Programs	Community Health Equity Academy (CHEA)	
Include WBLL in pathway meetings more regularly	All Students					Work-Based Learning	A1.1 Pathway Programs	Community Health Equity Academy (CHEA)	
CAHC partnership in pathway development, specifically WBL and CTE (Atlantic 17-18)	All Students	Atlantic Philanthropies	\$55,000.00		5825	Work-Based Learning	A1.1 Pathway Programs	Community Health Equity Academy (CHEA)	
Peer Mentoring Program in partnership with CHO	All Students	Atlantic Philanthropies	\$15,000.00		5825	Student supports	A1.1 Pathway Programs	Community Health Equity Academy (CHEA)	
Student stipends for health based WBL internships during school year and summer	All Students	Atlantic Philanthropies	\$5,000.00			Student supports		Community Health Equity Academy (CHEA)	

Continue to build pathway co-directors leadership capacity through travel, site visits, training and interaction with other pathway leads and schools.	All Students	Measure N	\$4,000.00		5200	Building the Conditions	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	
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 experience to students.	All Students	Measure N	\$7,000.00		5624	Building the Conditions	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	
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.	All Students	Measure N	\$5,000.00		4310	Building the Conditions	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	
Focus on grading as student growth in connection to pass rates connected to school wide Grading vs. Achievement Project	All Students					Comprehensive Student Supports	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	
Teacher planning time, by dept or SLC	All Students					Building the Conditions	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	
Literacy is main focus for all school PD along with SEL	All Students					Rigorous Academics	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	
Increase connection with care managers and wrap around services to address students falling through the cracks.	Low-Performing Students					Comprehensive Student Supports	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	
Aligning schoolwide PD literacy goals and strategies to Pathway SLC work.	All Students					Rigorous Academics	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	
Integrate common writing, research and reading strategies into integrated projects and across pathway	All Students					Rigorous Academics	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	
Align to literacy work through PD	All Students					Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	Sustainable Urban Design Academy (SUDA)	
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	All Students	Measure N	5,000		4310	Rigorous Academics	A2.3 Standards-Aligned Learning Materials	Sustainable Urban Design Academy (SUDA)	

Develop and align grading systems and other instructional strategies.	Low-Performing Students					Comprehensive Student Supports	A2.5 Teacher Professional Development for CCSS & NGSS	Sustainable Urban Design Academy (SUDA)	
Purchase set of laptops for CTE course to develop 3D modeling projects	All Students	California Partnership Academy	15,000		4420	Career Technical Education	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	
Equipment and Supplies for CTE: Design Thinking tools, engineering manipulatives, maker space materials and tools	All Students	California Partnership Academy	5,000		4310	Career Technical Education	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	
Supplies and materials for each classroom teacher (5) within pathway to develop visuals, systems and supports around 4 pillars	All Students	Measure N	15,000		4310	Building the Conditions	A2.3 Standards-Aligned Learning Materials	Sustainable Urban Design Academy (SUDA)	
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	All Students	California Partnership Academy	\$19,230.00		5826	Career Technical Education	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	
Hire Fablab instructor for SUDAWorks after school program for students to build social enterprise skills through maker space	All Students	California Partnership Academy	\$6,480.00		5826	Career Technical Education	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	
Hire support for Dual Enrollment Carpentry class to address safety needs	All Students	California Partnership Academy	\$7,500.00		5826	Career Technical Education	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	
Hire support to connect school garden to school day program.	All Students	California Partnership Academy	\$8,000.00		5826	Work-Based Learning	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	
Hire support for SUDAWorks garden program to teach students social enterprise and WBL	All Students	California Partnership Academy	\$10,000.00		5826	Work-Based Learning	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	
Hire Farm Manager and Green EatZ coordinator to manage farm, connect to classes and run SUDAWorks project	All Students	California Partnership Academy	\$20,000.00		5826	Work-Based Learning	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	
Hire Farm/Orchard instructor to connect the food forest to classes and after school programs via SUDAWorks and to manage the space	All Students	California Partnership Academy	\$10,000.00		5826	Work-Based Learning	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	

Contribute to Urban Ag instructor pay to offer Dual Enrollment course aligned to pathway	All Students	California Partnership Academy	\$6,000.00		5826	Career Technical Education	A1.1 Pathway Programs	Sustainable Urban Design Academy (SUDA)	
Make WBL a priority in CTE classes through increased presentations and industry.	All Students							Sustainable Urban Design Academy (SUDA)	

SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
Wed/Thurs weekly	Pathway Teams	PW meetings
On going. Friday 3/9 updates.	Admin Leadership	Weekly meetings
Ongoing	Admin PW Leadership	Weekly meetings.
3/12/2018	ILT	Engabling Conditions. Rigorous Academics. Overview of all tabs.
	ITL	Initiated with Bender and Blasher
	WBLL	Initiated with Rubi
3/13/2018	Culture Team/Care Managers/RJ	CSS tab completion.

Thursday 3/8 Chavarin	SSC	Review of budget. Review of all tabs.
2/15/2018	NC Team	3rd year NC program.
2/16/2018	Inclusion	Initiated. Looping, scheduling of students, boundaries with PEC.
	ELL	Blasher
3/20/2018	Pathway Teams	CHEA Planning Meeting
3/21/2018	Pathwa	SUDA Planning Meeting

School WASC Goals					
Length of WASC Accreditation:	6 years	Last WASC Self-Study:	2015-2016	Next Full Self-Study:	2020-2021
SCHOOL WASC GOALS				LCAP Goal Category	
Implement grade level team inquiry cycles focused on literacy skills				Goal 3: Students are reading at or above grade level	
Focus on early intervention through the creation and monitoring of individual learning plans beginning freshman year				Goal 5: Students are engaged in school everyday	
Creation of grade level social emotional/discipline deans to implement SEL strategies in the RTI framework				Goal 5: Students are engaged in school everyday	
Professional development centered on practice				Goal 1: Graduates are college and career ready	
Develop common, high expectations for student achievement and behavior.				Goal 1: Graduates are college and career ready	
Find innovative ways to engage students in rigorous college prep aligned with CSS.				Goal 1: Graduates are college and career ready	
Commit to active high-interest student instruction.				Goal 2: Students are proficient in state academic standards	
Ensure accurate attendance reporting.				Goal 5: Students are engaged in school everyday	
Implement systems to support teacher retention.				Goal 5: Students are engaged in school everyday	
Communicate and engage parents in the school community.				Goal 6: Parents and families are engaged in school activities	
Ensure equity of access to technology-infused instruction.				Goal 1: Graduates are college and career ready	