Measure N Implementation Narrative

The Measure N Commission would like to track the overall process of implementation so the Commission can understand how different communities engaged in the process in order to lean from the process so that the Commission can better support innovative thinking and school improvement across the city of Oakland. In order to do this, the Commission requires that each school write a narrative to capture the schools overall implementation process. In the cells below, please describe your school's process. To the left are the specific prompts that will provide the Commission an overview of your process and experience.

Implementation Successes

What are some implementation successes that you'd like to lift up and share with others?	School wide focus on CRT: Ready for Rigor Framework, Lesson Structures; specifically Ignites, and being a self reflective educator.
How do you know you were successful (evidence, data)?	Use of ignites increased (coaching conversations, oberservations and data)

Implementation Challenges

What are some implementation challenges you encountered this first year of implementation?	I. Culture: 1. Teacher Reports of culture/disciplne challenges in classroom getting in way of instruction 2. Violent interactions, especially violent incidents with young women II. Attendance and chronic hall walking III. Literacy IV. Teacher quality, retention and support
How do you know these were challenges (evidence, data)?	**I. Culture:** 1. Teacher Feedback 2. Suspension Data, especially young women

Learning and Moving Forward

What did you learn?	See below:
How are you revising your strategies and pathway development work going forward based on what you learned?	**I. Culture:** 1. Training Staff in Philosophy and system of discipline, Restorative practices, then admin and care team follow it. 2. Staff communication and follow through. 3. Violence prevention strategies and problem resolution. Young women specifically, through key adult women stakeholders/staff. **II. Attendance and chronic hall walking** **III. Literacy - phonemic awareness and comprehension** 1. Reading, Writing and Comprehension (See Stategic Literacy and SRI Plan) 2. Build teacher understanding and skill to implement literacy strategies, evident and visual every day in all classes. 3. Achieve reading skill targets through academic discussion and writing. (Close reading, crafting questions, evidence across content) **IV. Teacher Support** 1. Differentiated PD, coaching, feedback from Culture/discipline team, new teacher support, 1-1 check-ins MP/Semester, be in classrooms/debreif same day.

2017-18 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1. ABOUT THE SCHOOL

Complete this by: **December 16, 2016**

Instructions:

Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

1A) School Description: Your school description that you provided for the Options Guide will automatically populate here. If you would like to edit this description, click on the school description cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the description.

1B) School Mission and Vision: Your mission and vision will automatically populate from your 16-17 Site Plan. If you would like to edit the mission and vision, click on the mission/vision cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the mission and vision.

School:	Castlemont High School	**School ID:** 301

1A. School Description

Castlemont High School will produce a cadre of leaders prepared to bring about 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 is rooted in the core values of Compassion, Ambition, Support, Trust, and Engagement and we partner with community-based organizations and families to support our students in graduating and becoming college, career, and community ready. We provide English language support, including a strong Newcomer program, in addition to a rich variety of elective courses in the following fields: visual and performing arts, digital media arts, leadership, cultural studies, public health, and sustainable urban design. At Castlemont, students have a sense of belonging because they are surrounded by a community of teachers, staff and peers invested in student success. As a full service community school, Castlemont ensures that all students are safe, healthy and engaged in learning.

1B. 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

1C. School Multi-Year WASC Goals

Length of WASC Accreditation:	6 years	***Last WASC Self-Study:***	2015-16	***Next Self-Study:***	2020-21

SCHOOL WASC GOALS	**LCAP Goal Category**

Implement grade level team inquiry cycles focused on literacy skills	3: Students are reading at or above grade level.
Focus on early intervention through the creation and monitoring of indivdual learning plans beginning freshman year	5: Students are engaged in school everyday.
Creation of grade level social emotional/discipline deans to implement SEL strategies in the RTI framework	5: Students are engaged in school everyday.
Professional development centered on practice	1: Graduates are college and career ready.
Develop common, high expectations for student achievement and behavior.	1: Graduates are college and career ready.
Find innovative ways to engage students in rigorous college prep aligned with CSS.	1: Graduates are college and career ready.
Commit to active high-interest student instruction.	2: Students are proficient in state academic standards.
Ensure accurate attendance reporting.	5: Students are engaged in school everyday.
Implement systems to support teacher retention.	5: Students are engaged in school everyday.
Communicate and engage parents in the school community.	6: Parents and families are engaged in school activities.
Ensure equity of access to technology-infused instruction.	1: Graduates are college and career ready.

1D. School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	55.9%	44.1%	TBD	TBD	43.3%	TBD	TBD	TBD	TBD
Student Population by Race/Ethnicity	**African-American**	**American Indian/Alaskan Native**	**Asian**	**Hispanic/Latino**	**Filipino**	**Pacific/ Islander**	**Caucasian**	**Multiracial**	**Newcomers**
	30.4%	0.1%	1.1%	62.1%	0.5%	3.1%	1.0%	0.4%	TBD

1E. School Performance Data

Indicator	*13-14 School*	*14-15 School*	*15-16 School*	*16-17 School*	*15-16 District Average*	*15-16 State Average*
Linked Learning Pathways (All Students)	27.5%	55.7%	45.2%	42.7%	53.3%	41.8%
Linked Learning Pathways (Grade 10)	39.8%	74.5%	55.3%	27.2%	57.0%	58.1%
Graduate Outcomes	***13-14 School***	***14-15 School***	***15-16 School***	***16-17 School***	***15-16 District Average***	***15-16 State Average***
Four-Year Cohort Graduation Rate (All Students)	71.3%	69.7%	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	22.9%	27.5%	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	40.0%	32.7%	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	19.0%	20.6%	TBD	TBD	TBD	TBD
Percent of Students Leaving	8.7%	8.2%	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	TBD	28.5%	23.8%	58.1%	46.7%	TBD
On Track to Graduate (Grade 10)	TBD	22.4%	20.0%	18.3%	33.6%	TBD
On Track to Graduate (Grade 11)	TBD	35.7%	18.8%	25.0%	35.4%	TBD
On Track to Graduate (Grade 12)	TBD	22.0%	58.3%	31.4%	44.8%	TBD
A-G Completion (Grade C or Better)	16.7%	51.5%	62.0%	TBD	51.2%	TBD
A-G Completion (African American Students)	11.1%	48.6%	51.4%	TBD	33.6%	TBD
A-G Completion (Special Education Students)	0.0%	15.4%	22.7%	TBD	15.6%	TBD
A-G Completion (English Learners)	0.0%	27.3%	45.5%	TBD	33.9%	TBD
A-G Completion (Foster Youth)	0.0%	25.0%	0.0%	TBD	20.8%	TBD
Post-Secondary Readiness	***13-14 School***	***14-15 School***	***15-16 School***	***16-17 School***	***15-16 District Average***	***15-16 State Average***
AP Course Access (All Students)	14.6%	21.0%	26.5%	TBD	25.7%	TBD
AP Course Access (African American Students)	6.7%	10.8%	12.8%	TBD	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	15.0%	2.9%	7.4%	TBD	7.9%	TBD
% of Seniors with GPA > 3.5	20.9%	14.0%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	11.4%	15.6%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	----	0.9%	TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	TBD	TBD	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	32.5%	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	36.8%	TBD	TBD	TBD	TBD	TBD
Climate and Culture	***13-14 School***	***14-15 School***	***15-16 School***	***16-17 School***	***15-16 District Average***	***15-16 State Average***
Chronic Absence (All Students)	16.4%	22.4%	33.4%	15.8%	11.2%	TBD
Chronic Absence (Special Education Students)	23.2%	30.9%	41.3%	19.6%	18.7%	TBD
Chronic Absence (Foster Youth)	40.0%	31.6%	47.4%	33.3%	19.2%	TBD
Suspension Rate	20.8%	11.7%	6.7%	4.5%	TBD	TBD
No Suspensions (African American Males)	60.7%	78.6%	89.0%	95.5%	91.2%	TBD
No Suspensions (Foster Youth)	60.0%	88.0%	77.4%	95.7%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	9.1%	15.0%	15.0%	10.7%	TBD	TBD

Rigorous Academics	*13-14 School*	*14-15 School*	*15-16 School*	*16-17 School*	*15-16 District Average*	*15-16 State Average*
English Learner Reclassification Rate	5.2%	30.1%	17.9%	TBD	13.2%	TBD
Long Term English Learner Reclassification Rate	3.4%	29.8%	17.4%	TBD	17.1%	TBD
SBAC Proficiency (ELA)	n/a	15.6%	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	n/a	4.1%	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	18.9%	17.8%	16.9%	TBD	23.9%	TBD

2. NEEDS ASSESSMENT *(three-year cycle)*

Complete this by: **December 16, 2016**

2A. Schoolwide Strengths and Challenges

Instructions:

Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.

• What strengths and challenges do you see in your 16-17 SPF?
• Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

Focal Area	Strengths	Challenges *(List all challenges impacting each focal area.)*	Highest Leverage Challenge *(List one challenge.)*
Graduate Outcomes	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.	10th grade students off track
Post-Secondary Readiness	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.	Getting student prepared academically, enrolled in college, CTE programs, internships, or careers after high school
Climate and Culture	Overall suspension rates have gone down 10%	Student Chronic absence rate is 19%. 25% among African American students, and 30% amound students with disabilities.	Reduce suspension rates for students with disabilities by 25%
Rigorous Academics	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.	10th grade students off track
Pathway Development	Launched a 9th and 10th grade health course. Maintained and further developed SUDA. Regular pathway meetings for both pathways. Industry partnerships for both pathways. Planninng this year for implementation next year. Workbased learning liasion implementing piolt projects.	Developing teacher leads as pathway directors. Supporting new pathway teachers. Teacher capactity to plan pathways in addition to teaching and other needs. Planning and getting teachers on board with pathways in the midst of many other design inititatives and work.	Teacher capacity development to plan and implement pathways

2B. Schoolwide Root Cause Analysis from Measure N Design

Instructions:	***Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.*** • For each priority, identify at least one root cause for a challenge you listed above. • Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). • Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. *Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.*	Root Cause Analysis Primer.

Focal Area	Highest Leverage Challenge *(will autopopulate from the table above)*	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	10th grade students 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.	Building a Rigorous Academic Core: Student Conditions
Post-Secondary Readiness	Getting student enrolled in college, CTE programs, internships, or careers after high school	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.	Equity/Access/ Achievement
Climate and Culture	Reduce suspension rates for students with disabilities by 25%	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,	Equity/Access/ Achievement
Rigorous Academics	10th grade students 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.	Building a Rigorous Academic Core: Student Conditions
Pathway Development			

2C. Current Strategy Analysis

Instructions:	***Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.*** In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.

Current 16-17 Strategies		Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
Schoolwide Instructional Improvement Strategy:	Train all teachers and staff in culturally responsive teaching to improve student alliance, teacher retention, and assessment, differentiation and excelleration.	Not Yet	Not Yet	We now have our ILT and Admin team on the same page about CRT and professional development progression. Focus is on three definitions of CRT- reflective teaching, lesson plan format, and cultural learning tools.
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.	Not Yet	Yes	There has been a reduction of suspensions and the number of fights on campus.

Pathway Development 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.	Not Yet	Yes	9th and 10th grade pathway classes exist.
Design Feature #1 (New/Emerging):	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.	Not Yet	Yes	Pathway teams meet bi-weekly, course of study defined for each pathway, curriculum is being piloted
Design Feature #2 (New/Emerging):	Grow Newcomer program to include 10th grade cohort.	Yes	Yes	
Design Feature #3 (New/Emerging):	Implement a continuum of inclusive services including co-teaching and learning centers to provide supports within general education for all students with disabilities.	Yes	Yes	Teachers co-planning, holding the class and lesson for each other, thought partnership, positive ancecdotal feedback
Signature Element #1 (Established):	The implementation of the Knight Way code of conduct and the restorative justice program.	Not Yet	Yes	
Signature Element #2 (Established):	Sustainable Urban Design Academy program of study, project and work-based learning.	Yes	Yes	Curriculum and classes at every grade level, granted 12th senior seminar is developing
Signature Element #3 (Established):	Block Schedule including common preparation time for core content teachers to design project based learning opportunities and targeted intervention supports.	Not Yet	Yes	

3. EQUITY IMPERATIVE FOR YOUR SITE

Complete this by: **December 16, 2016**

As you develop your Site Plan, it can be helpful to identify an equity imperative that will support your decision making as a leader. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)

Equity Imperative	What will be true in three years if you continue to focus on this imperative?
Teachers learn more about student life and academic goals and support them creating and achieving their five year plan	Teachers will improve their teaching/classroom experience because of their alignment with student goals and effort to moving students toward their goals. Students will matriculate through high school aware of what they want to do after graduation. Students will attain success after high school because of their experience in four years being supported through challenging/successful times.

4. ANNUAL SCHOOL GOALS

Complete this by: **December 16, 2016**

Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	75% of 11th and 12th grade students will be on track to graduate based on GPA and Credits earned.	On Track to Graduate	All Students	59.00%	67.00%	75.00%	
Post-Secondary Readiness	To increase the number of students completing the A to G requirement with a C or better by 20%	A-G Completion	All Students	51.00%	61.00%	71.00%	
Climate and Culture	96% of students will have satisfactory attendance (96% of the time)	Chronic Absence	Students with Disabilities	41.30%	56.65%	72.00%	
Rigorous Academics	Increase the number of students reading at or above grade level to 50%	SRI	All Students	17.00%	18.00%	30.00%	
Pathway Development	Wall to wall pathways	Pathway Participation	All Students	45.00%	60.00%	75.00%	

5. STRATEGIES

Complete this by: **February 28, 2017**

Focused Annual Plan (FAP) Major Improvement Strategies			
Identify five major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.		**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Schoolwide Language & Literacy Improvement Strategy:	Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide Mathematics Improvement Strategy:	Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.	Personalized Student Support	Equity/Access/ Achievement
Culture & Climate/SEL Improvement Strategy:	Continue to utilize social emotional learning, restortive practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.	Equity/Access/ Achievement	Personalized Student Support
Pathway Development/ Implementation Strategy:	Create Master Schedule including common preparation time for all core content and pathway teachers in SUDA & CHEA to design project based learning opportunities and targeted intervention supports.	Program of Study & Master Scheduling	School Leadership & School Vision

Measure N Design Features			
Identify up to three Measure N design features that support your goals.		**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Measure N Design Feature #1:	Common planning periods based in pathway teams to plan and implement pathway projects, systems and structures.		
Measure N Design Feature #2:	Design and implement work-based learning opportunities along the WBL Continuum at each grade level		
Measure N Design Feature #3	Align and connect pathway themes, projects, systems and structures to school wide CRT plan		

Signature Elements (Established Practices)			
Identify up to three established signature elements that support your goals.		**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Signature Element #1 (Established):	Implement a school-wide lesson plan structure and instructional frame using Culturally Responsive teaching to improve student engament.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
Signature Element #2 (Established):	RJ and Care management		
Signature Element #3 (Established):			

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES	***Complete this by:*** **February 28, 2017**
Instructions:	***Task: Document strategic actions to support the school's major improvement strategies, design features, signature elements, and other planned activities.*** *Target Student Group:* For each action, choose a primary student group that you expect to benefit. *Title I Requirements:* If this action addresses a Title I requirement, choose that requirement from the drop-down menu to help guide OAP's review of your plan for compliance. This drop-down shows OAP where to look to ensure that you have met all requirements. Please make sure that if you have selected a requirement from this list that the language in your practice reflects this (e.g., if you say this is Teacher PD, one of your practices in this line must describe PD for teachers). *REQUIRED: Every school must have at least one practice that addresses each of the Title I Schoolwide Program (SWP) requirements listed in the column on the right.*
Schoolwide Language & Literacy Improvement Strategy:	**Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.**

Strategic Action	Associated LCAP Action Area *(required for all funded actions)*	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
ITL will develop students who are scoring multiple grade levels below on the Scholastic Reading Inventory by building phonemic awareness skills in a Strategic English Course	A3.2: Reading Intervention	Low-Income Students	Measure G: TGDS	$25,000.00	4389	Create school-wide culturally responsive less on and instructional fra meworks to support student engagement.	Targeted Support for Low-Income Students
Develop all classroom teachers in building comprehension skills in their lesson planning	A3.4: Teacher Professional Development focused on Literacy	Low-Income Students				Implement a school-wide lesson plan structure and instructional frame using Culturally Responsive teaching to improve student engament.	Targeted Support for Low-Income Students

Schoolwide Mathematics Improvement Strategy:	**Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.**						
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Title 1 Requirement Addressed by Practices (if any)**

Vertical alignment with Mathematics teachers to improve instructional strategies and access for students to lesson plans	A2.5: Teacher Professional Development for CCSS & NGSS	All Students				Implement a school-wide lesson plan structure and instructional frame using Culturally Responsive teaching to improve student engament.	

Culture & Climate/SEL Improvement Strategy:	**Continue to utilize social emotional learning, restortive practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.**						
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Title 1 Requirement Addressed by Practices (if any)**
Develop Care Managers in building relationships with students and families by building skills of family engagement, student engagement, and data retreival to improve attendance for At Risk, Moderate, and Chronically truant students.	A5.4: Root Causes of Chronic Absence	Low-Income Students	Measure N	$167,623.25	2205	RJ and Care management	Targeted Support for Low-Income Students

Pathway Development/Implementation Strategy:	**Create Master Schedule including common preparation time for all core content and pathway teachers in SUDA & CHEA to design project based learning opportunities and targeted intervention supports.**						
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Title 1 Requirement Addressed by Practices (if any)**
Implement master schedule based on pathways where 10th and 11th grade teachers within each pathway have shared prep periods for planning, implementation and evaluation	A1.1: Pathway Programs	All Students	Other			Align and connect pathway themes, projects, systems and structures to school wide CRT plan	
Develop pathway team capacity to flush out program of study through vertical and horizontal alignment of curriculum, systems and routines	A1.1: Pathway Programs	All Students	Measure N	$43,976.47	4399	Align and connect pathway themes, projects, systems and structures to school wide CRT plan	
Teacher and student retreats to build pathway community and program through retreats	A1.1: Pathway Programs	All Students	Measure N	$40,000.00	4399	Align and connect pathway themes, projects, systems and structures to school wide CRT plan	
Pathway Coach	A1.1: Pathway Programs	All Students	Measure N	$62,500.00	1305	Align and connect pathway themes, projects, systems and structures to school wide CRT plan	

WBL Coordinator	A1.1: Pathway Programs	All Students	Measure N	$79,840.25	2205	Design and implement work-based learning opportunities along the WBL Continuum at each grade level	

Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies)

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)

SCHOOL SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions:		**KEY:**	
Please complete this self-assessment for your school.		*1: Beginning & Designing*	*3: Meeting and Advancing*
Click here for the full	*Measure N rubric.*	*2: Developing & Approaching*	*4: Excelling and Sustaining*

1. SCHOOL LEADERSHIP AND VISION	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Mission and Vision	2	3	3	With the inclusion program, newcomer program, launched CHEA classes, continuation of SUDA classes and WBL program we are closer to fulfilling vision and mission, but will not be in full	Strengths: Vision and Mission came from community and staff engagement process. Leadership Team works well together, adapts, is	Mis-aligned district policies and decision making. Developing school coherence. Transitioning and school redesign
Leadership Configuration	2	3	3			
Distributive Leadership	2	3	3			

2. EQUITY, ACCESS AND ACHIEVEMENT	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Open Access and Equitable Opportunities	2	3	3	Pathway plan is more clear and established, but still need to fully implment when master schedule is changed next year	Strengths: Comprehensive and inclusive redesign proposal, newcomer program development, increasing staff and community engagment in school redesign, increasing enrollment. CRT as core instructional focus. Developing coherence and	Historic marginalization of school and community. Teacher and leadership turnover at school and distict level. Initiative fatigue
Diverse Student Representation	2	2	3			
Closing the Opportunity Gap	2	2	3			

3. PROGRAM OF STUDY AND MASTER SCHEDULING	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Pathway Theme	2	2	2	Following pathway transition plan 2016-17 witnessed a shift in PD time allocated to pathway development. Teacher collaboration time won't be structured in master schedule until next year.	Strenghts/Needs: SUDA is established and maintaining, needs a developed 12th capstone course and a developed pathway team of teachers focused on core outcomes. Public Health has	School transition. Teacher capacity and turnover.
Integrated Core	1	1	2			
Cohort Scheduling	1	2	2			

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Rigorous, Relevant and Integrated Learning	2	2+	2	Due to limited time for authentic collaboration and need for master schedule to support true pathways collaboration and rigours core are not fully reached.	Strengths: Project-based and culturally relevant teaching happening in some classrooms that can be highlighted and replicated along with school wide instructional focus on CRT. Teachers have	Teacher capacity and skill to effectively collborate and improve conditions for learning, especially in block schedule
Collaborative Learning	1	2-	2			

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Sharing Best Practice	2	2	2	collaboration and rigours core are not fully reached. We did get closer this year with more PD time and pathway retreats focused on pathway development.	Strength: The shift to CRT as core instructional approach is new in 2016. Teachers will participate in a series of design labs where they will use shared profesional readings to center their work	Leadership transitions. Teacher turnover and capacity. Teacher leadership capacity.
Collaboration Time	1	3	3			
Professional Learning	1	2	2			

6. WORK-BASED LEARNING	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Types of Student Experiences	1	2	3	With our Work Based Learning Liaison, WBL experiences have grown exponentially this year. WBL is on both pathway teams.	Strengths: Partnerships and experiences during and after school in SUDA. Authenitc community health projects during and after school ie. farm, orchard, fablab. WBL is a core piece of design	Training and capacity of teachers and staff around WBL and how to embedd into school day. Time and capacity to coordinate
Pathway Outcomes	1	1	2			
Pathway Evaluation	1	1	1			

7. PERSONALIZED STUDENT SUPPORT	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Support of Student Needs	1		3	With the addition of Care Managers and our Inclusion instrutional model students have additional personalize supports in and out of class.	Strengths: COST system in place, culture committee meeting regularly, college collaborative meeting regularly and pushing into advisory and	High level of needs for students to reach highest potential. Community needs to be safe
College & Career Plan	2	2+	2			

Castlemont High School

Ron Smith

School Demographics 2015-16

567 students	ELL: 24.7%	AA: 35.6%	ME: 0.2%
	SWD: 18.9%	A: 1.2%	NA: 0.0%
	LI: 80.2%	F: 0.7%	PI: 5.8%
		L: 53.4%	W: 0.7%

See below for abbreviation definitions & notes

Result Summary

Academic	Status	1.87
	Growth	3.08
Culture/Climate	Status	2.35
	Growth	2.54
Overall Tier		2.46

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Color	Score
Blue	5+
Green	4
Yellow	3
Orange	2
Red	1

SPF

School Performance Framework

Academic Status	30%	1.87	Total Index Score
Academic Growth	30%	3.08	

			All Students				LPRG (lowest performing racial/ethnic group)					ELL (English Language Learners)				SWD (students with disabilities)				LI (low income)				Total Weight
			Result	N	Index Level	Points Earned	Group	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	
Academic Domain																								
SBAC ELA (Smarter Balanced English/Language Arts)	status	1.00	6.0%	95	1	0.017 out of 0.083	AA	2.0%	49	1	0.008 out of 0.042		15		0.000 out of 0.000	n/a	17	n/a	0.000 out of 0.000	6.0%	67	1	0.008 out of 0.042	0.033 out of 0.167
	growth	1.00	-10.0 pp	118	1	0.017 out of 0.083	AA	-10.0 pp	42	1	0.008 out of 0.042	n/a	19		0.000 out of 0.000	n/a	21	n/a	0.000 out of 0.000	-8.0 pp	98	1	0.008 out of 0.042	0.033 out of 0.167
SBAC Math (Smarter Balanced Mathematics)	status	1.00	0.0%	93	1	0.017 out of 0.083	AA	0.0%	47	1	0.008 out of 0.042		14		0.000 out of 0.000	n/a	17	n/a	0.000 out of 0.000	0.0%	70	1	0.008 out of 0.042	0.033 out of 0.167
	growth	1.31	-4.0 pp	118	1	0.017 out of 0.083	AA	0.0 pp	42	2	0.017 out of 0.042	n/a	19		0.000 out of 0.000	n/a	21	n/a	0.000 out of 0.000	-3.0 pp	98	1	0.008 out of 0.042	0.042 out of 0.167
SRI (Scholastic Reading Inventory)	status	1.00	17.0%	543	1	0.017 out of 0.083	PI	11.0%	28	1	0.004 out of 0.021	2.0%	131	1	0.004 out of 0.021	5.0%	103	1	0.004 out of 0.021	17.0%	393	1	0.004 out of 0.021	0.033 out of 0.167
	growth	1.63	-1.0 pp	518	1	0.017 out of 0.083	PI	+4.0 pp	30	3	0.013 out of 0.021	-2.0 pp	97	1	0.004 out of 0.021	+3.0 pp	89	3	0.013 out of 0.021	-1.0 pp	397	1	0.004 out of 0.021	0.050 out of 0.167
Graduation*	status	2.41	70.0%	142	2	0.033 out of 0.083	AA	68.0%	50	2	0.008 out of 0.021	64.0%	55	1	0.004 out of 0.021	76.0%	34	3	0.013 out of 0.021	79.0%	110	3	0.013 out of 0.021	0.071 out of 0.167
	growth	1.78	-2.0 pp	157	1	0.017 out of 0.083	AA	-1.0 pp	65	1	0.004 out of 0.021	0.0 pp	49	2	0.008 out of 0.021	+19.0 pp	26	5	0.021 out of 0.021	-7.0 pp	114	1	0.004 out of 0.021	0.054 out of 0.167
A-G Completion*	status	2.56	51.0%	101	2	0.033 out of 0.083	AA	49.0%	35	2	0.017 out of 0.042	#VALUE!	11	n/a	0.000 out of 0.000	n/a	0	n/a	0.000 out of 0.000	58.0%	86	3	0.025 out of 0.042	0.075 out of 0.167
	growth	6.00	+35.0 pp	114	5	0.083 out of 0.083	AA	+37.0 pp	45	5	0.042 out of 0.042	#VALUE!	19	n/a	0.000 out of 0.000	n/a	13	n/a	0.000 out of 0.000	+40.0 pp	102	5	0.042 out of 0.042	0.167 out of 0.167
Pathway Participation	status	1.94	45.0%	392	2	0.033 out of 0.083	AA	44.0%	156	2	0.008 out of 0.021	38.0%	93	1	0.004 out of 0.021	33.0%	81	1	0.004 out of 0.021	50.0%	273	2	0.008 out of 0.021	0.058 out of 0.167
	growth	2.09	0.0 pp	405	2	0.033 out of 0.083	AA	-1.0 pp	176	1	0.004 out of 0.021	-6.0 pp	66	1	0.004 out of 0.021	0.0 pp	88	2	0.008 out of 0.021	+2.0 pp	323	3	0.013 out of 0.021	0.063 out of 0.167
College Level Courses	status	3.19	18.0%	242	3	0.050 out of 0.083	AA	12.0%	101	3	0.013 out of 0.021	9.0%	46	2	0.008 out of 0.021	3.0%	58	1	0.004 out of 0.021	20.0%	177	4	0.017 out of 0.021	0.092 out of 0.167
	growth	5.69	+16.0 pp	268	5	0.083 out of 0.083	AA	+12.0 pp	102	5	0.021 out of 0.021	+9.0 pp	40	5	0.021 out of 0.021	+3.0 pp	55	3	0.013 out of 0.021	+18.0 pp	217	5	0.021 out of 0.021	0.158 out of 0.167
On Track 9th-10th Graders	status	1.31	37.0%	490	1	0.017 out of 0.083	AA	35.0%	109	1	0.004 out of 0.021	31.0%	274	1	0.004 out of 0.021	45.0%	53	2	0.008 out of 0.021	51.0%	245	2	0.008 out of 0.021	0.042 out of 0.167
						0.050					0.013				0.013				0.021				0.021	0.117

	growth	4.13	+2.0 pp	264	3	out of 0.083	AA	+2.0 pp	123	3	out of 0.021	+2.0 pp	64	3	out of 0.021	+8.0 pp	46	5	out of 0.021	+13.0 pp	190	5	out of 0.021		out of 0.167
On Track 11th-12th Graders	status	2.41	59.0%	236	2	0.033 out of 0.083	AA	58.0%	99	2	0.008 out of 0.021	40.0%	43	2	0.008 out of 0.021	44.0%	52	2	0.008 out of 0.021	64.0%	175	3	0.013 out of 0.021		0.071 out of 0.167
	growth	4.13	+3.0 pp	258	3	0.050 out of 0.083	AA	+12.0 pp	98	5	0.021 out of 0.021	+2.0 pp	37	3	0.013 out of 0.021	+14.0 pp	30	5	0.021 out of 0.021	+2.0 pp	211	3	0.013 out of 0.021		0.117 out of 0.167

N represents the count of students contributing to the result in the most recent year of data for status, or the prior year for growth.

Elevation Network

School Performance Framework

See below for abbreviation definitions

Culture/Climate Status	20%	**2.35**	**Total Index Score**
Culture/Climate Growth	20%	**2.54**	

Culture/Climate Domain

			All Students				LPRG (lowest performing racial/ethnic group)					ELL (English Language Learners)				SWD (students with disabilities)				LI (low income)				Total Weight
			Result	N	Index Level	Points Earned	Group	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	
Chronic Absence	status	1.00	33.4%	745	1	0.017 out of 0.083	PI	35.7%	28	1	0.004 out of 0.021	32.6%	322	1	0.004 out of 0.021	41.3%	121	1	0.004 out of 0.021	31.5%	429	1	0.004 out of 0.021	0.033 out of 0.167
	growth	1.00	+14.7 pp	538	1	0.017 out of 0.083	PI	+32.4 pp	30	1	0.004 out of 0.021	+13.2 pp	108	1	0.004 out of 0.021	+12.8 pp	84	1	0.004 out of 0.021	+14.9 pp	411	1	0.004 out of 0.021	0.033 out of 0.167
Suspensions	status	3.81	6.7%	855	3	0.050 out of 0.083	AA	14.5%	269	3	0.013 out of 0.021	2.0%	350	5	0.021 out of 0.021	6.7%	135	3	0.013 out of 0.021	7.8%	489	3	0.013 out of 0.021	0.108 out of 0.167
	growth	5.84	-5.2 pp	625	5	0.083 out of 0.083	AA	-1.8 pp	264	4	0.017 out of 0.021	-7.8 pp	132	5	0.021 out of 0.021	-12.2 pp	90	5	0.021 out of 0.021	-4.1 pp	470	5	0.021 out of 0.021	0.163 out of 0.167
Reclassification	status	3.50	17.0%	69	3	0.100 out of 0.167	N/A																	0.100 out of 0.167
	growth	1.00	-12.0 pp	84	1	0.033 out of 0.167	N/A																	0.033 out of 0.167
Culture/Climate Survey Student	status	1.63	4.0%	42	1	0.008 out of 0.042	AA	46.0%	26	2	0.017 out of 0.042	N/A												0.025 out of 0.083
6.1% participation rate	growth	2.25	-39.0 pp	140	1	0.008 out of 0.042	AA	0.03	42	3	0.025 out of 0.042	N/A												0.033 out of 0.083
Culture/Climate Survey Parent	status	4.75	55.0%	66	3	0.013 out of 0.021	AA	92.0%	26	5	0.021 out of 0.021	N/A												0.033 out of 0.042
11.6% participation rate	growth	6.00	+11.0 pp	77	5	0.021 out of 0.021	AA	+31.0 pp	25	5	0.021 out of 0.021	N/A												0.042 out of 0.042
Culture/Climate Survey Staff	status	2.25	39.0%	54	2	0.017 out of 0.042	N/A																	0.017 out of 0.042
75% participation rate	growth	1.00	-3.0 pp	32	1	0.008 out of 0.042	N/A																	0.008 out of 0.042
Social Emotional Learning Survey	status	2.25	6.0%	42	1	0.017 out of 0.083	AA	55.0%	26	3	0.050 out of 0.083	N/A												0.067 out of 0.167
6.1% participation rate	growth	3.50	-33.0 pp	140	1	0.017 out of 0.083	AA	0.16	42	5	0.083 out of 0.083	N/A												0.100 out of 0.167

Attendance Rate	status	**1.00**	89.2%		**1**	0.033 out of 0.167	N/A	0.033 out of 0.167
	growth	**1.00**	-4.3 pp		**1**	0.033 out of 0.167	N/A	0.033 out of 0.167

Notes: ppt = percentage point change from prior year rounded to the nearest 1ppt, ELL = English Learner, RE = Race/Ethicity, SWD = students with disability, AA = African American, A = Asian, F = Filipino, L = Latino, ME = Multiple ethnicity, PI = Pacific Islander, W = White, NA =Native American, LI = low income (qualified for free or reduced lunch), ES = elementary school, MS = middle school, HS = high school; School demographics were gathered on California Board of Education Data System (CBEDs) day 2015; N for growth is the N for the prior year of data; N is not shown for Attendance Rate because the denominator there corresponds to total sum of days enrolled for all students across the year for that site rather than the count of students. When the LPRG N for the prior year of data did not meet 20 students, results are suppressed for growth for that indicator.
Total Score = (total weight received/total weight out of)*5, rescaled to 1-6; The relative contributions of status and growth for each domain are shown next to the rolled up total scores, rounded to the nearest 1%; the Overall Tier is a value generated from the total weights and rescaled to 1-6; creation date = 10/11/16.
*Denotes indicators for which results are from 2014-15 rather than 2015-16 due to a one year delay in data reporting.

PATHWAY PLAN

1. ABOUT THE PATHWAY

Complete this by:

Instructions:

1A) Pathway Description: Your pathway description from your 16-17 Site Plan will appear here.

1B) Pathway Mission and Vision: Your mission and vision from your 16-17 Site Plan will appear here.

School:	Castlemont High School	**Pathway:**	Sustainable Urban Design Academy (SUDA)	**School ID:** 301

1A. 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.

1B. 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.

1C. Pathway Demographics

Special Populations	**% Male**	**% Female**	**% Oakland Residents**	**% LCFF**	**% English Learners**	**% LTEL**	**% SPED RSP**	**% SPED Mild- Moderate**	**% SPED Severe**
	51.0%	49.0%	TBD	TBD	21.7%	TBD	13.7%	TBD	TBD
Student Population by Race/Ethnicity	**African-American**	**American Indian/Alaskan Native**	**Asian**	**Hispanic/Latino**	**Filipino**	**Pacific/ Islander**	**Caucasian**	**Multiracial**	**Newcomers**
	40.7%	0.0%	0.7%	51.0%	0.7%	5.7%	0.7%	0.0%	TBD

1D. Pathway Performance Data

Graduate Outcomes	***14-15 Pathway***	***15-16 Pathway***	***16-17 Pathway***	***15-16 School***	***15-16 District Average***	***15-16 State Average***
Four-Year Cohort Graduation Rate (All Students)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	TBD	TBD	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	TBD	TBD	TBD	TBD	TBD	TBD
Percent of Students Leaving	TBD	TBD	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	30.5%	----	----	23.8%	46.7%	TBD
On Track to Graduate (Grade 10)	26.5%	33.7%	33.3%	20.0%	33.6%	TBD
On Track to Graduate (Grade 11)	41.0%	26.1%	32.4%	18.8%	35.4%	TBD
On Track to Graduate (Grade 12)	30.8%	60.0%	40.0%	58.3%	44.8%	TBD

A-G Completion (Grade C or Better)	61.1%	70.8%	TBD	62.0%	51.2%	TBD
A-G Completion (African American Students)	55.6%	100.0%	TBD	51.4%	33.6%	TBD
A-G Completion (Special Education Students)	33.3%	40.0%	TBD	22.7%	15.6%	TBD
A-G Completion (English Learners)	33.3%	100.0%	TBD	45.5%	33.9%	TBD
A-G Completion (Foster Youth)	0.0%	0.0%	TBD	0.0%	20.8%	TBD
Post-Secondary Readiness	***14-15 Pathway***	***15-16 Pathway***	***16-17 Pathway***	***15-16 School***	***15-16 District Average***	***15-16 State Average***
AP Course Access (All Students)	16.6%	28.2%	24.5%	26.5%	25.7%	TBD
AP Course Access (African American Students)	6.3%	11.8%	27.2%	12.8%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	0.0%	8.5%	TBD	7.4%	7.9%	TBD
% of Seniors with GPA > 3.5	TBD	TBD	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	TBD	TBD	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	TBD	TBD	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	TBD	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	TBD	TBD	TBD	TBD	TBD	TBD
Climate and Culture	***14-15 Pathway***	***15-16 Pathway***	***16-17 Pathway***	***15-16 School***	***15-16 District Average***	***15-16 State Average***
Chronic Absence (All Students)	TBD	TBD	TBD	33.4%	11.2%	TBD
Chronic Absence (Special Education Students)	TBD	TBD	TBD	41.3%	18.7%	TBD
Chronic Absence (Foster Youth)	TBD	TBD	TBD	47.4%	19.2%	TBD
Suspension Rate	11.8%	7.9%	4.1%	6.7%	TBD	TBD
No Suspensions (African American Males)	74.7%	91.4%	93.5%	89.0%	91.2%	TBD
No Suspensions (Foster Youth)	88.9%	66.7%	83.3%	77.4%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	TBD	TBD	TBD	15.0%	TBD	TBD
Rigorous Academics	***14-15 Pathway***	***15-16 Pathway***	***16-17 Pathway***	***15-16 School***	***15-16 District Average***	***15-16 State Average***
English Learner Reclassification Rate	TBD	TBD	TBD	17.9%	13.2%	TBD
Long Term English Learner Reclassification Rate	TBD	TBD	TBD	17.4%	17.1%	TBD
SBAC Proficiency (ELA)	TBD	TBD	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	TBD	TBD	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	22.6%	18.1%	TBD	16.9%	23.9%	TBD

2. NEEDS ASSESSMENT *(three-year cycle)*	***Complete this by:***
2A. Pathway Strengths and Challenges	
Instructions:	***Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.*** • What strengths and challenges do you see in your 16-17 SPF? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? *IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.* *Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

Focal Area	Strengths	Challenges *(List all challenges impacting each focal area.)*	Highest Leverage Challenge *(List one challenge.)*
Graduate Outcomes	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.	Teacher supports and schools systems to prepare and/or intervene with students off-track to graduate/low skill levels in SRI and Math.
Post-Secondary Readiness	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.	Prepare, connect and track students into post-secondary experiences
Climate and Culture	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.	Chronic absences and truancy.
Rigorous Academics	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.	Supporting all teachers to create engaging, consistent and rigorous pathway projects and systems to prepare and support all students.

2B. Pathway Root Cause Analysis from Measure N Design

Instructions:

Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.

• For each priority, identify at least one root cause for a challenge you listed above.
• Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty).
• Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators.

Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.

Root Cause Analysis Primer.

Focal Area	Highest Leverage Challenge *(will autopopulate from the table above)*	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
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 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.	School Leadership & School Vision
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.	Equity/Access/ Achievement

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 managment skills and unengaging lessons,	Personalized Student Support
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 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. SUDA has still not been part of the core of the school, therefore logistical and systemic supports have not been in place to fully support.	Building a Rigorous Academic Core: Student Conditions

2C. Current Strategy Analysis

Instructions:

Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.

In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.

Current 16-17 Strategies		Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
Pathway Instructional Improvement Strategy:	Align pathway course of study and teacher practices to industry theme through CRT theory and practice.	Not Yet	Yes	Teachers have had limited time to meet in pathways. The first semester of the year was focused on school wide CRT practices. Alignment between pathway and CRT strategies is developing.
Pathway Design Feature #1 (New/Emerging):	Work-based learning through authentic projects during school day and after school	Not Yet	Yes	Multiple WBL trips and experiences for SUDA ie. Advanced Manufacturing Day, Career Expo, Women in Trades, Cypress Mandela visit, Skilled Trades expo. Internships for targeted and interested students.
Pathway Design Feature #2 (New/Emerging):	Teacher PLC development with pathway identity.	Not Yet	Yes	Teachers meet every other week to design and plan the pathway. A core element has been Design Thinking as a common practice.
Pathway Design Feature #3 (New/Emerging):	Leadership, community, student engagement in pathway design	Not Yet	Yes	There is significant student input and development in the pathway via SUDAWorks, especially in terms of outreach, projects and website development. Also, in classes, students have much choice on what they want to pursue. However, this needs to be systemitized into pathway planning and design.
Pathway Signature Element #1 (Established):	Authentic project and place-based curriculum through fablab, farm, orchard, garen and community at large	Yes	Yes	Students in class, Dual Enrollment class and after school have engaged in these projects. There is still work to further develop these projects and connect them to core academics next year.
Pathway Signature Element #2 (Established):	Critically conscious framework that uses urban design as a tool to address community heatlh equity issues while developing post-secondary readiness skills	Not Yet	Yes	Many themes and projects have been created, however, a consistent industry aligned curriculum is still being refined.
Pathway Signature Element #3 (Established):	Creating work based and life based experiences to build community and engage students in learning, community and their own education.	Not Yet	Yes	There have been maney examples of WBL experiencs, however, the holistic and aligned WBL program the exemplifies the WBL continuum is still being developed.

3. EQUITY IMPERATIVE FOR YOUR PATHWAY

Complete this by:

As you develop your plan, it can be helpful to identify an equity imperative that will support your decision making as pathway leaders. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)

Equity Imperative	What will be true in three years if you continue to focus on this imperative?

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.	Sustainable Design Thinking and Social Innovation Identify and practice making, engineering and design thinking in the natural and built environment to identify issues, design and reflect on pilot solutions, services and products in support of people, prosperity and the planet. Research and Analysis for Action Collect, Apply and Evaluate data collected through action research, community mapping and surveying to analyze, evaluate and problem solve through scientific processes, action research, and design thinking in order to advocate for equitable local and global solutions. Interpersonal and Critical Skills Practice various forms of communication with cultural humility to identify self asses as learners and practitioners that prioritize tasks, manage self and work flexibly to adapt, collaborate and communicate effectively through change management.

4. ANNUAL PATHWAY GOALS

Complete this by:

Identify one annual pathway goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2014-15 Baseline	2015-16 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	75% of 11th and 12th grade students will be on track to graduate based on GPA and Credits earned.	On Track to Graduate	All Students	59.00%	67.00%	75.00%	
Post-Secondary Readiness	To increase the number of students completing the A to G requirement with a C or better by 20%	A-G Completion	All Students	51.00%	61.00%	71.00%	
Climate and Culture	96% of students will have satisfactory attendance (96% of the time)	Chronic Absence	Low-Income Students	41.30%	56.65%	72.00%	
Rigorous Academics	Increase the number of students reading at or above grade level to 50%	SRI	All Students	17.00%	18.00%	30.00%	

5. STRATEGIES

Complete this by:

Focused Annual Plan (FAP) Major Improvement Strategies

Identify one instructional focus for your pathway that will guide your programs and professional development for the year and allow you to meet your goals. Also review the schoolwide language and literacy and mathematics improvement strategies to consider how you will implement these strategies in your pathway.		**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Schoolwide Language & Literacy Improvement Strategy:	Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide Mathematics Improvement Strategy:	Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.	Personalized Student Support	Equity/Access/ Achievement
Schoolwide Culture & Climate/ SEL Improvement Strategy:	Continue to utilize social emotional learning, restortive practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.	Equity/Access/ Achievement	Personalized Student Support
Pathway Instructional Improvement Strategy			

Pathway Measure N Design Features

Identify up to three Measure N design features that support your goals.		**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Pathway Measure N Design Feature #1:	Common planning periods based in pathway teams to plan and implement pathway projects, systems and structures.	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
Pathway Measure N Design Feature #2:	Design and implement work-based learning opportunities along the WBL Continuum at each grade level	Work-Based Learning	Personalized Student Support
Pathway Measure N Design Feature #3	Align and connect pathway themes, projects, systems and structures to school wide CRT plan	Equity/Access/ Achievement	School Leadership & School Vision

Pathway Signature Elements (Established Practices)

Identify up to three established signature elements that support your goals.	**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**

Pathway Signature Element #1 (Established):	Design and implement Agency for Design and design thinking practices as core instructional practice	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Teacher Conditions
Pathway Signature Element #2 (Established):	Use fablab and farm/garden projects as core site based hands on community development projects.	Building a Rigorous Academic Core: Student Conditions	Work-Based Learning
Pathway Signature Element #3 (Established):	Develop Intro to the Skilled trades Laney college Dual Enrollment course	Program of Study & Master Scheduling	Work-Based Learning

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Complete this by:

Instructions:

Task: Document strategic actions to support the pathway's major improvement strategies, design features, signature elements, and other planned activities.

Target Student Group: For each action, choose a primary student group that you expect to benefit.

Pathway Measure N Design Feature #1: Common planning periods based in pathway teams to plan and implement pathway projects, systems and structures.

Strategic Action	Associated LCAP Action Area *(required for all funded actions)*	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Create common planning periods for all 10th and 11th pathway teachers	A1.1: Pathway Programs	All Students	General Purpose: Unrestricted BASE			Align and connect pathway themes, projects, systems and structures to school wide CRT plan	301-Sustainable Urban Design Academy (SUDA)-1
Create grade level instructional days for 10th and 11th so that teachers only teach one grade/course a day.	A1.1: Pathway Programs	All Students	General Purpose: Unrestricted BASE			Common planning periods based in pathway teams to plan and implement pathway projects, systems and structures.	301-Sustainable Urban Design Academy (SUDA)-2
Provide PBL and WBL project development training aligned to schoolwide CRT efforts	A1.1: Pathway Programs	All Students	Measure N			Design and implement work-based learning opportunities along the WBL Continuum at each grade level	301-Sustainable Urban Design Academy (SUDA)-3
							301-Sustainable Urban Design Academy (SUDA)-4
							301-Sustainable Urban Design Academy (SUDA)-5
							301-Sustainable Urban Design Academy (SUDA)-6
							301-Sustainable Urban Design Academy (SUDA)-7
							301-Sustainable Urban Design Academy (SUDA)-8
							301-Sustainable Urban Design Academy (SUDA)-9
							301-Sustainable Urban Design Academy (SUDA)-10

							301-Sustainable Urban Design Academy (SUDA)-11
							301-Sustainable Urban Design Academy (SUDA)-12
							301-Sustainable Urban Design Academy (SUDA)-13
							301-Sustainable Urban Design Academy (SUDA)-14
							301-Sustainable Urban Design Academy (SUDA)-15
							301-Sustainable Urban Design Academy (SUDA)-16

Pathway Measure N Design Feature #2: Design and implement work-based learning opportunities along the WBL Continuum at each grade level							
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Practice Number**
WBL liaison meets with pathway coach and pathway teams to embedd WBL opportunities into program of study	A1.1: Pathway Programs	All Students	Other			Design and implement work-based learning opportunities along the WBL Continuum at each grade level	301-Sustainable Urban Design Academy (SUDA)-17
							301-Sustainable Urban Design Academy (SUDA)-18
							301-Sustainable Urban Design Academy (SUDA)-19
							301-Sustainable Urban Design Academy (SUDA)-20
							301-Sustainable Urban Design Academy (SUDA)-21
							301-Sustainable Urban Design Academy (SUDA)-22
							301-Sustainable Urban Design Academy (SUDA)-23
							301-Sustainable Urban Design Academy (SUDA)-24
							301-Sustainable Urban Design Academy (SUDA)-25
							301-Sustainable Urban Design Academy (SUDA)-26

							301-Sustainable Urban Design Academy (SUDA)-27
							301-Sustainable Urban Design Academy (SUDA)-28
							301-Sustainable Urban Design Academy (SUDA)-29
							301-Sustainable Urban Design Academy (SUDA)-30
							301-Sustainable Urban Design Academy (SUDA)-31
							301-Sustainable Urban Design Academy (SUDA)-32

Pathway Measure N Design Feature #3: Align and connect pathway themes, projects, systems and structures to school wide CRT plan							
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Practice Number**
Pathway Coach meets regularly with ILT and aligns pathway development to CRT strategies	A1.3: A-G Completion	All Students	General Purpose: Unrestricted BASE			Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.	301-Sustainable Urban Design Academy (SUDA)-33
							301-Sustainable Urban Design Academy (SUDA)-34
							301-Sustainable Urban Design Academy (SUDA)-35
							301-Sustainable Urban Design Academy (SUDA)-36
							301-Sustainable Urban Design Academy (SUDA)-37
							301-Sustainable Urban Design Academy (SUDA)-38
							301-Sustainable Urban Design Academy (SUDA)-39
							301-Sustainable Urban Design Academy (SUDA)-40
							301-Sustainable Urban Design Academy (SUDA)-41

							301-Sustainable Urban Design Academy (SUDA)-42
							301-Sustainable Urban Design Academy (SUDA)-43
							301-Sustainable Urban Design Academy (SUDA)-44
							301-Sustainable Urban Design Academy (SUDA)-45
							301-Sustainable Urban Design Academy (SUDA)-46
							301-Sustainable Urban Design Academy (SUDA)-47
							301-Sustainable Urban Design Academy (SUDA)-48

Pathway Signature Element #1 (Established): Design and implement Agency for Design and design thinking practices as core instructional practice							
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Practice Number**
Pathway teams work with industry and community partners to develop Agency for Design as core practice in SUDA	A1.1: Pathway Programs	All Students	Other			Design and implement work-based learning opportunities along the WBL Continuum at each grade level	301-Sustainable Urban Design Academy (SUDA)-49
							301-Sustainable Urban Design Academy (SUDA)-50
							301-Sustainable Urban Design Academy (SUDA)-51
							301-Sustainable Urban Design Academy (SUDA)-52
							301-Sustainable Urban Design Academy (SUDA)-53
							301-Sustainable Urban Design Academy (SUDA)-54
							301-Sustainable Urban Design Academy (SUDA)-55
							301-Sustainable Urban Design Academy (SUDA)-56
							301-Sustainable Urban Design Academy (SUDA)-57

							301-Sustainable Urban Design Academy (SUDA)-58
							301-Sustainable Urban Design Academy (SUDA)-59
							301-Sustainable Urban Design Academy (SUDA)-60
							301-Sustainable Urban Design Academy (SUDA)-61
							301-Sustainable Urban Design Academy (SUDA)-62
							301-Sustainable Urban Design Academy (SUDA)-63
							301-Sustainable Urban Design Academy (SUDA)-64

Pathway Signature Element #2 (Established): Use fablab and farm/garden projects as core site based hands on community development projects.							
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Practice Number**
Focus on farm and fablab as core projects for 10th and 11th grade SUDA courses.	A1.1: Pathway Programs	All Students	California Partnership Academy			Design and implement work-based learning opportunities along the WBL Continuum at each grade level	301-Sustainable Urban Design Academy (SUDA)-65
Create events and outreach using CSA, fablab products and farm products to establish authentic community projects	A1.1: Pathway Programs	All Students	California Partnership Academy			Design and implement Agency for Design and design thinking practices as core instructional practice	301-Sustainable Urban Design Academy (SUDA)-66
							301-Sustainable Urban Design Academy (SUDA)-67
							301-Sustainable Urban Design Academy (SUDA)-68
							301-Sustainable Urban Design Academy (SUDA)-69
							301-Sustainable Urban Design Academy (SUDA)-70
							301-Sustainable Urban Design Academy (SUDA)-71
							301-Sustainable Urban Design Academy (SUDA)-72

							301-Sustainable Urban Design Academy (SUDA)-73
							301-Sustainable Urban Design Academy (SUDA)-74
							301-Sustainable Urban Design Academy (SUDA)-75
							301-Sustainable Urban Design Academy (SUDA)-76
							301-Sustainable Urban Design Academy (SUDA)-77
							301-Sustainable Urban Design Academy (SUDA)-78
							301-Sustainable Urban Design Academy (SUDA)-79
							301-Sustainable Urban Design Academy (SUDA)-80

Pathway Signature Element #3 (Established): Develop Intro to the Skilled trades Laney college Dual Enrollment course							
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Practice Number**
Coordinate with Laney team, OUSD Dual Enrollment coodinator, WBL Laision and pathway coach to manage logistics and align the course to SUDA							301-Sustainable Urban Design Academy (SUDA)-84
							301-Sustainable Urban Design Academy (SUDA)-85
							301-Sustainable Urban Design Academy (SUDA)-86
							301-Sustainable Urban Design Academy (SUDA)-87
							301-Sustainable Urban Design Academy (SUDA)-88
							301-Sustainable Urban Design Academy (SUDA)-89
							301-Sustainable Urban Design Academy (SUDA)-90
							301-Sustainable Urban Design Academy (SUDA)-91

							301-Sustainable Urban Design Academy (SUDA)-92
							301-Sustainable Urban Design Academy (SUDA)-93
							301-Sustainable Urban Design Academy (SUDA)-94
							301-Sustainable Urban Design Academy (SUDA)-95
							301-Sustainable Urban Design Academy (SUDA)-96
							301-Sustainable Urban Design Academy (SUDA)-97
							301-Sustainable Urban Design Academy (SUDA)-98
							301-Sustainable Urban Design Academy (SUDA)-99

Strategic Actions for All Other Strategies

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
							301-Sustainable Urban Design Academy (SUDA)-100
							301-Sustainable Urban Design Academy (SUDA)-101
							301-Sustainable Urban Design Academy (SUDA)-102
							301-Sustainable Urban Design Academy (SUDA)-103
							301-Sustainable Urban Design Academy (SUDA)-104
							301-Sustainable Urban Design Academy (SUDA)-105
							301-Sustainable Urban Design Academy (SUDA)-106
							301-Sustainable Urban Design Academy (SUDA)-107

							301-Sustainable Urban Design Academy (SUDA)-108
							301-Sustainable Urban Design Academy (SUDA)-109
							301-Sustainable Urban Design Academy (SUDA)-110
							301-Sustainable Urban Design Academy (SUDA)-111
							301-Sustainable Urban Design Academy (SUDA)-112
							301-Sustainable Urban Design Academy (SUDA)-113
							301-Sustainable Urban Design Academy (SUDA)-114
							301-Sustainable Urban Design Academy (SUDA)-115
							301-Sustainable Urban Design Academy (SUDA)-116
							301-Sustainable Urban Design Academy (SUDA)-117
							301-Sustainable Urban Design Academy (SUDA)-118
							301-Sustainable Urban Design Academy (SUDA)-119
							301-Sustainable Urban Design Academy (SUDA)-120
							301-Sustainable Urban Design Academy (SUDA)-121
							301-Sustainable Urban Design Academy (SUDA)-122
							301-Sustainable Urban Design Academy (SUDA)-123
							301-Sustainable Urban Design Academy (SUDA)-124
							301-Sustainable Urban Design Academy (SUDA)-125

							301-Sustainable Urban Design Academy (SUDA)-126
							301-Sustainable Urban Design Academy (SUDA)-127
							301-Sustainable Urban Design Academy (SUDA)-128
							301-Sustainable Urban Design Academy (SUDA)-129
							301-Sustainable Urban Design Academy (SUDA)-130
							301-Sustainable Urban Design Academy (SUDA)-131
							301-Sustainable Urban Design Academy (SUDA)-132
							301-Sustainable Urban Design Academy (SUDA)-133
							301-Sustainable Urban Design Academy (SUDA)-134
							301-Sustainable Urban Design Academy (SUDA)-135

PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION: SUDA			
Instructions:		**KEY:**	
Please complete this self-assessment for your pathway.		*1: Beginning & Designing*	*3: Meeting and Advancing*
Click here for the full	*Measure N rubric.*	*2: Developing & Approaching*	*4: Excelling and Sustaining*

1. PATHWAY LEADERSHIP AND VISION	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Mission and Vision	3	3	3	The plan is more clear and established, but still need to fully implment when master schedule is changed next year	Strengths: Despite a rough 4 years, SUDA still exists, thrives and leads the district in innovation. Fulfilling a vision and mision is challenging with transition and turnover. Developing teacher	Leadership and teacher transition and turnover. Need to create conditions for teaching and learning to maintain consistency.
Leadership Configuration	2	2+	2			
Distributive Leadership	2	2+	2			

2. EQUITY, ACCESS AND ACHIEVEMENT	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Open Access and Equitable Opportunities	2	2+	2	The plan is more clear and established, but still need to fully implment when master schedule is changed next year	Strenghts: All students have initial exposure and access to SUDA experiences and opportunities. Creating pre-Academy at local middle school. Students can join the academy or SUDAWorks programs at anytime. The Academy is	Teacher, Leadership and Counseling need to create school wide process now that pathways are a fundamental part of school structure.
Diverse Student Representation	2	2+	2			
Closing the Opportunity Gap	2	2	2			

3. PROGRAM OF STUDY AND MASTER SCHEDULING	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Pathway Theme	3	3+	3	Following pathway transition plan 2016-17 witnessed a shift in PD time allocated to pathway development. Teacher collaboration time won't be structured in master schedule until next year.	Strength: Despite being a small school within a small school and the logistical and programmatic challenges, SUDA has been cohorted with 2 core classes. A core set of teachers and students are	Committment to pathways at the school. School coherence and alignment.
Integrated Core	2	2	2			
Cohort Scheduling	2	2	2			

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Rigorous, Relevant and Integrated Learning	2	2	2	Collaborative time is not built into the master schedule, but is next year. Time has been created during all staff PDs, after school and Pathway Retreat days.	Strength: Classes are community based and embedd authentic projects. Dual enrollment opportunites exist. Challenges: Increased alignement within pathway, rigorus projects	Teacher consistency, especially within CTE courses to build coherent rigorous projects and class conditions
Collaborative Learning	2	2	2			

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Sharing Best Practice	2	2	2	Collaborative time is not built into the master schedule, but is next year. Time has been created during all staff PDs, after school and Pathway Retreat days.	Strenghts: there are some core teachers that are still here after years of transition and upheaval, a few who are developing more leadership capacity. School structures, ie. master schedule has been	School Focus/Coherence. Initiative fatigue
Collaboration Time	1	2-	2			
Professional Learning	1	2-	2			

6. WORK-BASED LEARNING	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Types of Student Experiences	2	2	2	With our Work Based Learning Liaison, WBL experiences have grown exponentially this year. WBL is on both pathway teams.	Strengths: Some class based experiences offered, transferable skills being developed. SUDAWorks as after school WBL program. Challenges: Time and capacity to coordinate WBL progams in and	Teacher and leadership capacity to develop, run and evaluate these programs. Need to hire WBL/after school coordinators.
Pathway Outcomes	1	1	1			
Pathway Evaluation	1	1	1			

7. PERSONALIZED STUDENT SUPPORT	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Support of Student Needs	1	1	2	With the addition of Care Managers and our Inclusion instrutional model students have additional personalize supports in and out of class	Strengths: School wide systems linked to community partners. Challenges: Specifying these school wide systems to pathway teachers and	Aligning school wide strategies to better serve pathway students. Creating pathway specific
College & Career Plan	1	1	2			

PATHWAY PLAN

1. ABOUT THE PATHWAY

Complete this by:

Instructions:

1A) Pathway Description: Your pathway description from your 16-17 Site Plan will appear here.

1B) Pathway Mission and Vision: Your mission and vision from your 16-17 Site Plan will appear here.

School:	Castlemont High School	**Pathway:**	Community Health Equity Academy (CHEA)	**School ID:** 301

1A. 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.

1B. Pathway Mission and Vision

See above (in development)

1C. Pathway Demographics

Special Populations	**% Male**	**% Female**	**% Oakland Residents**	**% LCFF**	**% English Learners**	**% LTEL**	**% 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**	**Newcomers**

1D. Pathway Performance Data

Graduate Outcomes	***14-15 Pathway***	***15-16 Pathway***	***16-17 Pathway***	***15-16 School***	***15-16 District Average***	***15-16 State Average***
Four-Year Cohort Graduation Rate (All Students)	N/A	N/A	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (All Students)	N/A	N/A	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (English Learners)	N/A	N/A	TBD	TBD	TBD	TBD
Four-Year Cohort Dropout (SPED)	N/A	N/A	TBD	TBD	TBD	TBD
Percent of Students Leaving	N/A	N/A	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	N/A	N/A	N/A	23.8%	46.7%	TBD

On Track to Graduate (Grade 10)	N/A	N/A	39.0%	20.0%	33.6%	TBD
On Track to Graduate (Grade 11)	N/A	N/A	TBD	18.8%	35.4%	TBD
On Track to Graduate (Grade 12)	N/A	N/A	TBD	58.3%	44.8%	TBD
A-G Completion (Grade C or Better)	N/A	N/A	TBD	62.0%	51.2%	TBD
A-G Completion (African American Students)	N/A	N/A	TBD	51.4%	33.6%	TBD
A-G Completion (Special Education Students)	N/A	N/A	TBD	22.7%	15.6%	TBD
A-G Completion (English Learners)	N/A	N/A	TBD	45.5%	33.9%	TBD
A-G Completion (Foster Youth)	N/A	N/A	TBD	0.0%	20.8%	TBD
Post-Secondary Readiness	***14-15 Pathway***	***15-16 Pathway***	***16-17 Pathway***	***15-16 School***	***15-16 District Average***	***15-16 State Average***
AP Course Access (All Students)	N/A	N/A	1.7%	26.5%	25.7%	TBD
AP Course Access (African American Students)	N/A	N/A	0.0%	12.8%	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	N/A	N/A	TBD	7.4%	7.9%	TBD
% of Seniors with GPA > 3.5	N/A	N/A	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	N/A	N/A	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	N/A	N/A	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	N/A	N/A	TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	N/A	N/A	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	N/A	N/A	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	N/A	N/A	TBD	TBD	TBD	TBD
Climate and Culture	***14-15 Pathway***	***15-16 Pathway***	***16-17 Pathway***	***15-16 School***	***15-16 District Average***	***15-16 State Average***
Chronic Absence (All Students)	N/A	N/A	TBD	33.4%	11.2%	TBD
Chronic Absence (Special Education Students)	N/A	N/A	TBD	41.3%	18.7%	TBD
Chronic Absence (Foster Youth)	N/A	N/A	TBD	47.4%	19.2%	TBD
Suspension Rate	N/A	N/A	5.2%	6.7%	TBD	TBD
No Suspensions (African American Males)	N/A	N/A	90.9%	89.0%	91.2%	TBD
No Suspensions (Foster Youth)	N/A	N/A	100.0%	77.4%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	N/A	N/A	TBD	15.0%	TBD	TBD
Rigorous Academics	***14-15 Pathway***	***15-16 Pathway***	***16-17 Pathway***	***15-16 School***	***15-16 District Average***	***15-16 State Average***
English Learner Reclassification Rate	N/A	N/A	TBD	17.9%	13.2%	TBD
Long Term English Learner Reclassification Rate	N/A	N/A	TBD	17.4%	17.1%	TBD
SBAC Proficiency (ELA)	N/A	N/A	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	N/A	N/A	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	N/A	N/A	TBD	16.9%	23.9%	TBD

2. NEEDS ASSESSMENT *(three-year cycle)*	***Complete this by:***
2A. Pathway Strengths and Challenges	

Instructions:	***Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.*** • What strengths and challenges do you see in your 16-17 SPF? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? *IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.* *Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*		
Focal Area	**Strengths**	**Challenges** ***(List all challenges impacting each focal area.)***	**Highest Leverage Challenge** ***(List one challenge.)***
Graduate Outcomes	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.	10th grade students off track
Post-Secondary Readiness	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.	Prepare, connect and track students into post-secondary experiences
Climate and Culture	Overall suspension rates have gone down 10%	Student Chronic absence rate is 19%. 25% among African American students, and 30% amound students with disabilities.	Chronic absence and truancy
Rigorous Academics	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.	Supporting all teachers to create engaging, consistent and rigorous pathway projects and systems to prepare and support all students.

2B. Pathway Root Cause Analysis from Measure N Design

Instructions:	***Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.*** • For each priority, identify at least one root cause for a challenge you listed above. • Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). • Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. *Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.*	Root Cause Analysis Primer.	
Focal Area	**Highest Leverage Challenge** ***(will autopopulate from the table above)***	**Root Cause Analysis of Highest Leverage Challenge**	**Linked Learning Criteria**
Graduate Outcomes	10th grade students 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.	School Leadership & School Vision
Post-Secondary Readiness	Prepare, connect and track students into post-secondary experiences	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.	Equity/Access/ Achievement
Climate and Culture	Chronic absence and truancy	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,	Personalized Student Support

Rigorous Academics	Supporting all teachers to create engaging, consistent and rigorous pathway projects and systems to prepare and support all students.	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. As CHEA begins as new Pathway with new teachers there are many pilots of curriculum and experiences and new teachers.	Building a Rigorous Academic Core: Student Conditions

2C. Current Strategy Analysis

Instructions:

Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.

In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.

Current 16-17 Strategies		Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
Pathway Instructional Improvement Strategy:	Train 9th and 10th grade teachers in community health equity themes to support pathway integration	Yes	Yes	Teachers participate in pathway teams and get support and also recieve coaching
Pathway Design Feature #1 (New/Emerging):	Established a curriculum development committee with teachers and industry and district partners to design pathway program	Yes	Yes	Teachers met biweekly in teams with industry partnership represenation, however, much more time is needed for development.
Pathway Design Feature #2 (New/Emerging):	Established a and a work-based learning committee with teachers and industry and district partners to design pathway program	Yes	Yes	Industry partners were at pathway curriculum development and there were 2 larger industry panels.
Pathway Design Feature #3 (New/Emerging):	Align pathways with whole school design and work with teachers through PD time to design pathway programs on campus.	Yes	Yes	Following the pathway transition plan, the second semester saw much more whole staff time dedicated to pathway development and a pathway retreat for each pathway.
Pathway Signature Element #1 (Established):	NA			
Pathway Signature Element #2 (Established):	NA			
Pathway Signature Element #3 (Established):	NA			

3. EQUITY IMPERATIVE FOR YOUR PATHWAY

Complete this by:

As you develop your plan, it can be helpful to identify an equity imperative that will support your decision making as pathway leaders. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)

Equity Imperative	What will be true in three years if you continue to focus on this imperative?

Because we are people from historically targeted communities that has been repeatedly threatened as immigrants, Muslims, women, Indigenous peoples, LGBTQ communities, working class people, African Americans and other people of color... we as scholars/kings/queens/faculty/staff at Castlemont High School and the CHE Academy must take a stand. We will learn, teach, and train each other how to challenge all forms of oppression in both internalized and externalized. Through our scholarship, words, and actions we will fight for justice, peace, and health equity.	Through our scholarship, words, and actions we will fight for justice, peace, and health equity. CHEA Outcomes: Community/Public Health Equity Expertise: Define public and community health, compare disease prevention and healthcare, differentiate between health equity and health disparities and provide examples of ways that public health impacts their lives and communities. Identify and navigate health systems, reform and financing, research, needs assessment, program development, monitoring and evaluation, navigate various fields of community and public health, such as sexual and reproductive health and rights/ reproductive justice, environmental racism/ environmental justice, nutrition/ food systems/ food justice, infectious/chronic disease management and prevention, and key public health theories including the Life Course and Socio-Ecological models.. Analyze approaches to population health and wellness from a social-ecological approach, including community health, medical, behavioral, clinical, mental health and alternative approaches, especially social determinants of health. Approach community health with humility and understanding of issues of race, class, gender, sexuality, age and other socio-political identifiers. Research and Action Define Youth Participatory Action Research, differentiate between quantitative and qualitative research and the use of data in action for social improvement. Name oppressions (racial/ ethnic, gender, sexuality, geographic, economic, age-based) and describe how they are detrimental to health of both the oppressed and oppressing groups and how social inequities impact population distributions of health and disease and how to make change. Identify examples of people, organizations, and movements that have made changes in these areas and examine their impact on health. Understand and articulate the impact of social and familial connections on health. Interpersonal, Management and Critical Skills: Practice cultural humility and identify their own strengths and assets as learners and practitioners to prioritize tasks, manage self and practice cultural and workplace (school environment) norms. Be able to work flexibly to adapt, collaborate and communicate effectively through change management, teamwork, and problem solving to manage projects, develop strategies and understand systems and organizational dynamics. High quality analysis through written communication, verbal communication, numeracy, and problem solving to build capacity and community.

4. ANNUAL PATHWAY GOALS

Complete this by:

Identify one annual pathway goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2014-15 Baseline	2015-16 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	75% of 11th and 12th grade students will be on track to graduate based on GPA and Credits earned.			N/A	67%	75.00%	
Post-Secondary Readiness	To increase the number of students completing the A to G requirement with a C or better by 20%			N/A	61%	71.00%	
Climate and Culture	96% of students will have satisfactory attendance (96% of the time)			N/A	56.65%	72.00%	
Rigorous Academics	Increase the number of students reading at or above grade level to 50%			N/A	18.00%	30.00%	

5. STRATEGIES

Complete this by:

Focused Annual Plan (FAP) Major Improvement Strategies

Identify one instructional focus for your pathway that will guide your programs and professional development for the year and allow you to meet your goals. Also review the schoolwide language and literacy and mathematics improvement strategies to consider how you will implement these strategies in your pathway.		**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Schoolwide Language & Literacy Improvement Strategy:	Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide Mathematics Improvement Strategy:	Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.	Personalized Student Support	Equity/Access/ Achievement
Schoolwide Culture & Climate/ SEL Improvement Strategy:	Continue to utilize social emotional learning, restortive practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.	Equity/Access/ Achievement	Personalized Student Support
Pathway Instructional Improvement Strategy			

Pathway Measure N Design Features			
Identify up to three Measure N design features that support your goals.		**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Pathway Measure N Design Feature #1:	Common planning periods based in pathway teams to plan and implement pathway projects, systems and structures.	Program of Study & Master Scheduling	School Leadership & School Vision
Pathway Measure N Design Feature #2:	Design and implement work-based learning opportunities along the WBL Continuum at each grade level	Work-Based Learning	Personalized Student Support
Pathway Measure N Design Feature #3	Align and connect pathway themes, projects, systems and structures to school wide CRT plan	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions

Pathway Signature Elements (Established Practices)			
Identify up to three established signature elements that support your goals.		**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Pathway Signature Element #1 (Established):	Develop and implement Action Research projects as a from of Public Health theory and practice (epidemiology for example)	Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling
Pathway Signature Element #2 (Established):	Utilize Social Determints of Health, specifically Social Inclusion/Supporitve Community as fundamental to CHEA identity, pathway and curriculum	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Pathway Signature Element #3 (Established):	Use Equity Stance and Scholar Code as living examples of supportive and healthy community to align teacher collaboration and student experience.	Equity/Access/ Achievement	School Leadership & School Vision

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES	***Complete this by:***
Instructions:	***Task: Document strategic actions to support the pathway's major improvement strategies, design features, signature elements, and other planned activities.*** *Target Student Group:* For each action, choose a primary student group that you expect to benefit.

Pathway Measure N Design Feature #1: Common planning periods based in pathway teams to plan and implement pathway projects, systems and structures.

Strategic Action	Associated LCAP Action Area *(required for all funded actions)*	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Create common planning periods for all 10th and 11th pathway teachers	A1.1: Pathway Programs	All Students	General Purpose: Unrestricted BASE			Create Master Schedule including common preparation time for all core content and pathway teachers in SUDA & CHEA to design project based learning opportunities and targeted intervention supports.	301-Community Health Equity Academy (CHEA) -1
Create grade level instructional days for 10th and 11th so that teachers only teach one grade/course a day.	A1.1: Pathway Programs	All Students	General Purpose: Unrestricted BASE			Common planning periods based in pathway teams to plan and implement pathway projects, systems and structures.	301-Community Health Equity Academy (CHEA) -2
Vertically align program 9-11 and develop Senior Capstone.	A1.3: A-G Completion	All Students	General Purpose: Unrestricted BASE			Align and connect pathway themes, projects, systems and structures to school wide CRT plan	301-Community Health Equity Academy (CHEA) -3
							301-Community Health Equity Academy (CHEA) -4

							301-Community Health Equity Academy (CHEA) -5
							301-Community Health Equity Academy (CHEA) -6
							301-Community Health Equity Academy (CHEA) -7
							301-Community Health Equity Academy (CHEA) -8
							301-Community Health Equity Academy (CHEA) -9
							301-Community Health Equity Academy (CHEA) -10
							301-Community Health Equity Academy (CHEA) -11
							301-Community Health Equity Academy (CHEA) -12
							301-Community Health Equity Academy (CHEA) -13
							301-Community Health Equity Academy (CHEA) -14
							301-Community Health Equity Academy (CHEA) -15
							301-Community Health Equity Academy (CHEA) -16

Pathway Measure N Design Feature #2: Design and implement work-based learning opportunities along the WBL Continuum at each grade level							
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Practice Number**
WBL liaison meets with pathway coach and pathway teams to embedd WBL opportunities into program of study	A1.1: Pathway Programs	All Students	Other			Design and implement work-based learning opportunities along the WBL Continuum at each grade level	301-Community Health Equity Academy (CHEA) -17
							301-Community Health Equity Academy (CHEA) -18
							301-Community Health Equity Academy (CHEA) -19
							301-Community Health Equity Academy (CHEA) -20

							301-Community Health Equity Academy (CHEA) -21
							301-Community Health Equity Academy (CHEA) -22
							301-Community Health Equity Academy (CHEA) -23
							301-Community Health Equity Academy (CHEA) -24
							301-Community Health Equity Academy (CHEA) -25
							301-Community Health Equity Academy (CHEA) -26
							301-Community Health Equity Academy (CHEA) -27
							301-Community Health Equity Academy (CHEA) -28
							301-Community Health Equity Academy (CHEA) -29
							301-Community Health Equity Academy (CHEA) -30
							301-Community Health Equity Academy (CHEA) -31
							301-Community Health Equity Academy (CHEA) -32

Pathway Measure N Design Feature #3: Align and connect pathway themes, projects, systems and structures to school wide CRT plan							
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Practice Number**
Provide PBL and WBL project development training aligned to schoolwide CRT efforts	A1.1: Pathway Programs	All Students	Atlantic Philanthropies (Health Pathways Only)			Align and connect pathway themes, projects, systems and structures to school wide CRT plan	301-Community Health Equity Academy (CHEA) -33
							301-Community Health Equity Academy (CHEA) -34
							301-Community Health Equity Academy (CHEA) -35
							301-Community Health Equity Academy (CHEA) -36

							301-Community Health Equity Academy (CHEA) -37
							301-Community Health Equity Academy (CHEA) -38
							301-Community Health Equity Academy (CHEA) -39
							301-Community Health Equity Academy (CHEA) -40
							301-Community Health Equity Academy (CHEA) -41
							301-Community Health Equity Academy (CHEA) -42
							301-Community Health Equity Academy (CHEA) -43
							301-Community Health Equity Academy (CHEA) -44
							301-Community Health Equity Academy (CHEA) -45
							301-Community Health Equity Academy (CHEA) -46
							301-Community Health Equity Academy (CHEA) -47
							301-Community Health Equity Academy (CHEA) -48

Pathway Signature Element #1 (Established): Develop and implement Action Research projects as a from of Public Health theory and practice (epidemiology for example)							
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Practice Number**
Work with teacher leaders and industry/community partners to design and implement community health projects framed and implemented as action research aligned to health equity and social determinants of health	A1.1: Pathway Programs	All Students	Other			Design and implement work-based learning opportunities along the WBL Continuum at each grade level	301-Community Health Equity Academy (CHEA) -49
							301-Community Health Equity Academy (CHEA) -50
							301-Community Health Equity Academy (CHEA) -51
							301-Community Health Equity Academy (CHEA) -52

							301-Community Health Equity Academy (CHEA) -53
							301-Community Health Equity Academy (CHEA) -54
							301-Community Health Equity Academy (CHEA) -55
							301-Community Health Equity Academy (CHEA) -56
							301-Community Health Equity Academy (CHEA) -57
							301-Community Health Equity Academy (CHEA) -58
							301-Community Health Equity Academy (CHEA) -59
							301-Community Health Equity Academy (CHEA) -60
							301-Community Health Equity Academy (CHEA) -61
							301-Community Health Equity Academy (CHEA) -62
							301-Community Health Equity Academy (CHEA) -63
							301-Community Health Equity Academy (CHEA) -64

Pathway Signature Element #2 (Established): Utilize Social Determints of Health, specifically Social Inclusion/Supporitve Community as fundamental to CHEA identity, pathway and							
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Practice Number**
Pathway team develops curriculum and projects based in Social Determinants of Health.	A1.1: Pathway Programs	All Students	Other			Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.	301-Community Health Equity Academy (CHEA) -65
							301-Community Health Equity Academy (CHEA) -66
							301-Community Health Equity Academy (CHEA) -67

							301-Community Health Equity Academy (CHEA) -68
							301-Community Health Equity Academy (CHEA) -69
							301-Community Health Equity Academy (CHEA) -70
							301-Community Health Equity Academy (CHEA) -71
							301-Community Health Equity Academy (CHEA) -72
							301-Community Health Equity Academy (CHEA) -73
							301-Community Health Equity Academy (CHEA) -74
							301-Community Health Equity Academy (CHEA) -75
							301-Community Health Equity Academy (CHEA) -76
							301-Community Health Equity Academy (CHEA) -77
							301-Community Health Equity Academy (CHEA) -78
							301-Community Health Equity Academy (CHEA) -79
							301-Community Health Equity Academy (CHEA) -80

Pathway Signature Element #3 (Established): Use Equity Stance and Scholar Code as living examples of supportive and healthy community to align teacher collaboration and stud

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
Flush out CHEA Stance and Scholar Code and use as focal point for teacher collaboration. Identify projects, systems and structures to make Stance and Code come alive every day.							301-Community Health Equity Academy (CHEA) -84
							301-Community Health Equity Academy (CHEA) -85
							301-Community Health Equity Academy (CHEA) -86

							301-Community Health Equity Academy (CHEA) -87
							301-Community Health Equity Academy (CHEA) -88
							301-Community Health Equity Academy (CHEA) -89
							301-Community Health Equity Academy (CHEA) -90
							301-Community Health Equity Academy (CHEA) -91
							301-Community Health Equity Academy (CHEA) -92
							301-Community Health Equity Academy (CHEA) -93
							301-Community Health Equity Academy (CHEA) -94
							301-Community Health Equity Academy (CHEA) -95
							301-Community Health Equity Academy (CHEA) -96
							301-Community Health Equity Academy (CHEA) -97
							301-Community Health Equity Academy (CHEA) -98
							301-Community Health Equity Academy (CHEA) -99

Strategic Actions for All Other Strategies

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Practice Number
							301-Community Health Equity Academy (CHEA) -100
							301-Community Health Equity Academy (CHEA) -101
							301-Community Health Equity Academy (CHEA) -102

							301-Community Health Equity Academy (CHEA) -103
							301-Community Health Equity Academy (CHEA) -104
							301-Community Health Equity Academy (CHEA) -105
							301-Community Health Equity Academy (CHEA) -106
							301-Community Health Equity Academy (CHEA) -107
							301-Community Health Equity Academy (CHEA) -108
							301-Community Health Equity Academy (CHEA) -109
							301-Community Health Equity Academy (CHEA) -110
							301-Community Health Equity Academy (CHEA) -111
							301-Community Health Equity Academy (CHEA) -112
							301-Community Health Equity Academy (CHEA) -113
							301-Community Health Equity Academy (CHEA) -114
							301-Community Health Equity Academy (CHEA) -115
							301-Community Health Equity Academy (CHEA) -116
							301-Community Health Equity Academy (CHEA) -117
							301-Community Health Equity Academy (CHEA) -118
							301-Community Health Equity Academy (CHEA) -119
							301-Community Health Equity Academy (CHEA) -120

							301-Community Health Equity Academy (CHEA) -121
							301-Community Health Equity Academy (CHEA) -122
							301-Community Health Equity Academy (CHEA) -123
							301-Community Health Equity Academy (CHEA) -124
							301-Community Health Equity Academy (CHEA) -125
							301-Community Health Equity Academy (CHEA) -126
							301-Community Health Equity Academy (CHEA) -127
							301-Community Health Equity Academy (CHEA) -128
							301-Community Health Equity Academy (CHEA) -129
							301-Community Health Equity Academy (CHEA) -130
							301-Community Health Equity Academy (CHEA) -131
							301-Community Health Equity Academy (CHEA) -132
							301-Community Health Equity Academy (CHEA) -133
							301-Community Health Equity Academy (CHEA) -134
							301-Community Health Equity Academy (CHEA) -135

PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION: CHEA			
Instructions:		**KEY:**	
Please complete this self-assessment for your pathway.		*1: Beginning & Designing*	*3: Meeting and Advancing*
Click here for the full	*Measure N rubric.*	*2: Developing & Approaching*	*4: Excelling and Sustaining*

1. PATHWAY LEADERSHIP AND VISION	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Mission and Vision	1	2-		The plan is more clear and established, but still need to fully implment when master schedule is changed next year	In process with team	Design phase
Leadership Configuration	1	2-				
Distributive Leadership	1	1				

2. EQUITY, ACCESS AND ACHIEVEMENT	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Open Access and Equitable Opportunities	1	1		The plan is more clear and established, but still need to fully implment when master schedule is changed next year	Need to build capacity to outreach and message academy to 10th graders	Design phase
Diverse Student Representation	1	1				
Closing the Opportunity Gap	1	1				

3. PROGRAM OF STUDY AND MASTER SCHEDULING	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Pathway Theme	1	1		Following pathway transition plan 2016-17 witnessed a shift in PD time allocated to pathway development. Teacher collaboration time won't be structured in master schedule until next year.	All 9th graders will be in cohorts. Need to build capacity of 9th grade team to include pathway themes into course curriculum	Design phase. Early implementation.
Integrated Core	1	1				
Cohort Scheduling	1	1				

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Rigorous, Relevant and Integrated Learning	1	2-		Collaborative time is not built into the master schedule, but is next year. Time has been created during all staff PDs, after school and Pathway Retreat days	Design team is purposeful on creating engaging curriculum. Need to create curriculum and hire teachers.	Design phase. Early implementation.
Collaborative Learning	1	1				

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Sharing Best Practice	1	1		Collaborative time is not built into the master schedule, but is next year. Time has been created during all staff PDs, after school and Pathway Retreat days.	The developing lead and two teachers have stepped up to begin curriculum planning. Teachers have liimited capacity to be involved in pathway design	Teacher capacity and development, especially in a design phase
Collaboration Time	1	1				
Professional Learning	1	1				

6. WORK-BASED LEARNING	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Types of Student Experiences	1	1		With our Work Based Learning Liaison, WBL experiences have grown exponentially this year. WBL is on both pathway teams.	Strong team of industry and district partners to build outcomes, curriculum and connections for student expereiences.	Design phase. Early implementation.
Pathway Outcomes	1	2-				
Pathway Evaluation	1	1				

7. PERSONALIZED STUDENT SUPPORT	**2014-15 Score**	**2015-16 Score**	**Current Score**	**Current Status Data to Support Scores**	**Analysis of Strengths and Challenges**	**Root Cause(s)**
Support of Student Needs	1	1		With the addition of Care Managers and our Inclusion instrutional model students have additional personalize supports in and out of class	Many of these supports exist, but need to embed into pathway planning	Design phase. Early implementation.
College & Career Plan	1	2				