

Castlemont Primary Academy



A Castlemont Community Transformation School



Public Hearing:
Oakland Unified
School District -
June 2014

Our Mission, Our Commitment

- Provide a high quality TK-5 education that equips East Oakland students to thrive in school, career, and community by fueling their capacity to transform their lives and communities, becoming 21st Century leaders in the global economy.
- Serve the whole child and family



CCTS VISION

- Integrate research-based Cradle to Career pathways designed to meet the needs of children in the Castlemont Community, located in East Oakland, California.
- CCTS is committed to improving educational outcomes as a primary strategy to transform our community.
- Students across TK-5th grade will be equipped with the skills and capacity to act as change agents in their neighborhoods.



Community Context

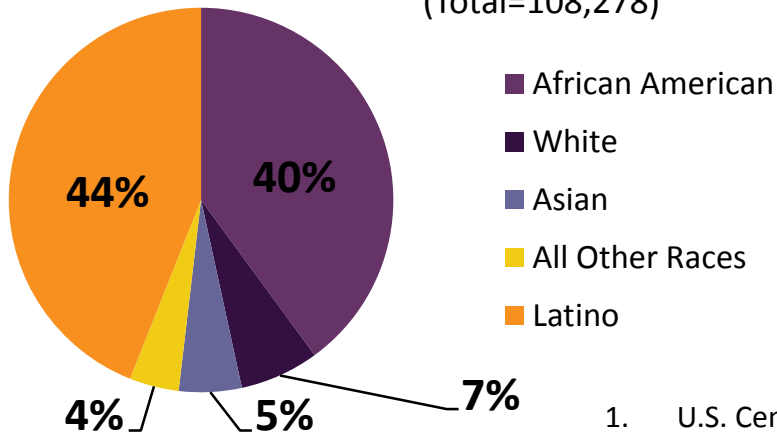
Castlemont Community Census Tract 4097

Population: 4,695
Households: 1,489



East Oakland

(Total=108,278)

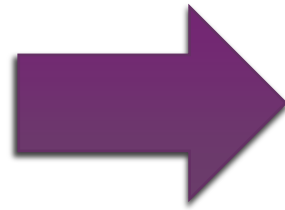


- **Racially and Ethnically Diverse** – nearly 95% of East Oakland residents identify as a person of color¹
- **Poverty** – nearly 40% of children between ages 5-11 in East Oakland live in poverty¹
- **Violence** – Homicide rate in Castlemont Community census tract is 34x higher than the average for Alameda County
 - Leading cause of death for young people under age 25²
- **Life Expectancy**– resident of Castlemont neighborhood can expect to live 10 fewer years than someone living in Oakland Hills³

1. U.S. Census Data, 2010 – Alameda County Department of Public Health
2. Oakland Police Department, 2010
3. Health Inequities in the Bay Area (2008). Bay Area Regional Health Inequities Initiative.

Impact on Children and Learning

- **Racially and Ethnically Diverse** – Students of color are more likely to be disciplined and disciplined, compared to white counterparts¹
- **Poverty** – Children living in poverty are already 2 years behind in language and literacy development when starting Kindergarten²
 - Hear 30 million fewer words than children living in middle income homes³
- **Violence** – Chronic stress from consistent exposure to violence impacts healthy child development⁴
 - Behavioral problems in classroom⁵



CCTS' Proposed Model to Reduce Impact

- **Racially and Ethnically Diverse** – Restorative justice practices improve academic outcomes for students of color⁶
- **Poverty** – Focus on pre-literacy and language development from ages 0-3
 - HighScope curriculum shown to improve economic, social, educational outcomes⁷
 - Afterschool programming
 - Free breakfast, lunch, and afterschool snacks
- **Violence** – Normalize counseling, mentoring, and other wellness services
 - Mind and Body Matters

1. Office for Civil Rights, U.S. Department of Education

2. Brooks-Gunn, J. & Duncan G.J. (1997). The Effects of Poverty on Children. *Children and Poverty*.7(2): 55-71.

3. Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator*, 27(1): 4-9.

4. National Scientific Council on the Developing Child. Cambridge: The Council: 2005. Excessive stress disrupts the architecture of the developing brain. Working Paper No. 3.

5. Hunt, K.L., Martens, P.M. & Belcher, H.M.E. (2011) Risky Business: Trauma Exposure and Rate of Traumatic Stress Disorder in African American Children and Adolescents. *Journal of Traumatic Stress*. 24(3): 365-369.

6. Amstutz, Loraine Stutzman and Judy H. Mullet, "The Little Book of Restorative Discipline for Schools: Teaching Responsibility; Creating Caring Climates," Goodbooks (2005) Intercourse, Pennsylvania: 10.

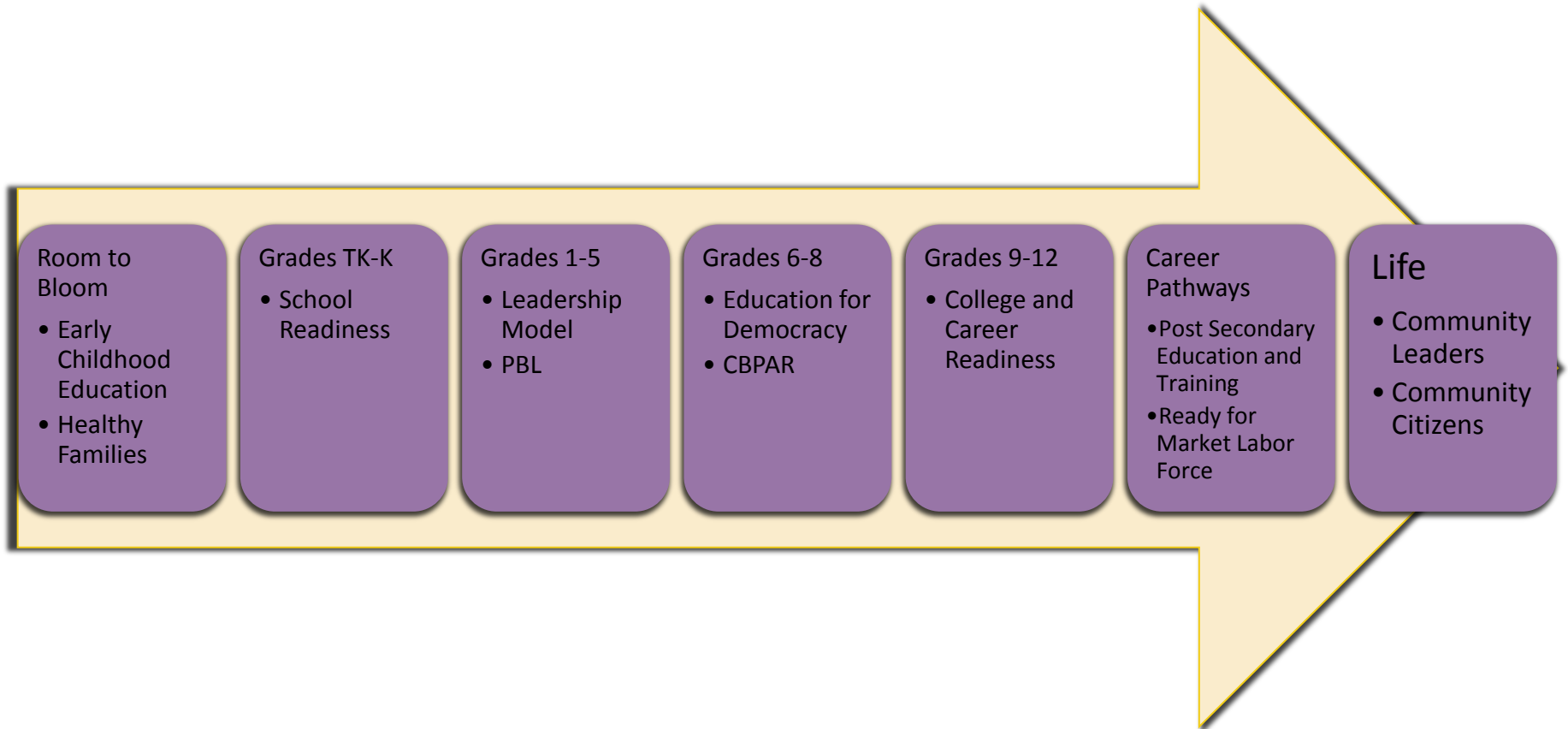
7. Heckman, J. J., Pinto, R., & Savelyev, P. A. (2012). *Understanding the mechanisms through which an influential early childhood program boosted adult outcomes* (No. w18581). National Bureau of Economic Research.

Core Values

- **Perseverance & Resilience:** We will develop the internal capacity to succeed
- **Curiosity & Creativity:** We will cultivate the innate desire to learn in all children
- **Responsibility:** We will all be a part of the solution
- **Community:** We value all community partners during and after the school day that help students learn and grow.
- **Diversity & Inclusion:** We will create and strengthen a culture of respect and equality
- **Self Discovery & Reflection:** We will engage students fully everyday



Castlemont Cradle to Career Continuum



Room to Bloom

- Low income families with children from 0-5 attend play dates on Castlemont High School Campus 2x weekly for Social Emotional Development
- Parent Cafés and workshops
- Expanding services in August 2014 to include language and literacy curriculum in partnership with Rollins Center for Language and Literacy
- Preparing children to enter TK and Kindergarten ready to learn



CPA Academic Model

1. **Literacy, Language and Communication:** “Encompasses the world as well as the written word,” focused, intentional, and taught across each content area,
2. **Blended Learning:** Differentiation, technological literacy
3. **Participatory Research:** Student driven, Inquiry-based, Students as agents of change
 - Project Based Learning – Solving real world problems
 - Place Based Learning: Grades TK-3
 - Problem Based Learning: Grades 4 & 5
4. **Leadership:** Team work, empathy, taking initiative, and other key leadership skills
5. **STEAM:** Developing 21st Century Skills



CPA Supports

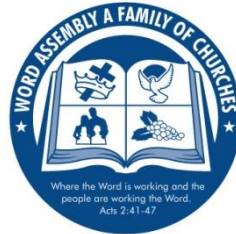
1. **Professional Development:** 20 additional teacher days for PD and curriculum design, weekly time to plan and analyze student work and data
2. **Data Driven:** Competency based learning plans created for all students. Weekly time for on-going data discussions and adjustment to student plans
3. **SPED:** Focus on inclusion with appropriate supports to ensure students with learning differences meet and exceed expectations
4. **ELL:** Focus on language accelerated language acquisition, respect for home language, culturally relevant instruction
5. **Culture & Community:** LEAD plans to strengthen the relationship between in and out of school time

CCTS Founding Team

- The founding members of the Castlemont Primary Academy, a part of the Castlemont Community Transformation Schools (CCTS), has demonstrated commitments to Oakland, social justice, and education -- both public and public charter. They have broad and deep ties to Oakland and the neighboring communities. Combined, the founders have decades of experience representing all of the key areas of skills required for a successful charter school start-up, including managing public funds.
- Youth Uprising, the anchor institution, driving community improvements by advancing opportunities for Oakland's most disadvantaged youth through personal transformations, systems change, and by stimulating economic development.

Support of Leading Partners

CCTS and CPA have support from a number of important partners that have provided resources and assistance in the development of our program.



CITY OF OAKLAND



PURPOSE
BUILT
COMMUNITIES



Lotus Bloom
Alameda County
Social Services
Agency



NATIONAL
EQUITY
PROJECT



TEACHFORAMERICA



Alameda County
Health Care Services Agency