

Castlemont Junior Academy



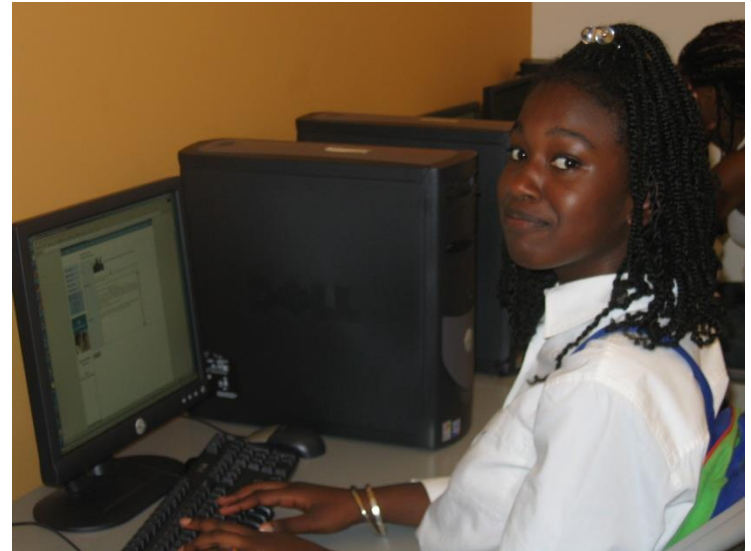
A Castlemont Community Transformation School



Public Hearing:
Oakland Unified
School District -
June 2014

Our Mission, Our Commitment

- The mission of the Castlemont Junior Academy is to provide a high quality 6-8 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.



CCTS VISION



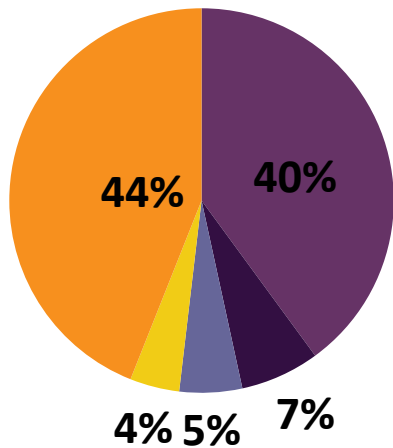
- Integrate research-based Cradle to Career pathways designed to meet the needs of students in the Castlemont Community, located in East Oakland, California.
- CCTS is committed to improving educational outcomes as a primary strategy to transform our community.
- Students across 6th through 8th grades will be equipped with the skills and capacity to act as change agents in their neighborhoods.

**Castlemont
Community
Census Tract 4097**



Population: 4,695
Households: 1,489

Community Context



East Oakland

(Total=108,278)

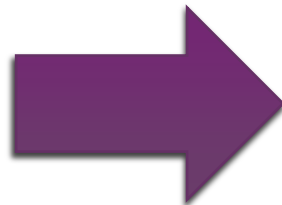
- African American
- White
- Asian
- All Other Races
- Latino

- **Racially and Ethnically Diverse** – nearly 95% of East Oakland residents identify as a person of color¹
- **Poverty** – one in four residents of East Oakland live earn less than \$30,000¹
- **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
- **Middle School Educational Outcomes** – Four of the six middle schools in East Oakland have API Growth Score lower than 700⁴
 - E.C. Reems Academy recently closed
 - 1.2% East Oakland middle school students drop out⁵

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.
4. API Report per Department of Education DataQuest, 2013.
5. Weighted average from California Department of Education. DataQuest, 2012

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** – Associated with lower standardized test scores, lower access to educational resources, less likely to have adult supervision after school
- **Violence** – Chronic stress from consistent exposure to violence impacts healthy child development²
 - Behavioral problems in classroom³
- **Middle School Educational Outcomes** – Students begin to disinvest in education



CCTS' Proposed Model to Reduce Impact

- **Racially and Ethnically Diverse** – Restorative justice practices improve academic outcomes for students of color⁴
- **Poverty**
 - CBPAR - Community ownership linked to educational outcomes
 - Afterschool tutoring, programming, and supervision
 - Free breakfast, lunch, and afterschool snacks
- **Violence** – Normalize counseling, mentoring, and other wellness services
 - Mind and Body Matters
- **Middle School Educational Outcomes** –
 - CBPAR will engage students as experts of their communities as they learn and apply core subjects.
 - Individualized playlists during blended learning periods can help differentiate instruction. Students will be able to learn material at their own pace.

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

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

3. 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.

4. 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.

Core Values

- **Perseverance & Resilience:** We will develop the courage, initiative, and determination
- **Curiosity & Creativity:** We will cultivate exploration, self-respect, disruption of the status quo
- **Responsibility:** We will all be a part of the solution
- **Opportunity:** We will provide access to reach goals
- **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

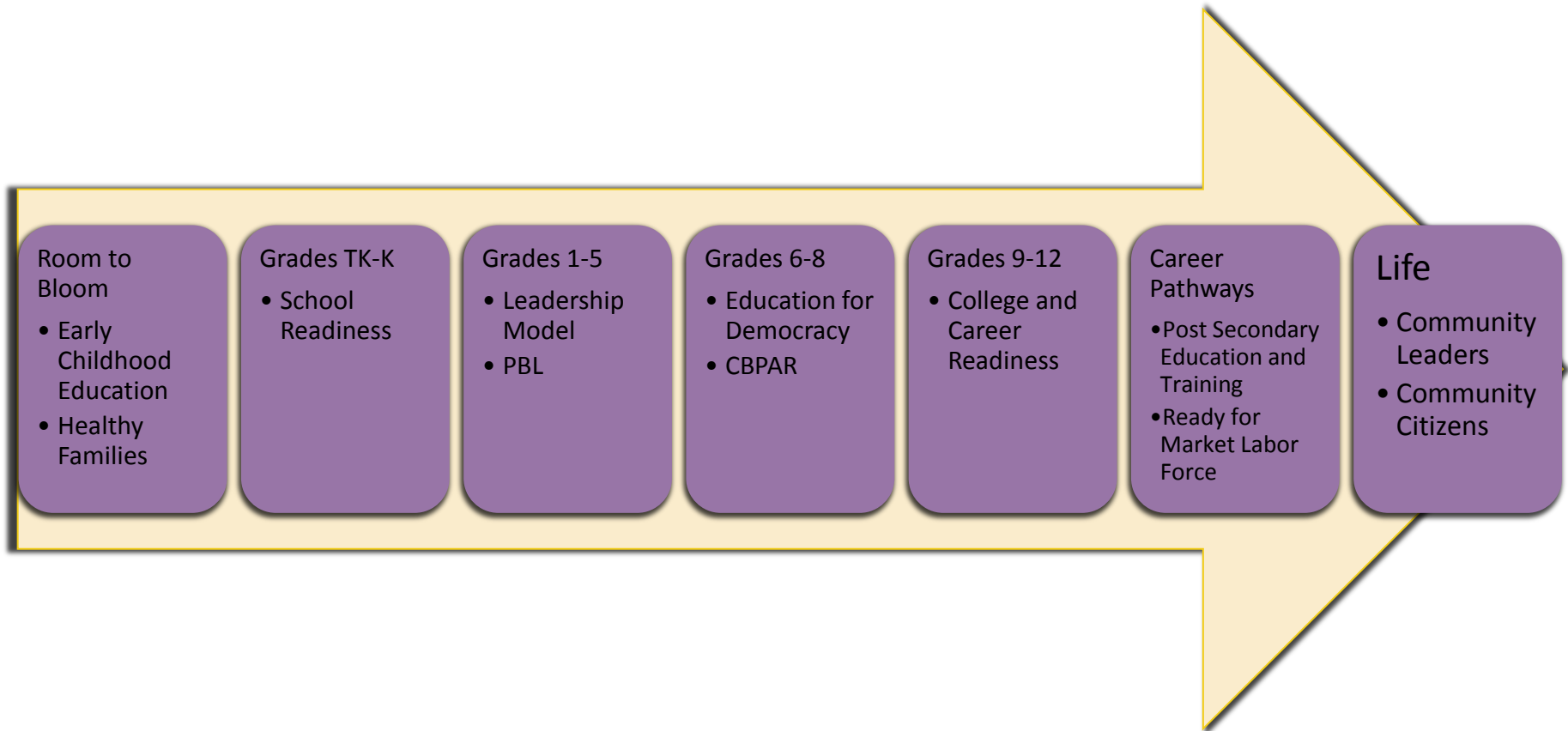
Students Served

- Expect an increased Live/Go Attendance Area
- Community and Social Cohesion
 - Increase trust among neighbors
 - Students feel more connected with their neighborhood

Year	6 th Grade	7 th Grade	8 th Grade
2015-16	100		
2016-17	100	100	
2017-18	100	100	100
2018-19	100	100	100
2019-20	100	100	100



Castlemont Cradle to Career Continuum



College and Career Readiness

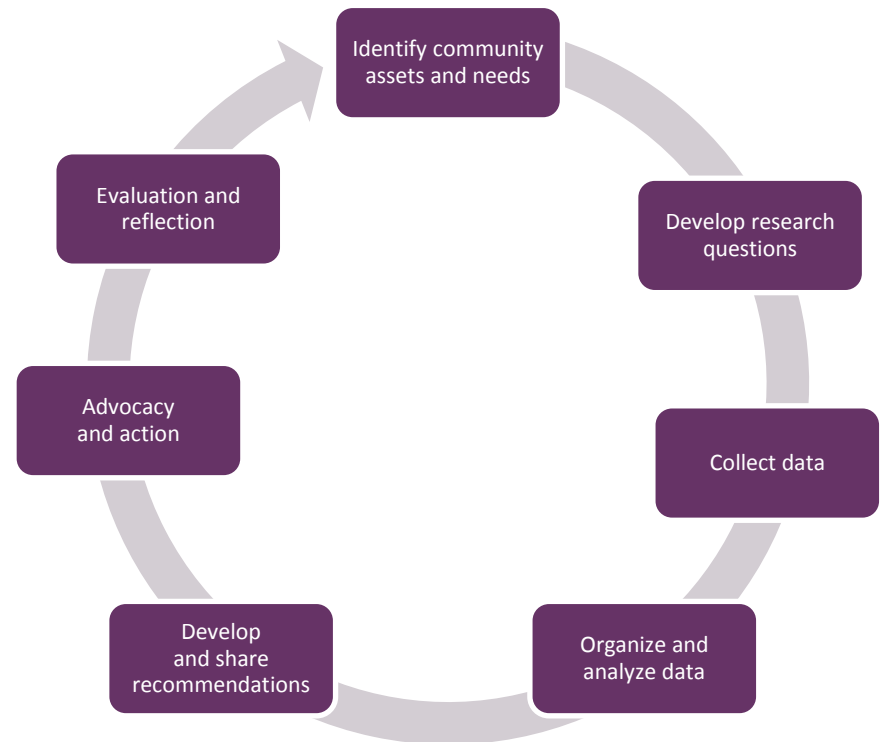
- Preparing for transition to high school
 - Understanding A-G requirements
- All 8th grade students will participate in an 80-hour internship to:
 - Foster relationships in the local community
 - Integrate learning opportunities to real-world contexts
 - Identify potential career paths
 - Build a professional network
 - Develop and hone communication, problem solving, and critical thinking skills



CJA Academic Model

1. **Literacy:** “Encompasses the world as well as the written word,” focused, intentional, and taught across each content area,
2. **Blended Learning:** Differentiation, Customized playlist for every student, technological literacy
3. **College and Career Readiness:** Internships, Career exploration, Site visits
4. **Community-Based Participatory Action Research:** Student driven, Inquiry-based, Partnered with local Universities

Cycle of Participatory Action Research



CJA SEL Model: 3 Tiers

Intensive Individualized Supports

- Increased CARE Team Meetings
- Referral for Assessment
- Referral to Wellness Partner
- Adjusted School Day Schedule
- Restorative Justice

Targeted Supports

- Referral for CARE Team Meetings
- Leadership Development Activities
- Parent Engagement
- Mentorship via HS Students & Alumni
- Group Counseling, Family Counseling
- On-campus supports

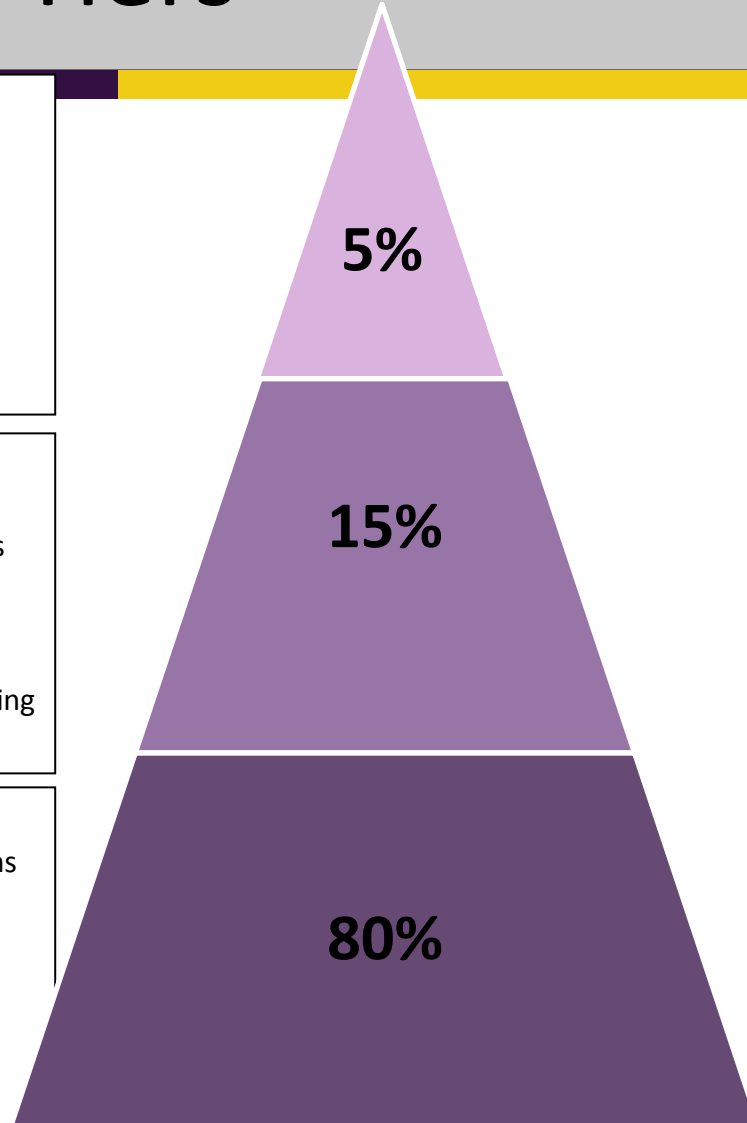
Universal Supports

- School Norms, Values, Expectations
- Mind & Body Matters
- Individual Student Success Plans (ISSP)
- Culture Keepers (prevention and deterrent)

5%

15%

80%



CJA Supports

1. **Professional Development:** 20 additional teacher days for PD and curriculum design, weekly time to plan, analyze student work and data
2. **Data Driven:** Competency-based learning plans created for all students. Weekly time for on-going data discussions of formative assessments 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:** ISSP conferences with parents to strengthen the relationship between in and out of school time

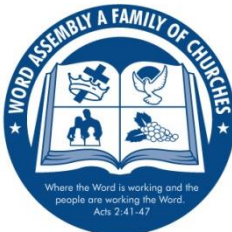


CCTS Founding Team

- The founding members of the Castlemont Junior 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 transformation, systems change, and by stimulating economic development.

Support of Leading Partners

CCTS and CJA 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