June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Castlemont High School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

> ➢ Title I Schoolwide Plan
> ➢ 21st Century After School Programs

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Castlemont High School.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School:	**Castlemont High School**
CDS Code:	1612590125161
Principal:	Jorge Wahner
Date of this revision:	6/10/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact:	Jorge Wahner	**Position:**	Principal
Address:	8601 MacArthur Blvd.	**Telephone:**	510-639-1466
	Oakland, CA 94605	**Email:**	jorge.wahner@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

School Site: Castlemont High School   **Site Number:** 301

[X] Title I Schoolwide Program   [X] Local Control Funding Formula (LCFF) Base Grant

[ ] Title I Targeted Assistance Program   [X] LCFF Supplemental Grant   [X] 21st Century

[ ] After School Education & Safety Program (ASES)   [X] LCFF Concentration Grant

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: _3/16/16 & 4/27/16_

6. The public was alerted about the meeting(s) through one of the following:

[X] Fliers in students' home languages   [ ] Announcement at a public meeting   [X] Other (Notices and Media Announcements, etc.)

Signatures:

Jorge Wahner
Print name of School Principal   Signature   5/26/16
                                                                              Date

Queliya Hurst
Print name of SSC Chairperson   Signature   5/26/16
                                                                              Date

Mark Triplett
Print name of Network Superintendent   Signature   5.26.16
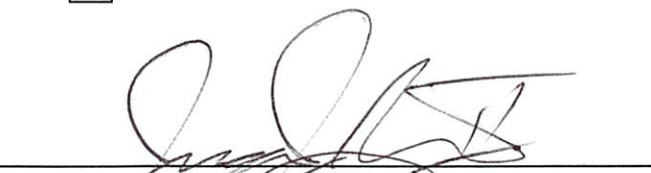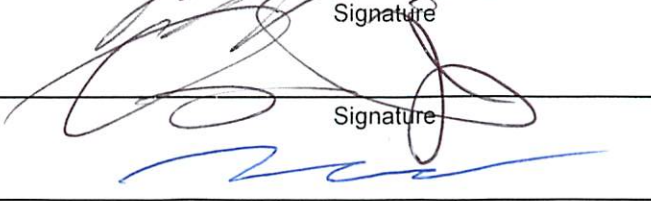   Date

Ruth Alahydoian
Ruth Alahydoian, Chief Financial Officer   Signature   5-31-16
                                                                              Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site: Castlemont High School   **Site Number:** 301

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	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
2/9/2016	SSC	reviewed 2015-16 SPSA and Title I budget allocation. Discussed possible adjustments for 2016-17
3/10/2016	Parents	Parent training on how to participate on SSC.
3/16/2016	SSC	Reviewed and approved SPSA and title I funds
4/27/2016	SSC	Reviewed SPSA and the Addition of the Measure N plan. Approved the Measure N plans addition.

Programs Included in This Plan

The School Site Council intends for this school to participate in the following programs:

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant … **General Purpose Discretionary #0000**	$243,600.00	TBD
Local Control Funding Formula Supplemental Grant … **LCFF Supplemental #0002**	$406,364.08	TBD
Local Control Funding Formula Concentration Grant … **LCFF Concentration #0003**	$100,000.00	TBD
After School Education and Safety Program (FTE Only) … **ASES #6010**	$0.00	TBD
TOTAL:	**$749,964.08**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program … **Title I Resource #3010**	$88,546.20	TBD
Title I, Part A: Parent Engagement Activities … **Title I Resource #3010**	$2,269.79	TBD
21st Century Community Learning Centers (FTE only) … **Title IV Resource #4124**	$163,274.23	TBD
TOTAL:	**$254,090.22**	**$0.00**

ABOUT THIS SCHOOL

School Description

Castlemont High School is located on MacArthur Boulevard, between 82nd and 86th Avenues in East Oakland. Castlemont High School has been in operation in East Oakland since 1929 and has experienced a variety of transformations and reconfigurations. Castlemont was once a highly successful academic school with a rich arts program, which many long-term community members attended and felt deep attachment to. However, from the 1970's to 2000, the neighborhood changed dramatically. Castlemont's campus includes five classroom buildings, a College and Career Information Center (formerly the library), full theater, kitchen and cafeteria, gym, swimming pool, football field, basketball courts, and a central quad, garden, and other smaller outdoor gathering areas. However, two of the classroom builidngs are occupied by charter schools.

School Mission and Vision

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

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

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

School Demographics

	% Male	% Female	% LCFF	% English Learners
Special Populations	52.1%	47.9%		20.0%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe

Student Population by Race/Ethnicity		20.4%		
	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	42.3%	0.0%	1.1%	49.9%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	0.4%	5.6%	0.4%	0.0%

SCHOOLWIDE STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
Castlemont's Students are resilent. Castlemont had highest percent of students accepted to UC of any high school in OUSD.	63% of 10th graders are off-track to graduate. 69% of 11th graders are off-track, and 42% of 12th graders are off-track.	The high teacher and Admin turnover of the last 5 years, and the high number of new, untrained teachers has created an environment of inconsistant expectations and policies. There has also been a lack of sustained intervention or acceleration to support the needs of students, the vast majority of which are not prepared for high school.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
Castlemont's Students are resilient. Castlemont had highest percent of students accepted to UC of any high school in OUSD.	only 53% of students enrolled in College immediately after high school. 63% of Graduates have enrolled in college the year after high school from 2009 to 2013.	The number of students failing multiple classes, can be directly linked to the high level of teacher turnover, lack of new teacher support, and high number of vacancies at the start of the school year. When students who are already behind do not have quality instruction, they are unable to master the content and lack basic skills. Without those skills, students are not able to be successful in rigorous A-G classes. Students also lack the confidence or belief that they can be successful in college.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Overall suspension rates have gone down 10%	Student Chronic absence rate is 19%. 25% among African American students, and 30% amound students with disabilities.	Students aren't coming to school for many reasons (many of them due to socio-economic conditions), however the following conditions at Castlemont contribute to student absences: High Admin turn-over, inexperienced teachers with poor classroom managment skills and unengaging lessons,

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Castlemont offers several AP courses, and 2 concurrent enrollment classes. Castlemont provides Common Core Curriculum in all of it's NSH special education classes.	63% of 10th graders are off-track to graduate. 69% of 11th graders are off-track, and 42% of 12th graders are off-track.	The vast majority of students enter Castlemont reading multiple years below grade level (60% of 9th grade students were multiple years below grade levl on SRI this fall) and with math skills below grade level (62% of 9th grade level were below basic on SMI), that combined with the large number of new (inexperienced) teachers needs to be address to improve student preformance.

SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- Implement grade level team inquiry cycles focused on one literacy skill per marking period. (Related to LCAP Goal 3: Students are reading at or above grade level.)

- Focus on early intervention, through the creation and monitoring of Individual learning plans starting freshman year. (Related to LCAP Goal 5: Students are engaged in school everyday.)

- Creation of grade level social emotional/discipline deans to implement SEL strategies in the RTI framework. (Related to LCAP Goal 5: Students are engaged in school everyday.)

- Professional development centered on practice: actual action with real time feedback from adults who are able to fully articulate their learning needs. (Related to LCAP Goal 1: Graduates are college and career ready.)

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	80% of the students will be on track to graduate based on GPA and Credits earned.	1: Graduates are college and career ready.	
Post-Secondary Readiness:	To increase the number of students completing the A to G requirement with a C or better by 20%	1: Graduates are college and career ready.	
Climate and Culture:	Reduce the chronic absence rate of all student groups by 20%	5: Students are engaged in school everyday.	
Rigorous Academics:	Improve all students reading proficiency on the SRI by 2 grade levels.	3: Students are reading at or above grade level.	

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2

Graduate Outcomes:	On Track to Graduate	All Students	55% of students failed at least one class.	35% of students will have failed one class.	90% of 10th graders will be on track to graduate based on GPA and Credit completion	A-G Completion
Post-Secondary Readiness:	A-G Completion	All Students	45% of students had failed at least one A-G class.	Only 35% of students will have failed one A-G class	Only 25% of students will have failed one A-G class	A-G Completion
Climate and Culture:	Chronic Absence	Special Education Students	30% of special education students were chronically absent	Reduce the number of special education student chronically absent by 10%.	Reduce the number of special education student chronically absent by 30%.	Chronic Absence
Rigorous Academics:	SRI	Low- Income Students	15.6% of 11th graders were reading at grade level on the SRI	52% of students will read at grade level on the SRI	55% of 9th graders will read at grade level based on the SRI	SRI

School Theory of Action

Create structures to support teacher development toward culturally responsive teaching to engage all students (student's with disabilities, African American, Low Income, ELL and Newcommers, GATE, etc..)every period all period.

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	Train all teachers and staff in culturally responsive teaching to improve student engagement, teacher retention, and assessment, differentiation and excelleration.	80% of the students will be on track to graduate based on GPA and Credits earned.	Equity/Access/ Achievement	School Leadership & School Vision
Culture & Climate Improvement Strategy:	Create culturally responsive practices and structures to support students and teachers. Specifically, increasing Restorative Justice program and integrating Social Emotional Learning throughout the school.	Reduce the chronic absence rate of all student groups by 20%	Equity/Access/ Achievement	Personalized Student Support

Pathway Development/ Implementation Strategy:	Train all teachers on Linked Learning. Implement introductory Health and SUDA course in 9th grade, pilot 10th grade Health pathway course, build curriculum and train teachers for 10th grade pathway courses.	To increase the number of students completing the A to G requirement with a C or better by 20%	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
New or Emerging Design Feature #1:	Implement phase 1 of Public Health and SUDA pathway: Design Course of study and curriculum, industry partnership, Linked Learning and access to college level course work.	To increase the number of students completing the A to G requirement with a C or better by 20%	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Teacher Conditions
New or Emerging Design Feature #2:	Grow Newcomer program to include 10th grade cohort.	To increase the number of students completing the A to G requirement with a C or better by 20%	Program of Study & Master Scheduling	School Leadership & School Vision
New or Emerging Design Feature #3:	Implement a continuum of inclusive services including co-teaching and learning centers to provide supports within general education for all students with disabilities.	To increase the number of students completing the A to G requirement with a C or better by 20%	Personalized Student Support	Equity/Access/ Achievement
Established Signature Element #1:	The implementation of the Knight Way code of conduct and the restorative justice program.	Reduce the chronic absence rate of all student groups by 20%	Personalized Student Support	Equity/Access/ Achievement
Established Signature Element #2:	Sustainable Urban Design Academy program of study, project and work-based learning.	To increase the number of students completing the A to G requirement with a C or better by 20%	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
Established Signature Element #3:	Block Schedule including common preparation time for core content teachers to design project based learning opportunities and targeted intervention supports.	Improve all students reading proficiency on the SRI by 2 grade levels.	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Teacher Conditions

SCHOOLWIDE PRACTICES

Select Key Practices:

- Provide training and stipends for general education and special education teachers to implement inclusive practices, differentiate instruction, and co-teach.

This practice helps support the following Title I Schoolwide Plan focus area:

- Differentiation for Low-Performing Students

- Purchase/Create Online Learning Platform for Student Profiles, Personalized Learning Plans and Portfolios to support student engagement and participation in Work-based learning, early college and after school programing.

- All staff participate in Culturally Responsive Teaching and Social Emotional Learning trainings 4 hours one Saturday each month to improve student engagement and teacher retention.

- Provide SEL and restorative justice supports and strategies for students, parents, and teachers to implement a Multi-tiered systems of support based on the OUSD RTI Pyramid.

- Purchase curriculum and support materials to support newcomer integration into general education classroom.

- 9th grade students and newcomers will be placed purposefully in heterogeneous core content classes and group work. Lesson plans will be differentiated to support ELL and Special Education Students

- Fund time for teachers to create units and lessons that will be designed to have both language, content, and social emotional learning goals.

- All newcomers will have an additional Survival English support class.

- All students are placed in advisories to support personalized learning and social emotional needs.

- Teacher coaching to support implementation of Culturally Responsive Teaching, SEL, and Response to Trauma through inquiry processes/action research. This will help with teacher retention and improve student outcomes.

- Offer multiple Concurrent & Dual Enrollment courses for all students through partnerships with Peralta Colleges, and other extended learning programs. Provide additional time for student learning and acceleration.

- Specific Training, Coaching, and workshops to develop Project Based Unit plans and integrate Work-Based Learning into content classes.

- Provide Extended Contracts for teachers to teacher/coordinate dual enrollment, extended day, and work-based learning courses.

- Pathway specific Teacher Institutes and Design Labs to synthesize various instructional trainings into curricula design, implementation and evaluation 4 pillars and 7 elements of Linked Learning and Pathway development.

- Teacher training to integrate design and technology into core content and to link to innovative spaces such as fab lab and farm

- Small group instruction for targeted students to accelerate literacy/numeracy skills.

- Extended Learning Time
- Teacher PD
- Family Engagement
- Targeted Support for Newcomers (if relevant)
- Targeted Support for ELLs
- Targeted Support for ELLs
- Targeted Support for Newcomers (if relevant)
- Family Engagement
- Differentiation for Low-Performing Students
- Differentiation for GATE
- Teacher PD
- Extended Learning Time
- Teacher PD
- Extended Learning Time
- Differentiation for Low-Performing Students

• Provide Stipends for Grade Level and Department team leads to plan & facilitate Grade Level/Department Team meetings	• Differentiation for Low-Performing Students
• Provide summer stipends for teacher teams to develop grade level advisory curriculum.	• Teacher PD
• GATE Financial Literacy Pilot Program	• Differentiation for GATE
• Provide funds to support peer tutoring programs for math and English.	• Differentiation for Low-Performing Students
• Stipends for Senior Capstone/project development.	• Extended Learning Time
• Funds to contract out with an industry partner(s) to support SUDA/Public Health WBL program development.	• Differentiation for Low-Performing Students
• Teacher training to support non-English speakers in general education classes.	• Targeted Support for ELLs
• Teacher Support and Growth Program, possibly Teaching Excellence Network	• Teacher PD
• Establish streamlined COST referral process to support the needs of Homeless and Foster youth	
• Train community engagement staff on best practices to support the uniques needs of Homeless and Foster Youth.	• Teacher PD

PATHWAYS AT CASTLEMONT HIGH SCHOOL

Castlemont High School is home to two pathways:

- Community Health Equity Academy (CHEA)
- Sustainable Urban Design Academy (SUDA)

About the Community Health Equity Academy (CHEA) Pathway

Pathway Description

(in development)

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.

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.

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.

Pathway Mission and Vision

See above (in development)

Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	Filipino	Pacific/Islander	Caucasian	Multiracial

PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes

Castlemont's Students are resilent. Castlemont had highest percent of students accepted to UC of any high school in OUSD.	63% of 10th graders are off-track to graduate. 69% of 11th graders are off-track, and 42% of 12th graders are off-track.	The high teacher and Admin turnover of the last 5 years, and the high number of new, untrained teachers has created an environment of inconsistant expectations and policies. There has also been a lack of sustained intervention or acceleration to support the needs of students, the vast majority of which are not prepared for high school.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
Castlemont's Students are resilent. Castlemont had highest percent of students accepted to UC of any high school in OUSD.	only 53% of students enrolled in College immediately after high school. 63% of Graduates have enrolled in college the year after high school from 2009 to 2013.	The number of students failing multiple classes, can be directly linked to the high level of teacher turnover, lack of new teacher support, and high number of vacancies at the start of the school year. When students who are already behind do not have quality instruction, they are unable to master the content and lack basic skills. Without those skills, students are not able to be successful in rigorous A-G classes. Students also lack the confidence or belief that they can be successful in college.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Overall suspension rates have gone down 10%	Student Chronic absence rate is 19%. 25% among African American students, and 30% amound students with disabilities.	Students aren't coming to school for many reasons (many of them due to socio-economic conditions), however the following conditions at Castlemont contribute to student absences: High Admin turn-over, inexperienced teachers with poor classroom managment skills and unengaging lessons,

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Castlemont offers several AP courses, and 2 concurrent enrollment classes. Castlemont provides Common Core Curriculum in all of it's NSH special education classes.	63% of 10th graders are off-track to graduate. 69% of 11th graders are off-track, and 42% of 12th graders are off-track.	The vast majority of students enter Castlemont reading multiple years below grade level (60% of 9th grade students were multiple years below grade levl on SRI this fall) and with math skills below grade level (62% of 9th grade level were below basic on SMI), that combined with the large number of new (inexperienced) teachers needs to be address to improve student preformance.

PATHWAY GOALS, TARGETS & THEORY OF ACTION

Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal

Graduate Outcomes:	All 9th and 10th graders will be on track to graduate by the end of 2016-17	1: Graduates are college and career ready.	
Post-Secondary Readiness:	All 9th and 50% of the 10th grade classgraders will participate in engaging project based community health class working on issues critical to community health equity. 90% of students will report through class survey that they can see how the class prepares them for life after high school.	3: Students are reading at or above grade level.	
Climate and Culture:	All 9th and 50% of the 10th grade classgraders will participate in engaging project based community health class working on issues critical to community health equity.90% of students will report through survey that they think this class enagages them more in school.	5: Students are engaged in school everyday.	
Rigorous Academics:	All 9th and 50% of the 10th grade classgraders will participate in engaging project based community health class working on issues critical to community health equity. 90% of students will report through survey that they were challenged in reading, writing and research through this class.	3: Students are reading at or above grade level.	

Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	A-G Completion	All Students	NA	NA	100% 9th and 10th pass the CHEA class	
Post-Secondary Readiness:	Pathway Participation	All Students	NA	NA	90% report positively through survey	
Climate and Culture:	Culture/Climate: Student	All Students	NA	NA	90% report positively through survey	
Rigorous Academics:	Culture/Climate: Student	All Students	NA	NA	90% report positively through survey	

Pathway Theory of Action

PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Pathway Instructional Improvement Strategy:	Train 9th and 10th grade teachers in community health equity themes to support pathway integration			
New or Emerging Pathway Design Feature #1:	Established a curriculum development committee with teachers and industry and district partners to design pathway program	All 9th and 50% of the 10th grade classgraders will participate in engaging project based community health class working on issues critical to community health equity. 90% of students will report through class survey that they can see how the class prepares them for life after high school.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
New or Emerging Pathway Design Feature #2:	Established a and a work-based learning committee with teachers and industry and district partners to design pathway program		Work-Based Learning	Personalized Student Support
New or Emerging Pathway Design Feature #3:	Align pathways with whole school design and work with teachers through PD time to design pathway programs on campus.		School Leadership & School Vision	Equity/Access/ Achievement
Established Pathway Signature Element #1:	NA			
Established Pathway Signature Element #2:	NA			
Established Pathway Signature Element #3:	NA			

PATHWAY KEY PRACTICES

Teaching Practices:

- Specific Training, Coaching, and workshops to develop Project Based Unit plans and integrate Work-Based Learning into content classes.
- Pathway specific Teacher Institutes and Design Labs to synthesize various instructional trainings into curricula design, implementation and evaluation 4 pillars and 7 elements of Linked Learning and Pathway development.

- Funds to contract out with an industry partner(s) to support Public Health WBL program development.

Leadership and Organizational Practices:

- Hire Work Based Learning Coordinator and part-time instructors for WBL
- Hire a 9th Grade CTE/Health Teacher
- Hire a 10th Grade CTE/Health Teacher to pilot 3 sections of Health Pathway
- Public Health Pathway Course Program, Curricula, PBL/WBL build out
- Pre-pathway outreach, recruitment and program development with feeder middle schools. (Flyers, Parent Outreach, Afternoon meeting..)

About the Sustainable Urban Design Academy (SUDA) Pathway

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 and Vision

VISION: It is a fundamental belief that the planet is in dire need of sustainable environmental action and that justice is equity for all communities. The "Green Economy" is one that works towards both of these goals where students build skills as leaders in and for their own communities for a just and sustainable future.
MISSION: Empower students through a highly rigorous, engaging and supportive learning environment to graduate prepared for college, career and life as designers and leaders of movements towards a sustainable and just world.

Pathway Demographics

	% Male	% Female	% LCFF	% English Learners
Special Populations	51.0%	49.0%		21.7%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		13.7%		

Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	40.7%	0.0%	0.7%	51.0%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	0.7%	5.7%	0.7%	0.0%

PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
Castlemont's Students are resilent. Castlemont had highest percent of students accepted to UC of any high school in OUSD. SUDA students are introduced to innovative skills, careers and WBL learning opportunties based in healthy and sustainable communities. All SUDA courses are A-G eligible classes.	63% of 10th graders are off-track to graduate. 69% of 11th graders are off-track, and 42% of 12th graders are off-track.An insignificant amount of students stayed within the pathway all for years.	The high teacher and Admin turnover of the last 5 years, and the high number of new, untrained teachers has created an environment of inconsistant expectations and policies. There has also been a lack of sustained intervention or acceleration to support the needs of students, the vast majority of which are not prepared for high school.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
Castlemont's Students are resilent. Castlemont had highest percent of students accepted to UC of any high school in OUSD. 100% of 9th Grade students particpated in Design Prototype and presentations with 10 engineers in class for a 6 week project. 100% of SUDA students had the opportunity to go on a Manufacturing Day tour of local manufacturers. SUDA students have access to two Dual Enrolment classes offered through Laney and Merritt.	only 53% of students enrolled in College immediately after high school. 63% of Graduates have enrolled in college the year after high school from 2009 to 2013. Pathway students have been exposed to but not fully owned industry and academic skills and content to be successful in college and career.	The number of students failing multiple classes, can be directly linked to the high level of teacher turnover, lack of new teacher support, and high number of vacancies at the start of the school year. When students who are already behind do not have quality instruction, they are unable to master the content and lack basic skills. Without those skills, students are not able to be successful in rigorous A-G classes. Students also lack the confidence or belief that they can be successful in college.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes

Overall suspension rates have gone down 10%. 100% of SUDA students had the opportunity to go on two overnight camping trips to build culture, community and engagement in the pathway.	Student Chronic absence rate is 19%. 25% among African American students, and 30% amound students with disabilities. Some, but not all pathway students own a SUDA identity and are enaged in all classes, trips and projects.	Students aren't coming to school for many reasons (many of them due to socio-economic conditions), however the following conditions at Castlemont contribute to student absences: High Admin turn-over, inexperienced teachers with poor classroom managment skills and unengaging lessons,

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Castlemont offers several AP courses, and 2 concurrent enrollment classes. Castlemont provides Common Core Curriculum in all of it's NSH special education classes. Students have conducted action research projects and on-campus environmental design projects to directly impact the health of the campus and community.	63% of 10th graders are off-track to graduate. 69% of 11th graders are off-track, and 42% of 12th graders are off-track. Graduate and student outcomes are not clear and student demonstration of outcomes is inconsistent at best.	The vast majority of students enter Castlemont reading multiple years below grade level (60% of 9th grade students were multiple years below grade levl on SRI this fall) and with math skills below grade level (62% of 9th grade level were below basic on SMI), that combined with the large number of new (inexperienced) teachers needs to be address to improve student preformance.

PATHWAY GOALS, TARGETS & THEORY OF ACTION

Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	80% of the students will be on track to graduate based on GPA and Credits earned.	1: Graduates are college and career ready.	Professional development centered on practice: actual action with real time feedback from adults who are able to fully articulate their learning needs.
Post-Secondary Readiness:	To increase the number of students completing the A to G requirement with a C or better by 20%	1: Graduates are college and career ready.	
Climate and Culture:	Reduce the chronic absence rate of all student groups by 20%	5: Students are engaged in school everyday.	
Rigorous Academics:	Improve all students reading proficiency on the SRI by 2 grade levels.	3: Students are reading at or above grade level.	

Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2

Graduate Outcomes:	On Track to Graduate	All Students	55% of students failed at least one class.	35% of students will have failed one class.	90% of 10th graders will be on track to graduate based on GPA and Credit completion	A-G Completion
Post-Secondary Readiness:	A-G Completion	All Students	45% of students had failed at least one A-G class.	Only 35% of students will have failed one A-G class	Only 25% of students will have failed one A-G class	A-G Completion
Climate and Culture:	Chronic Absence	Special Education Students	30% of special education students were chronically absent	Reduce the number of special education student chronically absent by 10%.	Reduce the number of special education student chronically absent by 30%.	Chronic Absence
Rigorous Academics:	SRI	Low- Income Students	15.6% of 11th graders were reading at grade level on the SRI	52% of students will read at grade level on the SRI	55% of 9th graders will read at grade level based on the SRI	SRI

Pathway Theory of Action

If we develop a core team of teachers in a pathway PLC that collaborate aligned to common vision/mission for both pathway and school, then students will experience a relational, rigorous and relevant program of study and will develop the conciousness and skills to be sucessful in college, career and community now and beyond gradutation.

PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Pathway Instructional Improvement Strategy:	Align pathway course of study and teacher practices to industry theme through CRT theory and practice.		Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
New or Emerging Pathway Design Feature #1:	Work-based learning through authentic projects during school day and after school		Work-Based Learning	Building a Rigorous Academic Core: Student Conditions
New or Emerging Pathway Design Feature #2:	Teacher PLC development with pathway identity.		Building a Rigorous Academic Core: Teacher Conditions	Program of Study & Master Scheduling
New or Emerging Pathway Design Feature #3:	Leadership, community, student engagement in pathway design			

Established Pathway Signature Element #1:	Authentic project and place-based curriculum through fablab, farm, orchard, garen and community at large		Work-Based Learning	Program of Study & Master Scheduling
Established Pathway Signature Element #2:	Critically conscious framework that uses urban design as a tool to address community heatlh equity issues while developing post-secondary readiness skills		Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
Established Pathway Signature Element #3:	Creating work based and life based experiences to build community and engage students in learning, community and their own education.		Personalized Student Support	Building a Rigorous Academic Core: Student Conditions

PATHWAY KEY PRACTICES

Teaching Practices:

- Create opportunities for pathway specific teams to enage, embrace and align schoolwide efforts to pathway specific progam of study, themes and experiences.

- Specific Training, Coaching, and workshops to develop Project Based Unit plans and integrate Work-Based Learning into content classes.

- Pathway specific Teacher Institutes and Design Labs to synthesize various instructional trainings into curricula design, implementation and evaluation 4 pillars and 7 elements of Linked Learning and Pathway development.

- Funds to contract out with an industry partner(s) to support SUDA WBL program development.

Leadership and Organizational Practices:

- Create opportunities for pathway specific teams to enage, embrace and align schoolwide efforts to pathway specific progam of study, themes and experiences.

- Hire Work Based Learning Coordinator and part-time instructors for WBL

- Continue the SUDA Works after school work-based learning program.

- Extended contracts to support dual enrollment opportunities, space build out and project development for SUDA

- Experiential Learning Opportunities for SUDA, materials for projects and curricula, teacher development

- Pre-pathway outreach, recruitment and program development with feeder middle schools. (Flyers, Parent Outreach, Afternoon meeting..)

- Outreach, PR, recruitment and marking for school/pathways: website and materials

School: Castlemont High School						*School ID:* 301				
Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$96,660.57	21st Century	Hire a fulltime after school progam coordinator	Work-based learning through authentic projects during school day and after school (Sustainable Urban Design Academy)	A1.6: After School Programs	n/a	CASE MANAGER	24CSEM9999	1	301-2	301
$15,000.00	21st Century	to fund stipends for teachers to run after school support classes	Work-based learning through authentic projects during school day and after school (Sustainable Urban Design Academy)	A1.6: After School Programs	1120	n/a	n/a	n/a	301-3	301
$5,000.00	21st Century	After School Supplies	Work-based learning through authentic projects during school day and after school (Sustainable Urban Design Academy)	A1.6: After School Programs	4310	n/a	n/a	n/a	301-4	301
$2,000.00	21st Century	Meeting refreshments for after school	Work-based learning through authentic projects during school day and after school (Sustainable Urban Design Academy)	A1.6: After School Programs	4311	n/a	n/a	n/a	301-5	301
$44,613.66	21st Century	pay after school support provider (YU)	Work-based learning through authentic projects during school day and after school (Sustainable Urban Design Academy)	A1.6: After School Programs	5825	n/a	n/a	n/a	301-6	301
$130,045.00	General Purpose Discretionary	Supplies for all academic programs	Implement a continuum of inclusive services including co-teaching and learning centers to provide supports within general education for all students with disabilities. (Schoolwide)	A5.3: School Facilities	4310	n/a	n/a	n/a	301-7	301
$15,000.00	General Purpose Discretionary	Meeting refreshments	Creating work based and life based experiences to build community and engage students in learning, community and their own education. (Sustainable Urban Design Academy)	A3.3: Family Engagement focused on Literacy Development	4311	n/a	n/a	n/a	301-8	301
$555.00	General Purpose Discretionary	Copier/duplication supplies	Train all teachers on Linked Learning. Implement introductory Health and SUDA course in 9th grade, pilot 10th grade Health pathway course, build curriculum and train teachers for 10th grade pathway courses. (Schoolwide)	A2.1: Implementation of CCSS & NGSS	4320	n/a	n/a	n/a	301-9	301
$20,000.00	General Purpose Discretionary	Conference expenses	Train all teachers and staff in culturally responsive teaching to improve student engagement, teacher retention, and assessment, differentiation and excelleration. (Schoolwide)	A2.1: Implementation of CCSS & NGSS	5220	n/a	n/a	n/a	301-10	301
$3,000.00	General Purpose Discretionary	Dues and memberships	Train all teachers on Linked Learning. Implement introductory Health and SUDA course in 9th grade, pilot 10th grade Health pathway course, build curriculum and train teachers for 10th grade pathway courses. (Schoolwide)	A2.5: Teacher Professional Development for CCSS & NGSS	5300	n/a	n/a	n/a	301-11	301
$2,000.00	General Purpose Discretionary	Afterschool school supplies for workbased learning classes	Work-based learning through authentic projects during school day and after school (Sustainable Urban Design Academy)	A1.6: After School Programs	5731	n/a	n/a	n/a	301-12	301
$50,000.00	General Purpose Discretionary	Interprogram Counselor	Implement phase 1 of Public Health and SUDA pathway: Design Course of study and curriculum, industry partnership, Linked Learning and access to college level course work. (Schoolwide)	A1.3: A-G Completion	5732	n/a	n/a	n/a	301-13	301
$4,000.00	General Purpose Discretionary	Interprogram School Psychologist	Create culturally responsive practices and structures to support students and teachers. Specifically, increasing Restorative Justice program and integrating Social Emotional Learning throughout the school. (Schoolwide)	A2.2: Social Emotional Learning	5734	n/a	n/a	n/a	301-14	301
$10,000.00	General Purpose Discretionary	Interprogram Restorative Justice Coordinator	Create culturally responsive practices and structures to support students and teachers. Specifically, increasing Restorative Justice program and integrating Social Emotional Learning throughout the school. (Schoolwide)	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	301-15	301
$9,000.00	General Purpose Discretionary	Hire a district computer technition	Authentic project and place-based curriculum through fablab, farm, orchard, garen and community at large (Sustainable Urban Design Academy)	A1.1: Pathway Programs	5737	n/a	n/a	n/a	301-16	301
$96,660.57	Intensive School Support	Case manager to support at-risk 12th grade students with SEL and Graduation	Create culturally responsive practices and structures to support students and teachers. Specifically, increasing Restorative Justice program and integrating Social Emotional Learning throughout the school. (Schoolwide)	A2.2: Social Emotional Learning	n/a	CASE MANAGER	24CSEM9999	1	301-17	301

School:	Castlemont High School					**School ID:** 301				
Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$5,908.72	Intensive School Support	Hire community assistant to improve communication with parents.	Creating work based and life based experiences to build community and engage students in learning, community and their own education. (Sustainable Urban Design Academy)	A6.4: Parent / Guardian Volunteer Support	n/a	COMMUNITY ASSISTANT	COMMAS0017	0.2	301-18	301
$42,926.46	Intensive School Support	Attendance Officer to support chronically turant studets	Create culturally responsive practices and structures to support students and teachers. Specifically, increasing Restorative Justice program and integrating Social Emotional Learning throughout the school. (Schoolwide)	A5.4: Root Causes of Chronic Absence	n/a	STUDENT ATTENDANCE COMPL OFFCR	STACOF0019	0.8	301-19	301
$17,244.26	Intensive School Support	Supplies	Implement phase 1 of Public Health and SUDA pathway: Design Course of study and curriculum, industry partnership, Linked Learning and access to college level course work. (Schoolwide)	A1.1: Pathway Programs	4310	n/a	n/a	n/a	301-20	301
$15,260.00	Intensive School Support	Fund additional school psychologist services to support inclusion	Implement a continuum of inclusive services including co-teaching and learning centers to provide supports within general education for all students with disabilities. (Schoolwide)	A2.2: Social Emotional Learning	5734	n/a	n/a	n/a	301-21	301
$6,000.00	Intensive School Support	Hire Computer and tech support from OUSD	Train all teachers on Linked Learning. Implement introductory Health and SUDA course in 9th grade, pilot 10th grade Health pathway course, build curriculum and train teachers for 10th grade pathway courses. (Schoolwide)	A1.1: Pathway Programs	5737	n/a	n/a	n/a	301-22	301
$100,000.00	Intensive School Support	Hire consultants and contract with multiple non-profits to support teacher professional development and student support. CRT PD - $15,000, Inclusion PD - $20,000, Oakland Promise -$30,000, Eastbay consurtium $30,000, Teacher Stipends $5000	Train all teachers and staff in culturally responsive teaching to improve student engagement, teacher retention, and assessment, differentiation and excelleration. (Schoolwide)	A1.3: A-G Completion	5825	n/a	n/a	n/a	301-23	301
$23,634.86	LCFF Concentration	Hire community assistant to improve communication with parents	Create culturally responsive practices and structures to support students and teachers. Specifically, increasing Restorative Justice program and integrating Social Emotional Learning throughout the school. (Schoolwide)	A6.4: Parent / Guardian Volunteer Support	n/a	COMMUNITY ASSISTANT	COMMAS0017	0.8	301-24	301
$56,507.40	LCFF Concentration	Hire a biligual community relations assistant to improve communication with the Newcomer community	Grow Newcomer program to include 10th grade cohort. (Schoolwide)	A4.3: Newcomer Programs	n/a	COMMUNITY RELATIONS AST II BIL	CRAIIB0003	1	301-25	301
$9,769.66	LCFF Concentration	Hire a STIP sub to support teacher planning time	Block Schedule including common preparation time for core content teachers to design project based learning opportunities and targeted intervention supports. (Schoolwide)	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.2	301-26	301
$10,088.08	LCFF Concentration	Supplies	General program support	A1.3: A-G Completion	4310	n/a	n/a	n/a	301-27	301
$38,104.97	LCFF Supplemental	Hire a college and career readiness coordinator	Established a curriculum development committee with teachers and industry and district partners to design pathway program (Community Health Equity Academy)	A1.3: A-G Completion	n/a	COORD COLLEGE&CAREER READINESS	12CCCR9999	0.25	301-28	301
$35,613.45	LCFF Supplemental	Hire a PE Attendant	Create culturally responsive practices and structures to support students and teachers. Specifically, increasing Restorative Justice program and integrating Social Emotional Learning throughout the school. (Schoolwide)	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	PE ATTENDANT	PEATTN0025	1	301-29	301
$84,526.12	LCFF Supplemental	SUDA Teacher - teach CTE courses	Sustainable Urban Design Academy program of study, project and work-based learning. (Schoolwide)	A1.1: Pathway Programs	n/a	TEACHER 11MONTHS 12-PAY	TCHR119999	1	301-30	301
$84,526.12	LCFF Supplemental	Teacher for newcomer program	Grow Newcomer program to include 10th grade cohort. (Schoolwide)	A4.3: Newcomer Programs	n/a	TEACHER 11MONTHS 12-PAY	TCHR119999	1	301-31	301
$84,526.12	LCFF Supplemental	Teacher for newcomer program	Grow Newcomer program to include 10th grade cohort. (Schoolwide)	A4.3: Newcomer Programs	n/a	TEACHER 11MONTHS 12-PAY	TCHR119999	1	301-32	301
$42,736.30	LCFF Supplemental	Hire a STIP sub to support teacher planning time	Block Schedule including common preparation time for core content teachers to design project based learning opportunities and targeted intervention supports. (Schoolwide)	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCSTIP0477	1	301-33	301
$5,900.00	LCFF Supplemental	Overtime for classified staff to provide after school supports	Work-based learning through authentic projects during school day and after school (Sustainable Urban Design Academy)	A6.4: Parent / Guardian Volunteer Support	2925	n/a	n/a	n/a	301-34	301

School: Castlemont High School						**School ID:** 301				
Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$30,431.00	LCFF Supplemental	Consultants to support professional develop for New Teachers on EL stratigies	Train all teachers and staff in culturally responsive teaching to improve student engagement, teacher retention, and assessment, differentiation and excelleration. (Schoolwide)	A4.4: Teacher Professional Development focused on English Learners	5825	n/a	n/a	n/a	301-35	301
$1,583.79	Measure G (School Libraries)	Library books		A5.3: School Facilities	4200	n/a	n/a	n/a	301-36	301
$40,416.21	Measure G (School Libraries)	Library Technician	Train 9th and 10th grade teachers in community health equity themes to support pathway integration (Community Health Equity Academy)	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	301-37	301
$39,078.64	Measure G (TGDS)	STIP sub to support release time for teacher observation and TGDS evaluations	Train all teachers on Linked Learning. Implement introductory Health and SUDA course in 9th grade, pilot 10th grade Health pathway course, build curriculum and train teachers for 10th grade pathway courses. (Schoolwide)	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.8	301-38	301
$8,000.00	Measure G (TGDS)	Stipends for Teachers to act as Alternate observers	Teacher PLC development with pathway identity. (Sustainable Urban Design Academy)	A2.6: Teacher Evaluation	1120	n/a	n/a	n/a	301-39	301
$389.36	Measure G (TGDS)	Supplies	Implement phase 1 of Public Health and SUDA pathway: Design Course of study and curriculum, industry partnership, Linked Learning and access to college level course work. (Schoolwide)	A1.1: Pathway Programs	4310	n/a	n/a	n/a	301-40	301
$96,660.57	Measure N Parcel Tax	Grade level casemanager to support at-risk students at that grade level	Create culturally responsive practices and structures to support students and teachers. Specifically, increasing Restorative Justice program and integrating Social Emotional Learning throughout the school. (Schoolwide)	A2.2: Social Emotional Learning	n/a	CASE MANAGER	24CSEM9999	1	301-41	301
$33,761.93	Measure N Parcel Tax	Fund Pathway Coach Position	Implement phase 1 of Public Health and SUDA pathway: Design Course of study and curriculum, industry partnership, Linked Learning and access to college level course work. (Schoolwide)	A1.1: Pathway Programs	n/a	COACH, COLLEGE CAREER PATHWAYS	CCCPWS9999	0.25	301-42	301
$80,638.77	Measure N Parcel Tax	Funds to hire a bilingual Community Relations Assistant to improve communication with non-English speaking families	Grow Newcomer program to include 10th grade cohort. (Schoolwide)	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	n/a	COMMUNITY RELATIONS AST II BIL	CRAIIB9999	1	301-43	301
$79,005.67	Measure N Parcel Tax	Hire a Workbased learning coach to support internship programs within pathways	Sustainable Urban Design Academy program of study, project and work-based learning. (Schoolwide)	A1.1: Pathway Programs	n/a	JOB COACH/WORKABILITY	JBCHWO9999	1	301-44	301
$59,299.18	Measure N Parcel Tax	Hire a Positive behavior intervention coach to coordinate PBIS & RJ services at Castlemont	Create culturally responsive practices and structures to support students and teachers. Specifically, increasing Restorative Justice program and integrating Social Emotional Learning throughout the school. (Schoolwide)	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	POSIT BEHAVOR SUPP SYSTEM COAC	PBHSSC9999	0.6	301-45	301
$86,392.47	Measure N Parcel Tax	Hire a TSA to coordinate Newcomer program and support newcomer teachers	Grow Newcomer program to include 10th grade cohort. (Schoolwide)	A4.3: Newcomer Programs	n/a	TCHR TSA 11 MONTH - 12 PAY	T11TSA9999	0.89	301-46	301
$84,526.12	Measure N Parcel Tax	Hire a 10th Grade CTE/Health Teacher to pilot 3 sections of Health Pathway	Implement phase 1 of Public Health and SUDA pathway: Design Course of study and curriculum, industry partnership, Linked Learning and access to college level course work. (Schoolwide)	A1.1: Pathway Programs	n/a	TEACHER 11MONTHS 12-PAY	TCHR119999	1	301-47	301
$84,526.12	Measure N Parcel Tax	Hire a 9th Grade CTE/Health Teacher	Implement phase 1 of Public Health and SUDA pathway: Design Course of study and curriculum, industry partnership, Linked Learning and access to college level course work. (Schoolwide)	A1.1: Pathway Programs	n/a	TEACHER 11MONTHS 12-PAY	TCHR119999	1	301-48	301
$30,000.00	Measure N Parcel Tax	Teachers' Salaries Stipends	Train all teachers on Linked Learning. Implement introductory Health and SUDA course in 9th grade, pilot 10th grade Health pathway course, build curriculum and train teachers for 10th grade pathway courses. (Schoolwide)	A1.1: Pathway Programs	1120	n/a	n/a	n/a	301-49	301
$94.16	Measure N Parcel Tax	Supplies	Implement phase 1 of Public Health and SUDA pathway: Design Course of study and curriculum, industry partnership, Linked Learning and access to college level course work. (Schoolwide)	A1.1: Pathway Programs	4310	n/a	n/a	n/a	301-50	301

School: Castlemont High School							**School ID:** 301			
Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$50,000.00	Measure N Parcel Tax	Consultants to support curriculum development for Health and SUDA pathways.	Align pathways with whole school design and work with teachers through PD time to design pathway programs on campus. (Community Health Equity Academy)	A1.1: Pathway Programs	5825	n/a	n/a	n/a	301-51	301
$45,600.00	Program Investment	Fund to pay for Stipends to veteran teachers to act as coaches and mentors for new teachers, and to stipend new teachers for extended hours.	Train 9th and 10th grade teachers in community health equity themes to support pathway integration (Community Health Equity Academy)	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	1120	n/a	n/a	n/a	301-52	301
$10,830.00	Program Investment	Pay classified overtime to support afterschool projects	Work-based learning through authentic projects during school day and after school (Sustainable Urban Design Academy)	A1.1: Pathway Programs	2225	n/a	n/a	n/a	301-53	301
$7,335.00	Program Investment	Classiied overtime to support additional needs due to increased enrollment and newcomer program expansion	Grow Newcomer program to include 10th grade cohort. (Schoolwide)	A4.3: Newcomer Programs	2925	n/a	n/a	n/a	301-54	301
$2,368.48	Program Investment	Supplies to purchase supplemental materials to support special education students in meeting A-G	Implement a continuum of inclusive services including co-teaching and learning centers to provide supports within general education for all students with disabilities. (Schoolwide)	A1.3: A-G Completion	4310	n/a	n/a	n/a	301-55	301
$102.00	Program Investment	Pay mileage cost for teachers to attend trainings	Train all teachers and staff in culturally responsive teaching to improve student engagement, teacher retention, and assessment, differentiation and excelleration. (Schoolwide)	A2.5: Teacher Professional Development for CCSS & NGSS	5210	n/a	n/a	n/a	301-56	301
$33,207.96	Title I Basic	Hire an Intervention Specialist to work with students involved in the Restorative Justice program to resolve disciplinary issues and integrate back into the classroom to minimize loss of instructional time.	Create culturally responsive practices and structures to support students and teachers. Specifically, increasing Restorative Justice program and integrating Social Emotional Learning throughout the school. (Schoolwide)	A2.2: Social Emotional Learning	n/a	INTERVENTION SPECIALIST	INTSPC0301	1	301-57	301
$39,532.78	Title I Basic	Hire a Positive Behavior Intervention Support System coach to coordinate PBIS & Restorative Justice services at Castlemont.	Create culturally responsive practices and structures to support students and teachers. Specifically, increasing Restorative Justice program and integrating Social Emotional Learning throughout the school. (Schoolwide)	A2.2: Social Emotional Learning	n/a	POSIT BEHAVOR SUPP SYSTEM COAC	PBHSSC9999	0.4	301-58	301
$10,731.61	Title I Basic	Hire an attendance compliance officer to communicate with families of chornically turant students.	The implementation of the Knight Way code of conduct and the restorative justice program. (Schoolwide)	A5.4: Root Causes of Chronic Absence	n/a	STUDENT ATTENDANCE COMPL OFFCR	STACOF0019	0.2	301-59	301
$73.80	Title I Basic	Purchase books to support Newcomers program.	Grow Newcomer program to include 10th grade cohort. (Schoolwide)	A4.3: Newcomer Programs	4200	n/a	n/a	n/a	301-60	301
$0.04	Title I Basic	Surplus funds to be allocated by SSC in Fall 2016	n/a	n/a	4399	n/a	n/a	n/a	301-61	301
$5,000.00	Title I Basic	Hire an Interprogram School Psychologist to support Social Emotional Learning and Restorative Justice.	Create culturally responsive practices and structures to support students and teachers. Specifically, increasing Restorative Justice program and integrating Social Emotional Learning throughout the school. (Schoolwide)	A2.2: Social Emotional Learning	5734	n/a	n/a	n/a	301-62	301
$2,269.79	Title I Parent Participation	Surplus funds to be allocated by SSC in Fall 2016	Creating work based and life based experiences to build community and engage students in learning, community and their own education. (Sustainable Urban Design Academy)	A6.1: Parent / Guardian Leadership Development	4399	n/a	n/a	n/a	301-63	301

School Site Council Membership Roster – High School

School Name: <u>Castlemont High School</u>   **School Year: <u>2015-2016</u>**

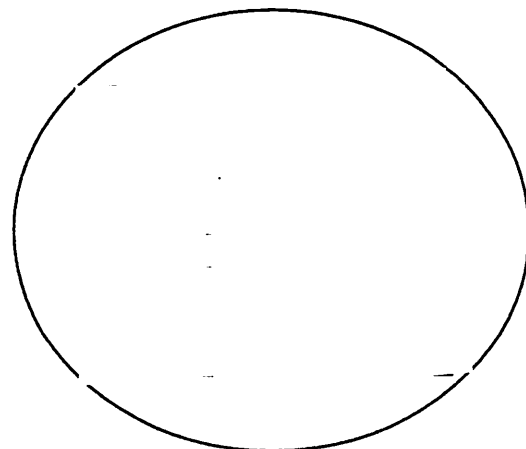|	
Chairperson :Queliyah Hurts	Vice Chairperson: Antonio Ciulla
Secretary: Michelle Espino	Vice Student Secretary: Demond Turnage
Parliamentarian: Jose Alejandre	Student Parliamentarian: Daniel Shocks

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Willia Chavarin	X				
Joshua Drilling		X			
Michelle Espino		X			
Oishi Stevens		X			
Clarissa Chan		X			
Adriana Brown				X	
Antonio Ciulla				X	
Queliyah Hurts				X	
Jose Alejandre			X		
Daniel Shocks					X
Raykeya Green					X
Demond Turnage					X

Meeting Schedule (day/month/time)	Meetings will be the Wednesdays from 5:00 PM. See Calendar for dates

SSC Legal Requirements: (Ed. Code 52852)

1 Members MUST be selected/elected by peer groups;
2 There must be an equal number of school staff and parent/community/student members;
3 There must be an equal number of students and Parents/community members;
4 Majority of school staff members must be classroom teachers;
5 **Students are required to be members of the High School SSC.**
6 Parent/community members cannot be OUSD employees at the site.

(Once filled, this document can be placed on your school site's letterhead)

PARENT/STUDENT COMPACT 2015 -2016

As a parent/guardian of a Castlemont High School student, my student and I agree to:

At home, I agree to:
- Provide my child with a quiet space for homework or special projects and ensure that he/she has all necessary materials to do so
- Ensure that my child is reading every night
- Frequently discuss school work and activities with my child and monitor and support the completion of homework assignments
- Ensure that he/she goes to bed at an appropriate time
- Ensure that he/she eats breakfast daily at home or school
- Ensure that he/she does not bring harmful or unauthorized objects to school

My student at school will:
- Support and adhere to the school discipline and conflict resolution policy
- Observe Castlemont's policies for violation of use of electronics during school hours and policy for vandalism to school property or personal property, and dress code policy (dress code policy enclosed)
- Follow through with school recommended actions, including redirection by any school staff member

My student and I will:
- Promptly report to school any change of address, phone number and other contact information for school emergency purposes
- Promptly respond to calls from the school for any and all issues
- Actively collaborate and communicate with teachers to meet my child's learning needs, including reading communications sent by the teacher and the school
- Ensure that school surveys are completed, many of which will help Castlemont obtain funds from grants and outside agencies to improve academic achievement
- Attend mandatory all-school meetings including School Site Council and English Learners Advisory Committee, Back-to-School Night, Cash for College, student-led portfolio conferences, etc.
- If necessary, meet with educators away from the school campus either at home or another site to discuss academic achievement
- Make positive contributions of our time, resources, or skills to the Castlemont school community

Our signatures below represent our understanding and full commitment to the above agreements for the 2015 -2016 school year.

Parent/Guardian Name	Parent/Guardian Signature	Date
Student Name	Student Signature	Date

Title I School Parental Involvement Policy 2015 - 2016

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program
Castlemont High School agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  - Inform parents of their schools participation in the Title I Program.
  - Explain the requirements of the Title 1 Program.
  - Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  - The parents' right to participate in the development of the District's Title 1 Plan.

- Offer a flexible number of meetings for parents.
  - Castlemont High School will promote parent involvement by inviting parents to participate in monthly SSC, ELAC, Back-to-School, and every meeting related to student academic improvement.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
  - Castlemont High School will distribute the School Parental Involvement Policy to parents at the time of student enrollment and whenever the document is updated with the approval of SSC.

- Provides parents of Title I students with timely information about Title I programs.
  - Castlemont High School will institute a flexible number of meetings and/or home visits, paid for with Title 1 funding as long as these services relate to parent involvement.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
  - Castlemont High School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet district and school scores.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
  - Castlemont High School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible

School-Parent Compact

Castlemont High School has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Castlemont High School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
    1) The State of California's academic content standards
    2) The State of California's student academic achievement standards
    3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
    4) Academic proficiency levels students are expected to achieve
    5) How to monitor their child's progress

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
    ➤ The school will build strong parental and community involvement to improve student academic achievement, through portfolio conferences and the implementation of a Student Success Team (SST).

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

    ➤ The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described below:
        ○ The State of California's academic content standards
        ○ The State of California's and Oakland Unified School District's academic assessments
        ○ The requirements of Title I
        ○ How to monitor their child's progress
        ○ How to work with educators

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
    ➤ The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and use of technology.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
    ➤ The school will educate its teachers and staff in effective methods for engaging parents as equal partners in support of student success.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

    ➤ The school will educate its parents with workshops for engaging parents as equal partners in support of student success.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

  - All parent correspondence is translated for Spanish speaking parents
  - Translating equipment available for Spanish speaking parents
  - School facilities are ADA compliant

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the Castlemont High School Site Council on 6/05/15 and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Castlemont High School notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Admin: _Principal_

Staff

Parent 1:05/an