



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Castlemont

2016-17 Measure N Commission Presentation



Presented by Castlemont High School

Presented to Measure N Commission

May 3rd, 2017

www.ousd.org



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Castlemont Mission Statement

Castlemont High School's mission is to create a safe, healthy 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.

2018 -2019
Implementation

2017 -2018:
implementation
2016 -2017:
Pilot 10th grade Public Health
Explore and pilot internships
for 2018-2019

2016 -2017
Implementation

NEWCOMER PROGRAM

5TH YEAR

Full Inclusion
with ELD Support

11TH AND 12TH GRADE

Pathway Inclusion
with ELD support
and sheltered
ELD class

9TH AND 10TH GRADE

Intense English
Language
instruction in a
mostly sheltered
environment

DEMONSTRATE

EXPERIENCE

EXPLORE

CASTLEMONT PATHWAYS

12TH GRADE EXPERIENCE

Senior Capstone,
Early College, Internships,
Work-based learning

SUDA PATHWAY 10TH AND 11TH GRADE

*Pathway specific
course integrated
with core content
classes,
SDC Inclusion*

PUBLIC HEALTH PATHWAY 10TH AND 11TH GRADE

*Pathway specific
course integrated
with core content
classes,
SDC Inclusion*

9TH GRADE ACADEMY

Pathway Introductory Courses - focus
on culture/identity building,
development of academic skills,
SDC Inclusion



Grounded: School Wide Root-Cause Analysis

Graduate Outcomes: The high teacher and Admin turnover of the last 5 years, and the high number of new, untrained teachers has created an environment of inconsistent 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: 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 and career.

Climate and Culture: 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 management skills and disengaging lessons,

Rigorous Academics: The vast majority of students enter Castlemont reading multiple years below grade level (60% of 9th grade students were multiple years below grade level 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 addressed to improve student performance.

Goals: Years 1

CRT Instructional Program: Implement a Culturally Responsive Teaching (CRT) instructional program that trains and supports teachers and creates the conditions for teaching and learning for student success. This program creates a collaborative and trusting learning organization that will retain and develop quality teachers. *100% of teachers will participate in year long PD to develop theory and practice.*

Differentiated support: Build on CRT work to implement a co-teaching inclusion model that supports teachers and students in differentiation using UDL, ELD and SEL strategies. This will in turn support all students. *100% of teachers will participate in differential strategies and included in co-teaching model planning, working with Newcomer staff and SEL partners ie. CHO.*

Linked Learning/Pathways: Implement career pathways based in engaging curriculum through interdisciplinary projects, teacher collaboration and project/work-based learning. *100% of teachers will participate in year long PD to develop theory and practice.*

9th Grade House: Implement collaborative systems and practices to provide solid and consistent 9th grade experience as foundational to Castlemont 4 year plan. *100% of 9th grade teachers collaborate weekly around school vision, mission and values at the 9th grade.*



Implementation Successes

CRT Instructional Program:

- ILT Leads professional development from a Culturally Responsive Theory and Practice using common language and tools.
- Whole staff engaged in CRT development, practice and application to their own work in grade level and department teams.
- A CRT focus was developed to begin application and of the CRT Ready for Rigor framework as: self reflective educators, engaging and structured lessons and based in Awareness, Learning Environment, Learning Partnerships and Information Processing (Hammond)
- Majority of new teachers engaged with one or more instructional coaches more than once, some weekly.

Differentiated support:

- All core teachers built on CRT work to implement a co-teaching inclusion model that supports teachers and students in differentiation using UDL, ELD and SEL strategies.
- Through the inclusion model teachers are more aware and skilled to support particular needs of students.
- Teachers are more collaborative and support one another in and out of the classroom.

Linked Learning/Pathways:

- SUDA pathway was maintained and developed 9-11.
- CHEA pathway was launched at 9th and 10th grade.
- Castlemont is wall-wall at 9th and 10th grade and poised to go wall-wall 9-11 next year.
- Pathway teams met after school twice a month to plan and design pathways.

9th Grade House:

- Strong team support, we like working together
- We are on the same team around the purpose and values of education
- Beginning of project collaboration



Implementation Challenges

CRT Instructional Program:

- Teacher absence, especially in the 12th grade.
- Development of ILT and piloting new CRT frameworks to then be rolled out to staff.
- Differentiated needs of teaching staff, especially new teachers and providing adequate support.
- Building staff professional learning communities based in cycles of inquiry.

Differentiated support:

- Piloting inclusion program co-teaching model and supporting co-teachers to collaborate intensively.
- Maintaining a clear focus while developing teachers instructional SEL and UDL toolkit while also building CRT frameworks and other school initiatives, ie pathways, RJ/school culture, and Literacy.

Linked Learning/Pathways:

- Master schedule was not set up to create time during the day to design and plan for pathways.
- Students not cohorted.
- Competing initiatives.
- Teacher capacity to do school design and improvement work while developing as teachers.

9th Grade House:

- Need for clear leadership and communication with parents
- Insufficient time and systems to build strong professional learning community
- Need for common goals around student skill growth and rigorous expectations
- Need for systems of accountability to each other and students



Learning from Implementation Year 1

We have the
parts, now we
need to bring
them together
(coherence)

CRT Instructional Program:

- ILT must start from a clear and aligned theory and practice.
- Need for school coherence aligned and driven by instructional program
- Staff engaged in CRT framework and is challenged to balance multiple initiatives.

Differentiated support:

- Teachers need extensive support to develop skills and toolbox in SEL, UDL and ELD strategies.
- Inclusion model is working

Linked Learning/Pathways:

- Without having the master schedule to support pathway collaboration, pathway development was slow and challenged.
- Building pathways while developing foundational school culture and academic culture is challenging.

9th Grade House:

- There is a need for clear leadership, supportive systems and clear expectations of adults and students.
- Foundations for collaboration exist, now systems must be put in place.



Moving forward: Revised Goals

Collaboration is the Key

CRT Instructional Program: *Last Year: 100% of teachers will participate in year long PD to develop theory and practice.*

This year: 100% of teachers will apply CRT strategies in their classrooms aligned with pathway/grade level themes, receive coaching and participate in Cycles of Inquiry.

Differentiated support: *Last Year: 100% of teachers will participate in differential strategies and included in co-teaching model planning, working with Newcomer staff and SEL partners ie. CHO.*

This year: Identified teachers will participate in co-teaching model with Inclusion staff. 100% of teachers will identify and implement SEL strategies ie. Personalized Supports aligned with pathway or grade level themes.

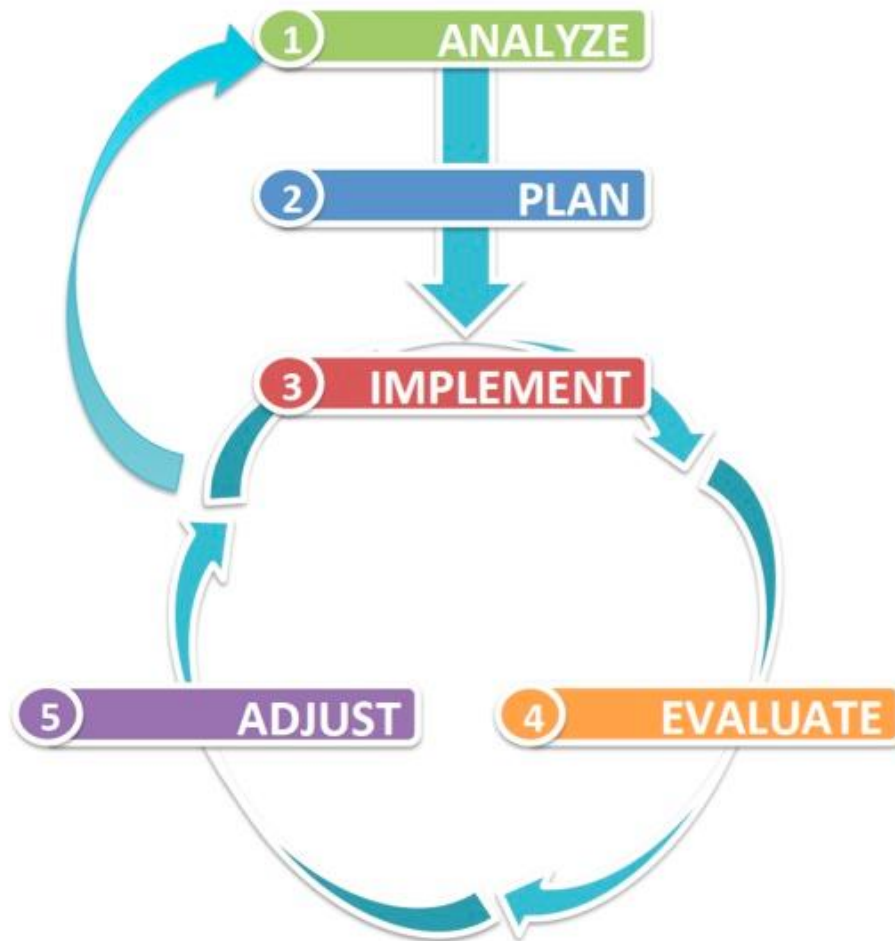
Linked Learning/Pathways: *Last Year: 100% of teachers will participate in year long PD to develop theory and practice.*

This year: 100% of teachers will engage in pathway planning and design. 80% of teachers will implement pathway related material.

9th Grade House: *Last Year: 100% of 9th grade teachers collaborate weekly around school vision, mission and values at the 9th grade.*

This year: 100% of 9th team will identify needs for leadership, establish systems for internal accountability and communicate with families.

Implementation Year 2



Cycles of Inquiry and Action:

ILT: CRT as instructional theory and practice school wide including ELD, UDL and SEL. Weekly meetings.

ALT: Staff engagement, support and retention. School coherence. Weekly meetings.

Pathway Teams: Pathway themes, Linked Learning. Common preps everyday.

Coaching: Individual teacher supports. TBD

Culture Team: Restorative Justice. School culture and coherence. Weekly meetings.

All staff PD: School culture, Department, pathway equity, school wide culture

2017-18 Measure N Budget Allocations



Expense	Description	Rationale
\$62,500.00	Pathway Coach	Pathway Capacity: Provide support for pathway team, systems and structures development.
167,623.25	2.0 FTE CARE Managers	Personalized Supports: CARE Managers are supportive of improving attendance by grade level. CARE Managers are also support
337,060.04	3.96 FTE Teachers in pathways	Rigorous Instruction: Health Pathway Teacher SUDA Pathway Teacher Inclusion Specialist SUDA Inclusion Specialist CHEA
\$79,840.25	1.0 FTE Work Based Learning Coordinator	Work Based Learning: Work with pathway teams and teachers to embed WBL experiences in classes. Coordinate WBL fieldtrips for CHEA and SUDA.
\$83,976.47	CHEA and SUDA Pathway Development	Pathway Development: Retreats, extended contracts, pathway trips and overnights, site visits, supplies and materials.



Pathway Industry Themes



- Sustainable Urban Design Academy (SUDA)
- **Industry Theme:** Design and Engineering
- Engage students in hands on curriculum to design, engineer and build community projects.
- *Focus: Design Thinking for just and sustainable world.*



- Community Health Equity Academy (CHEA)
- **Industry Theme:** Public Health
- Engage students in hands on curriculum to address personal and community health, nutrition and the root causes of issues affecting our community.
- *Focus: Social Inclusion and supportive community as Social Determinant of Health.*

Grounded: Pathways Root Cause Analysis



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As pathways are still very new and in pre-implementation as structured pathways, the School Wide Root Causes are synonymous with Pathway Root Causes. Furthermore, the structures and systems for full pathway implementation have not been created and implemented this year.

Schoolwide Root Causes

- Teacher retention, turnover and need for support
- Student needs, academic skill level and impact on graduation status
- Engaged classrooms couple with life challenges of students equates to chronic absence/truancy and school culture challenges
- New teacher instructional quality and support



Pathways: Implementation Successes

SUDA

- 9-11 classes offered
- Facilities upgrades
- Engaging Projects: farm, fablab, orchard
- SUDAWorks green jobs program
- WBL experiences: adv. manufacturing day, skilled trades tour among others
- Laney Dual Enrollment Intro Skilled Trades Class
- Work Based Learning Liaison
- Pathway meetings and pathway development
- Student retreats: Pie Ranch, Pt. Bonita
- Pathway planning

CHEA

- Launched 9th and 10th grade classes
- Student retreats: Pt Bonita, Loma Mar
- WBL Experiences: Kaiser, health internships
- Pathway planning
- Industry partnership



Pathway: Implementation Challenges

School wide/cross pathway challenges:

- Pathway Team Collaboration Time and Capacity
- Master Schedule
- Student cohorting
- Sufficient whole staff time focus
- Pathways brand new to whole school, CHEA specifically
- Academic and School Culture development
- New teacher support

SUDA Specifically:

- Teacher credentials therefore retention (forced to leave mid year)
- New teacher support
- Collaboration time for pathway team

CHEA Specifically:

- New teacher support for both 9th and 10th class
- Teacher retention (left mid year on maternity)
- Brand new pathway, team, curriculum.

Learning from Pathway Implementation

Year 1

“It’s
painstakingly
slow to
develop the
type of
collaboration
we are
seeking”

- Structures and systems must be in place to truly build and implement pathways ie. master schedule, common preps.
- Without true and authentic collaboration pathways will not happen to their fullest potential.
- New teachers will need additional support and pathway teams can be a source for this support.
- Teacher capacity is key to pathway team development.
- School coherence is key in pathway development.

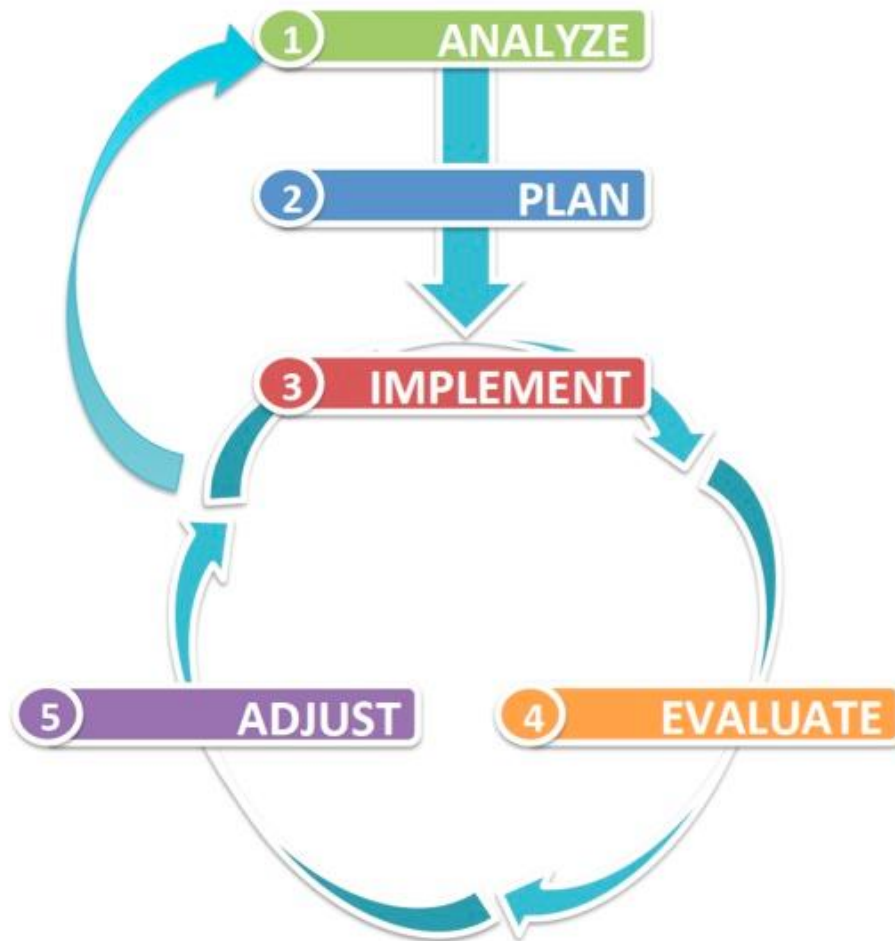


Pathway: Moving forward

**Structures to
create time in
order to build
capacity!**

- Build master schedule to support pathways
- Cohort students
- Align school initiatives to create coherence
- Increase staff engagement in pathway design and planning
- Leverage resources to best support pathway development and goals
- Develop staff in SEL, UDL and ELD toolkits aligned to CRT framework.

Implementation Year 2



Cycles of Inquiry and Action:

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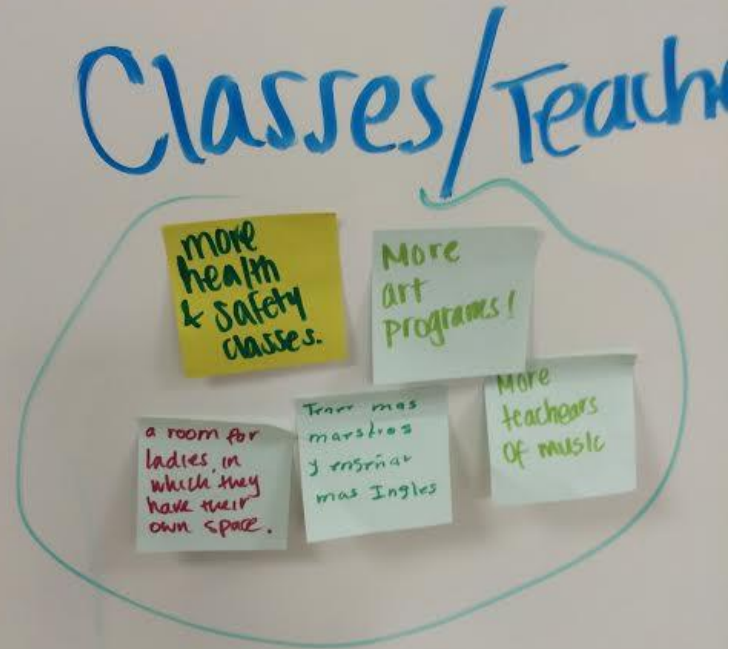
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All staff PD: School culture, Department, pathway equity, school wide culture

EVERY STUDENT THRIVES!



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