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: 6/29/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent

James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

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

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

[X] 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: _____

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

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

Signatures:

_____	_____	_____
Print name of School Principal	Signature	Date
_____	_____	_____
Print name of SSC Chairperson	Signature	Date
_____	_____	_____
Print name of Network Superintendent	Signature	Date
_____	_____	_____
Ruth Alahydoian, Chief Financial Officer	Signature	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

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 Base #0000**		TBD
Local Control Funding Formula Supplemental Grant **… LCFF Supplemental #0002**		TBD
Local Control Funding Formula Concentration Grant **… LCFF Concentration #0003**		TBD
After School Education and Safety Program (FTE Only) **… ASES #6010**		TBD
TOTAL:	**$0.00**	**$0.00**

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

SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- (Related to LCAP Goal)

- 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

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

	% Male	% Female	% LCFF	% English Learners
Special Populations				
	% 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			

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 resilient. 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.	School coherence. Teacher/leadership turnover. (see school narrative)

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. 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.	School coherence. Teacher/leadership turnover. (see school narrative)

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.	School coherence. Teacher/leadership turnover. (see school narrative)

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.	School coherence. Teacher/leadership turnover. (see school narrative)

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