

2020-2021 MEASURE N BUDGET

School:

CASTLEMONT HIGH SCHOOL

Site #:

301

| <i>Resource</i> | <i>Allocation</i> | <i>Total Expended</i> | <i>Total Remaining</i> |
|------------------|-------------------|-----------------------|------------------------|
| Measure N | \$697,000.00 | \$697,000.00 | \$0.00 |

| BUDGET ACTION NUMBER | BUDGET JUSTIFICATION | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | WHOLE SCHOOL / PATHWAY NAME |
|----------------------|--|--------------|-------------|---------------------------------|-----------------------------|------|-----------------------------|
| 301-1 | CERTIFICATED TEACHER SALARY: Hire 1.00 FTE teacher to teach Healthy and Sustainable Food Access and Culinary Arts Courses aligned to SUDA and CHEA Pathways. This teacher will co-plan and teach push in support to implement project based learning to both pathway programs. This will provide a tangible, relevant and highly needed focus area of healthy and sustainable food to be used as an anchor project for sustainable design and health equity. Teach 2-4 sections of "cross pollinating" food systems and culinary arts class to provide a CTE space that directly connects to sustainable design and healthy equity while serving an equity issue of food access in the community through WBL framed application of health and sustainable food systems design. | \$81,539.00 | 1105 | Certificated Teachers' Salaries | TCHR 1112 | 1.00 | SUDA/CHEA |
| 301-2 | CLASSIFIED PERSONELL: Hire 1.00 FTE Hire a Work Based Learning Liason to continute developing WBL opportunities for students, co-planning with both pathway teams, coordinating with the Int'l program and engaging with seniors through the senior capstone class. This will develop both pathways through connection with industry partners, coordination with leadership, pathway leads and teams, planning WBL/CTE experiences for pathway programs and coordinating with District WBL/CTE efforts such as skilled trades, ECCO summer internships and Dual Enrollment. | \$104,548.00 | 2205 | Classified Support Salaries | Work Based Learning Liasion | 1.00 | Whole School |

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| 301-3 | CLASSIFIED PERSONELL: .5 FTE Hire Linked Learning Pathway Coach to guide design, implementation and evaluation of pathway programs and schoolwide efforts to support (and be supported by) pathway initiatives. Support pathway lead and pathway team capacity development. Provide one-one coaching support to leads and teachers as needed and requested. Plan with school leadership to draft and facilitate team processes around pathway planning, budgeting and reporting. Support budgeting, purchasing and follow through on experiences, supplies and materials for pathway programs. Coordinate with with community and school stakeholders to align programs and projects along pathway pillars. Support all faculty Professional Learning as pertaining to pathway collaborative work and projects and connecting school wide literacy and SEL initiatives to pathway designs. Engage in contactors, industry partners and community partners to develop project based learning and pathway program development. | \$80,896.00 | 2305 | Classified Supervisors' and Administrators' Salaries | College & Career Pathway Coach | 0.50 | Whole School |
| 301-4 | EXTENDED CONTRACTS for pathway leads to engage with leadership for pathway design and implementation, support the development of the pathway teams through facilitation, one-one support and advocacy whole school, develop curriculum for integrated projects, support infrastructure of the pathways, balance whole school vs. pathway needs, support the development of PD as pertaining to pathway pillars, engage with school stakeholders and partners in all things pathway. | \$11,556.00 | 1120 | Certificated Teachers' Salaries: Stipends | | | SUDA/CHEA |
| 301-5 | CONTRACT: Consultant Contract with Oakland Kids First to provide stipends for school year and summer internships and work based learning opportunities. To provide application of pathway themes, content and skills through industry and community partnership. Health certificate. | \$10,000.00 | 5825 | Consultants | | | |
| 301-6 | CHEA Allocation (See CHEA Budget) - \$104,492 | | | Enter object code at left. | | | |
| 301-7 | Int'l Allocation (See Int'l Budget) - \$91,237 | | | Enter object code at left. | | | |
| 301-8 | SUDA Allocation (See SUDA Budget) - \$212,732 | | | | | | |
| 301-9 | TRANSPORTATION COSTS: Transportation for WBL/CTE trips aligned to pathway themes, content and skill. Trips will provide opportunities for students to apply knowledge and skills to real world experiences and in turn enhance classroom engagement. For example, transportation to Highland Hospital WBL tour, Joaquin Miller Community Center for CHEA Wellness and Leadership Day or for CHEA day of service among others. This will support student leadership and engagement in CHEA Way and CHEA Outcomes in an experiential meaningful way. | \$4,350.00 | 5826 | External Work Order Services | | | CHEA |

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| 301-10 | SUPPLIES: Purchase materials and supplies for pathway classes to create PBL experiences, integrated projects in class and final project exhibitions to demonstrate and apply student learning of pathway outcomes through Adverse Childhood Experiences Project, Food Project and Community Health Assessment Project. Exhibitions of projects will also be industry and community engagement opportunities. | \$3,000.00 | 4310 | School Office Supplies | | | CHEA |
| 301-11 | BOOKS OTHER THAN TEXTBOOKS: Purchase class sets of books and curriculum to develop pathway themes of social determinants of health, health equity and health and wellness. | \$1,500.00 | 4200 | Books other than Textbooks | | | CHEA |
| 301-12 | EQUIPMENT: Contribute funds to purchase a sink for the Castlemont Healthy and Sustainable Food Systems Design space to act as a cross pathway initiative that provides a concrete example of health equity via food access while addressing a current equity issue of food deserts in East Oakland and at the school itself. This will create a hands on and anchoring space for a core Social Determinant of Health - Food - and the content and skills from the CHEA classes and integrated projects to be applied in a real and experiential way that directly contributes to school health inside and outside of class. | \$1,150.00 | 4410 | Equipment < \$5,000 | | | CHEA |
| 301-13 | CERTIFICATED TEACHER SALARY: Hire a 1.0 FTE 9th CHEA teacher to teach the CHEA class for GenEd 9th grade. Teacher will collaborate with 9th grade team, design and implement CHEA curriculum aligned to Program of Study and CHEA Outcomes | \$84,492.00 | 1105 | Certificated Teachers' Salaries | TCHR 1112 | 1.00 | CHEA |
| 301-14 | SUPPLIES: Materials and supplies for 9th CHEA class and 9th SLC to integrate around pathway themes and projects such as creating hand washing stations home made sanitizers in response to COVID-19. | \$2,500.00 | 4310 | School Office Supplies | | | CHEA |
| 301-15 | SUPPLIES: Materials and supplies for CHEA 12th senior capstone class and 12th SLC to integrate around pathway themes and projects. | \$2,500.00 | 4310 | School Office Supplies | | | CHEA |
| 301-16 | TRANSPORTATION: Bus rental for 9th grade CHEA pathway WBL and CTE based experiences to support real world application and experiences of pathway themes, content and skills. | \$2,500.00 | 5826 | External Work Order Services | | | CHEA |
| 301-17 | TRANSPORTATION: Bus rental and/or individual bus passes for CHEA 12th grade senior capstone WBL and CTE based experiences to support real world application and experiences of pathway themes, content and skills. | \$2,500.00 | 5826 | External Work Order Services | | | CHEA |

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|--------|--|--------------|------|---------------------------------|-----------|------|-----------|
| 301-18 | TRANSPORTATION: Transportation for WBL/CTE trips aligned to pathway themes, content and skill. Trips will provide opportunities for students to apply knowledge and skills to real world experiences and in turn enhance classroom engagement. For example, transportation to Highland Hospital WBL tour, Joaquin Miller Community Center for CHEA Wellness and Leadership Day or for CHEA day of service among others to align with the CHEA GenEd program. Similarly, to go to Peralta CTE days, Advanced Manufacturing Day and Trades Days to align with the SUDA GenEd program. | \$4,350.00 | 5826 | External Work Order Services | | | SUDA/CHEA |
| 301-19 | SUPPLIES: Purchase materials and supplies for pathway classes to create PBL experiences, integrated projects in class and final project exhibitions to demonstrate and apply student learning of pathway outcomes based in Community Health and Sustainable Urban Design. This will support students early exposure to the pathway programs in 9th and 10th and prepare them to fully integrate in the 11th and 12th years. | \$3,000.00 | 4310 | School Office Supplies | | | SUDA/CHEA |
| 301-20 | BOOKS OTHER THAN TEXTBOOKS: Purchase class sets of books and curriculum to develop pathway themes of social determinants of health, health equity and health and wellness. | \$1,500.00 | 4200 | Books other than Textbooks | | | SUDA/CHEA |
| 301-21 | EQUIPMENT: Contribute funds to purchase a sink for the Castlemont Healthy and Sustainable Food Systems Design space to act as a cross pathway initiative that provides a concrete example of sustainable design via food access while addressing a current equity issue of food deserts in East Oakland and at the school itself. This will create a hands on and anchoring space for a core urban design challenge - Food - and the content and skills from the SUDA classes and integrated projects to be applied in a real and experiential way that directly contributes to school health inside and outside of class. | \$1,150.00 | 4410 | Equipment < \$5,000 | | | SUDA/CHEA |
| 301-22 | CERTIFICATED TEACHER SALARY: Hire a 1.0 FTE 9th CHEA International teacher to teach the CHEA class for International 9th grade. Teacher will collaborate with 9th grade team, design and implement CHEA curriculum aligned to Program of Study and CHEA Outcomes. | \$81,237.00 | 1105 | Certificated Teachers' Salaries | TCHR 1112 | 1.00 | CHEA |
| 301-23 | CERTIFICATED TEACHER SALARY: Hire 1.00 FTE CTE Teacher for Urban Design and Urban Ecology classes 10th and 11th grade to teach CTE curriculum, provide relevant and rigorous project based learning and support the direction of the SUDA program. | \$103,722.00 | 1105 | Certificated Teachers' Salaries | TCHR 1112 | 1.00 | SUDA |
| 301-24 | CERTIFICATED TEACHER SALARY: Hire a 1.0 FTE 9th grade SUDA Sustainable Urban Energy science teacher to teach the SUDA class for GenEd 9th grade. Teacher will collaborate with 9th grade team, design and implement SUDA curriculum aligned to Program of Study and SUDA Outcomes and develop industry partnerships to engage students. | \$109,010.00 | 1105 | Certificated Teachers' Salaries | TCHR 1112 | 1.00 | SUDA |

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|--|--|--------------------------------|---------------------|-------------------|--------------------|--|-------------------|-----------------------|---------------|
| School: | CASTLEMONT HIGH SCHOOL | | | | | | School ID: | 301 | |
| School Description | | | | | | | | | |
| <p>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.</p> | | | | | | | | | |
| School Mission and Vision | | | | | | | | | |
| <p>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.</p> | | | | | | | | | |
| School Demographics | | | | | | | | | |
| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % SPED RSP | % SPED Mild- Moderate | % SPED Severe |
| | 57.3% | 42.6% | 98.9% | | 52.8% | 12.7% | | | |
| Student Population by Race/Ethnicity | African-American | American Indian/Alaskan Native | Asian | Hispanic/Latino | Filipino | Pacific/ Islander | Caucasian | Multiracial | Newcomers |
| | 23.1% | 0.4% | 1.5% | 70.2% | 0.2% | 1.2% | 1.1% | 0.4% | |
| Target Student Population | Which student population will you focus on in order to reduce disparities? | | | | | English Language Learners (Newcomers and LTEL's) | | | |
| SCHOOL PERFORMANCE GOALS AND INDICATORS | | | | | | | | | |
| Whole School Indicator | 18-19 Baseline Data | 19-20 Data | 20-21 Goal | 20-21 Data | 21-22 Goal | 21-22 Data | 22-23 Goal | (3-Year Goal) | |
| Four-Year Cohort Graduation Rate | 56.4% | Not Available | 77% | | | | | | |
| Four-Year Cohort Dropout Rate | 36.8% | Not Available | 25.0% | | | | | | |
| A-G Completion | 34.8% | Not Available | 80.0% | | | | | | |
| On Track to Graduate- 9th Grade | 29.9% | 44% | 70.0% | | | | | | |
| Percentage of students who participated in at least 1 Work-Based Learning activity | 10.8% | 16.0% | 20.0% | | | | | | |
| Percentage of students who have passed dual enrollment courses with a C- or better | 90.0% | 80% | 90.0% | | | | | | |
| Percentage of students in Linked Learning pathways | 92.8% | 84.0% | 90% | | | | | | |
| Target Student Population Indicator | 18-19 Baseline Data | 19-20 Data | 20-21 Goal | 20-21 Data | 21-22 Goal | 21-22 Data | 22-23 Goal | (3-Year Goal) | |

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| Four-Year Cohort Graduation Rate | 40% | Not Available | 77% | | | | |
| Four-Year Cohort Dropout Rate | 52.0% | Not Available | 25.0% | | | | |
| A-G Completion | 14.0% | Not Available | 80.0% | | | | |
| On Track to Graduate - 9th Grade | 67.1% | Not Available | 70.0% | | | | |
| Percentage of students who participated in at least 1 Work-Based Learning activity | Not Available | 16.0% | 20.0% | | | | |
| Percentage of students who have passed dual enrollment courses with a C- or better | | 25% | 80.0% | | | | |
| Percentage of ELL students in pathways | 93% (9-12) | 51% (10-12 only) | 80% | | | | |

ROOT CAUSE ANALYSIS

| <i>Indicator</i> | <i>Strengths</i> | <i>Highest Leverage Challenge</i> <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i> | <i>Root Cause Analysis</i> <i>What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i> |
|----------------------------------|---|---|---|
| Four-Year Cohort Graduation Rate | Solidified SLCs for grade level, pathways and programs SLC teams meet in collaborative groups weekly and during PD to address students academic and social needs. Teachers conduct Student Needs Protocols 6x/year to identify students who are off-track academically, behaviorally, or attendance-wise to determine the most appropriate support. | Only 44% of students graduate after 4 years, 40% for ELL's. In addition to students who choose to leave school for work upon turning 18, on campus truancy and student disengagement with coursework and teachers lead to high fail rates of core courses, thereby impacting students' graduation eligibility. | 1) Many students are drawn to the workforce the closer they get to turning 18 years old. 2) Providing engaging content in all classes; as such, we still have many students not reporting to class. Students not engaged in school work, don't see the purpose or long term success of school as opposed to work to make money. 3) Lack of deeper coordination around early academic interventions starting in 9th grade. |
| Four-Year Cohort Dropout Rate | Students often report they have at least one caring adult they can go to on campus. Pathways, along with the SpEd Inclusion Program and International Program, are creating a culture of inclusivity Success of Healthy and Sustainable Food Systems Design course in offering 4 pathway aligned sections, pushing into to support pathway PBL and integrated projects and creating food pop-ups to match pathway themes on campus. | 2018-19 data indicate a 36.8% four-year overall drop out rate, 52% for ELL's. Many students, particularly international students (38% of all CHS students) who arrive at school close to age 18, choose work over school once they turn 18. The challenge is to change the mindset of students who don't see post secondary education as a viable option, or the value of completing high school as the long-range approach to career success and financial stability, particularly when their day to day school experience does not seem meaningful or relevant. | 1) Many students are drawn to the workforce the closer they get to turning 18 years old. 2) Providing engaging content in classes; as such, we still have many students not reporting to class. Students not engaged in school work, don't see the purpose or long term success of school as opposed to work to make money. 3) Lack of deeper coordination around early academic interventions starting in 9th grade. Disconnect between kids, teachers and classrooms. Need to develop innovative, relevant and flexible courses that can combine CTE, core academics and community based need into and/or in service of both pathways/SLCs on campus, for example using food as an engaging and anchoring course, pathway development tool and community service through education. |

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| A-G Completion | 8 period day allows for credit recovery, interventions and acceleration courses | Schoolwide in 2018-19, 33.9% of students completed A-G requirements in 4 years, 14% for ELL's. The most significant factor contributing to the low A-G completion rate is student attendance (31% moderately or chronically absent), particularly on campus truancy. Teachers struggle to engage all students through effective differentiation, scaffolding, and language supports, which leads to students' academic struggles and to avoidance of class. | Professional development for teachers has not been focused on building teachers' capacity to differentiate effectively, employ strategies to support English learners, and make content accessible to all students while maintaining rigor. Teachers also need consistent and meaningful observation and feedback from administrators and instructional coaches, focused on building these competencies. |
| On Track to Graduate - 9th Grade | Strong 9th grade team meeting weekly to focus on student needs protocol, family/guardian engagement and developing meaningful curriculum Pathway courses all year long | In 2019-20, 44% of 9th graders were on track to graduate, 61% for ELL's. Fail rates (21% ELA, 45% Social Science, 41% Algebra I, 22% science) for all groups average 33% across all core subjects. New and inexperienced teachers are challenged to meet the needs of the diverse learners, and students with low skills are challenged by the curriculum. | There is currently no coordinated system of intensive academic intervention and monitoring for 9th grade students, particularly those who arrive with large skill gaps in literacy and math. Our current once per marking period Student Needs Protocol effectively identifies students needing support, but lacks a specific strategy for progress monitoring and follow up. |
| Percentage of students who participated in at least 1 Work-Based Learning activity | WBLL collaborates with pathway teams regularly WBLL coordinates Dual Enrollment Courses - Increased fall/spring internship engagement - 30% increase in summer ECCCO enrollment (summer 2018: 45 students, summer 2019: 64 students) - Diverse student participation in career awareness, exploration, preparation and training activities | According to the dashboard, 16% of students participated in a WBL activity. While this number does not accurately reflect our students' participation rate (due to lack of AERIES updating), we acknowledge that despite the wide array of WBL opportunities available on our campus, many students are not accessing them, due primarily to their lack of information about the opportunities, and to the level of support we provide to help students access information and navigate the systems necessary to participate in these experiences. | In addition to the lack of an effective information sharing protocol that highlights WBL opportunities available to all students, there is currently no cohesive 9-12 WBL continuum of experiences for students, characterized by clear benchmarks that identify the types and minimum number of WBL experiences each student should have each year, and that focuses on the development of specific, measurable WBL skills. |

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| Percentage of students who have passed dual enrollment courses with a C- or better | Dual enrollment instructors were quality and some supported to work with Castlemont schedule and calendar 80% students passed with C or better (average of all three classes on campus). 25% of Students in DE courses were ELLs | The biggest challenge is students' preparation to take on college level work and to meet the academic expectations of the instructor, combined with instructors who may not have the experience or skills to work with high school students. Additionally, due to instructor schedules, DE deviate from our regular class schedule, and the alternate routine is a challenge for some students who may already struggle with organization. | Deficiencies in students' core literacy skills, i. e. accessing complex text, writing with evidence, and engaging in academic discussion make the rigors of DE courses insurmountable for some students, despite their interest in the content. There is also no coordinated system of support specifically for students enrolled in DE courses. (CHS created a position to fulfill this support need but was unable to fill it prior to the school closure.) |
| Percentage of students in Linked Learning pathways | Majority of School is in a pathway. All students have an opportunity to experience a pathway course 84% of student enrolled directly into a pathway. Inclusion model provides more opportunities for SpEd students (71%) to be directly involved with core pathway program of study. | Because of the constraints of some SPED programs and the course needs of our large percentage of international students (38%), not all students schedules will accommodate pathway enrollment. (Due to deficiencies in AERIES tagging, the data may not accurately reflect pathway enrollment in 2019-20.) | Though pathways are the core of our academic program, we have not prioritized ensuring that all students, despite academic program, have some access to linked learning opportunities. |

2020-2021: YEAR ONE ANALYSIS

Strategic Actions

| Strategic Actions <i>What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?</i> | What evidence will you look for to know you are successful? |
|---|---|
| Student Engagement through College, Career and Community Readiness to address drop out, grade and A-G pass rates: Develop and align college and career readiness programs through Work Based Learning, College Readiness and Dual Enrollment through the College, Career and Community (C3R) collaborative through the C3R Knight Success plan, focusing on coordination of WBL experiences at every grade level with clear expectations and accurate data tracking and to increase number of opportunities. | Increased numbers of students engaged in internships, WBL/CTE and college experiences and trips, especially within industry sectors. Increased numbers of students in Dual Enrollment programs, especially aligned to pathways. Better alignment and communication between all of the stakeholders. |

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| <p>Student Engagement to create the necessary conditions to implement relevant and rigorous curriculum to address drop out, grad and A-G completion rates. Develop pathway teams capacity through developing common norms, agreements and practices as identified in PLC research and best practice (Adaptive Schools, Art of Coaching Teams by Aguilar among others) as collaborative groups working together to collectively assess students needs, create and implement aligned and integrated instruction and pathway experiences based in pathway themes and outcomes. Lead pathway teams through a series of planning retreats where they will develop the capacity to establish and lead with common norms, agreements, and practices as identified in PLC research and best practice. Retreats will support the improvement of their work as collaborative groups working together to collectively assess student needs, and create/implement aligned and integrated instruction and pathway experiences based on pathway themes and outcomes.</p> | <p>2-4 integrated projects a year per pathway (1-2 per grade level) Common SEL and Literacy instructional strategies: complex text, academic discussions and writing with evidence. Common systems for classroom management and culture based in pathway themes such as SUDA SOUL and the CHEA Way Increased number of incentives for early academic interventions, paid WBL opportunities at all levels to get students involved on and off campus and attaching this to academic performance and credit recovery. Collaborative decision making structures, common criteria of effective teams (ex. productive vs. unproductive conflict) and consistent meeting structures and roles.</p> |
| <p>Comprehensive Student Supports to support focus groups and address drop out, grad and A-G completion rates: Provide comprehensive student supports through inclusion program both for students with IEPs and co-teaching model and through inclusion of Int'l students into mainstream courses at 11 and 12th grade. Develop pathway experiences for Int'l students in 9 and 10th with strategic partnerships with mainstream pathway teachers and projects.</p> | <p>Int'l Inclusion: 2-3 pathway wide connections between 9/10 Int'l program and mainstream program. SpEd Inclusion: increased on-track rates and graduation rates of students with IEPs. Increased alignment and all staff ownership of pathways as collaborative spaces via SLCs on campus responsible for holding and developing the work and success in service of Int'l students and students with IEPs. Evidenced by implementation of strategies connected to 4 pillars of Linked Learning with a focus on differentiated instruction, modifications and accommodations. Align SDC WBL experiences with pathways and include students in pathway trips and events.</p> |
| <p>Professional Development to support ELL instruction on campus: Create supports for SEI in GenEd classes through teacher training and clear expectations of who we are as a school.</p> | <p>All teachers see themselves as teachers of Int'l students with the skillsets to teach them well as evidenced through participation in SEI and EL training and observed implementation in practice, as well as positive responses in experience, confidence and outcomes teaching EL students and strategies.</p> |
| <p>Student Engagement through innovative classes that serve pathway outcomes, projects and community need in order to address the drop out and grad rate: Continue to develop successes of the Healthy and Sustainable Food Systems Design as a schoolwide pathway innovation program that provides a tangible and concrete application of SUDA and CHEA themes and skills, namely sustainable design and health equity.</p> | <p>Further development of food systems design and programs into pathway projects by class and into integrated projects. Increase number of students in culinary arts class with a specific pathway connection (health or design) intentionally aligned to pathways, for example, having one class that is during CHEA prep and all CHEA students and similarly for SUDA Increased alignment of food systems development and pathway initiatives to best serve the Castlemont and Oakland community via authentic community based projects relating to food access.</p> |
| <p>Continue to build underlying conditions of school infrastructure to best support student needs and pathway outcomes:</p> | <p>Continue to develop a master schedule that recognizes pathways as the foundation to ensure all students have access. Build an Int'l program with pathway program of study and inclusion into mainstream pathway program at 11 and 12. Supportive collaborative structures for teachers to retain and develop. Coaching support, especially new teachers. Increased engagement through quality PBL training for teachers and engaging and relevant instruction based in skills growth that is transparent and clearly communicated to students, especially in literacy to complete A-G courses.</p> |

| Budget Expenditures | | | | | | |
|---|--------------|-------------|--|--------------------------------|------|------------------------------|
| 2020-2021 Budget: Enabling Conditions Whole School | | | | | | |
| Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses? | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) |
| CERTIFICATED TEACHER SALARY: Hire 1.00 FTE teacher to teach Healthy and Sustainable Food Access and Culinary Arts Courses aligned to SUDA and CHEA Pathways. This teacher will co-plan and teach push in support to implement project based learning to both pathway programs. This will provide a tangible, relevant and highly needed focus area of healthy and sustainable food to be used as an anchor project for sustainable design and health equity. Teach 2-4 sections of "cross pollinating" food systems and culinary arts class to provide a CTE space that directly connects to sustainable design and healthy equity while serving an equity issue of food access in the community through WBL framed application of health and sustainable food systems design. | \$81,539.00 | 1105 | Certificated Teachers' Salaries | TCHR 1112 | 1.00 | SUDA/CHEA |
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| CLASSIFIED PERSONELL: .5 FTE Hire Linked Learning Pathway Coach to guide design, implementation and evaluation of pathway programs and schoolwide efforts to support (and be supported by) pathway initiatives. Support pathway lead and pathway team capacity development. Provide one-one coaching support to leads and teachers as needed and requested. Plan with school leadership to draft and facilitate team processes around pathay planning, budgeting and reporting. Support budgeting, purchasing and follow through on experiences, supplies and materials for pathway programs. Coordinate with with community and school stakeholders to align programs and projects along pathway pillars. Support all faculty Professional Learning as pertaining to pathway collaborative work and projects and connecting school wide literacy and SEL iniatives to pathway designs. Engage in contactors, industry partners and community partners to develop project based learning and pathway program development. | \$80,896.00 | 2305 | Classified Supervisors' and Administrators' Salaries | College & Career Pathway Coach | 0.50 | Whole School |

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| EXTENDED CONTRACTS for pathway leads to engage with leadership for pathway design and implementation, support the development of the pathway teams through facilitation, one-one support and advocacy whole school, develop curriculum for integrated projects, support infrastructure of the pathways, balance whole school vs. pathway needs, support the development of PD as pertaining to pathway pillars, engage with school stakeholders and partners in all things pathway. | \$11,556.00 | 1120 | Certificated Teachers' Salaries: Stipends | | | SUDA/CHEA |
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| Int'l Allocation (See Int'l Budget) - \$91,237 | | | Enter object code at left. | | | |
| SUDA Allocation (See SUDA Budget) - \$212,732 | | | | | | |

| SUSTAINABLE URBAN DESIGN ACADEMY | | | |
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| Mission and Vision | VISION: It is a fundamental belief that the planet is in dire need of sustainable environmental action and that justice means equity for all communities. Students will work towards sustaining and improving their community by building skills that will help them become leaders for a just and sustainable future. | | |
| | Mission: Empower students through a highly rigorous, engaging and supportive learning environment to graduate prepared for college, career and life as designers and leaders of movements towards a sustainable and just world. | | |
| PATHWAY QUALITY ASSESSMENT | | | |
| Using the Measure N Self Assessment Rubric, assess the following: | Evidence of Strengths | Areas For Growth | Next Steps |
| Rigorous Academics (pages 3, 4, 5 of rubric) | Graduation rate 70% is higher than schoolwide rate of 56%. A school related integrated project: the school lunch new green deal and more action oriented and manageable with culinary collaboration. Multiple design projects connected to outdoor classroom spaces and othe spaces on campus outside of the classroom. 10th grade integrated project field trip launch to visit sustainable food industries 10th grade integrated project event to showcase food and culture project Increase of SUDA themes into content classes SUDA Swag distribution - building sense of identity. Dual Enrolment CTE course: Urban Agriculture and Intro to the Skilled Trades | On Track to Graduate data shows only ~10% increase each year from grade 10-12 resulting in schoolwide 56% of Students graduating after 4 years. Only 20% of students are completing A-G requirements and 23% still dropping out. Final Project Exhibitions can be more intentional, rigorous and engage students and community more. Honor roll and student celebrations can be more consistent, engaging and celebratory for all students, including those showing growth. Increase clarity and purpose of the integrated projects by improving backwards planning, integration of the various courses and messaging to students. More engaging WBL/CTE experiences outside of class to engage students in learning, projects and launch the integrated projects. Better utilization of outdoor classroom spaces on campus: farm, garden, fablab and healthy food design space to apply and connect what is being learned in the classrooms, exemplify sustainability and improve campus. | Redesign the format of the final project and presentations to make them more effective at reaching an audience. The honor roll assembly should be more official/formal. Do the honor roll assembly immediately after report cards come out and each marking period Be more efficient and clear with our 10th grade integrated project process through overall project description and calendar of specific activites in each class. Increase the number of field trips connected to classes and pathway outcomes. Create more opportunities for students to engage with outdoor spaces through lessons, projects and connections with industry partners in and outside of the classroom. Continue to utilize student success protocol and tracker to identity student social and academic needs in order to provide supports that will result in more engagment and passing classes. |
| CTE (pages 3,4,5 of rubric) | Students learning technical skills such a computer programs: 3D modeling via sketchup, canvas and other software. | Increase connetion with Peralta resources Integrate CTE curriculum into other core classes. More connection/application of content from CTE courses; identified food inequity as a topic that could help bridge SUDA and CHEA and would lead to higher student engagement. | Embed Distrtrce Trades/ Peralta CTE tours into SUDA experience. Increase planning around CTE themes in weekly meetings. Tap into district resources to build capacity such as resources, funding and connections. |
| WBL (page 6 of rubric) | Students presentations to industry/ community, industry and community stakeholders directly invovled in project creation and implementation. Exhibitions as community forums to hear student voice and design proposals. | Increase WBL experiences in all classes. | Increase planning around WBL themes in weekly meetings. Tap into district resources to build capacity, especially networks and curricula. |

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| Comprehensive Student Supports (page 7 of rubric) | Worked to support students through weekly meetings, student success protocol and alignment with all school PD Highlighting SUDA SOUL in MP 1 community building lessons to launch the year Launch of SUDA SOUL instagram | Communication and follow through on student needs protocol, communication with COST and other support services on campus. Using tools students already use to do this, such as social media. | Utilize SUDA instagram as a communication and branding tool to engage students. Invite COST coordinator and Community Schools Manager to collaborative weekly meetings. Continue to utilize student success protocol and tracker to identify student social and academic needs in order to provide supports that will result in more engagement and passing classes. |
| Pathway Student Outcomes (page 2 of rubric) | Sweatshirts+stickers that build SUDA community and identity Integrated projects designed around pathway outcomes. | Student ownership of outcomes and SUDA identity. Address low A-G pass rate 20% through engaging core classes in relevant PBL through collaborative work and teacher training. | Beginning of year out door kick-off honor roll assembly to build identity. Intentional planning and transparency around outcomes in classes and through integrated projects. |

2020-2021: YEAR ONE ANALYSIS

Pathway Strategic Goals (SUDA Outcomes)

| Pathway Quality Strategic 3 Year Goal | What evidence will you look for to know you are successful? |
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| Continue to develop Program of Study with clear transitions between the 9th grade program, 10/11th program and the senior capstone. | Seamless vertical trajectory in student experience with clear projects and outcomes at each grade level. SUDA Outcomes evident at every grade level with increasing expectations around rigor and performance. |
| SUDA Team Professional Development (design thinking etc.) to collaborate deeply and collectively build knowledge, skills and pedagogy to achieve the SUDA Outcomes and engage students in relevant and rigorous projects. | Common frameworks and practices. Collaborative habits, attitudes and agreements. Effective and meaningful instruction and integrated projects. |
| Develop industry and community partnerships on and off campus to create more relevant and rigorous courses and integrated projects. | Deeper partnership with SUDA aligned Dual Enrollment classes. Increased numbers of partnerships in classes and supporting with WBL/CTE trips, projects and experiences. |
| Develop student leadership to support direction of the pathway and overall student buy and engagement in pathway themes, outcomes and experiences. | Youth Advisory Council Youth attendance at SUDA team meetings. Youth created outcomes, projects and experiences. |

Pathway Strategic Actions

| Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i> | What evidence will you look for to know you are successful? |
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| Continue to develop relevant and rigorous integrated projects at each grade level through the Program of Study and align content and skills through courses/projects to meet pathway outcomes. Develop WBL/CTE experiences and curriculum into all courses in aligned vertically building on skills and content each year to proceed along the WBL continuum. | Planning retreat or series of collaborative meetings to step back and plan longterm and then align courses, outcomes and experiences. 2-4 fully integrated, relevant and rigorous projects a year (10/11th) 3-4 Pathway experiences per grade level: WBL trips, project launches, Peralta/CTE trips among others. Developed unit plans, lesson plans and classroom management strategies that are aligned to pathway expectations. Connections between the 11th grade and 12th grade experience through students, topics and projects. Clear "hand off" of students, experiences and topics (content/skills) from 9th to 10th. |
| Engage team in a retreat or series of collaborative meetings to train on Liberatory Design and Agency by Design theory and practice in order to build pathway teacher and team capacity to collaborate deeply around pathway identity, instruction and comprehensive supports. | The same team members for 3 years. Common frameworks and practices. Collaborative goals and agreements. |
| Identify 3-5 additional industry partners to engage in projects and curriculum implementation. | Increased number of partnerships with community and industry in a variety of capacities: classroom presenter, internship host on or offsite, student leadership development through Youth Advisory Council as WBL among others. Increased number of experiences for students via partnerships. |

Castlemont 2020-2021 Measure N Education Improvement Plan

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| Create more student leadership through a SUDA Youth Advisory Council ideally facilitated by an industry or community partner | Consistent YAC meetings led by industry partner Student defined projects and experiences. | | | | | |
| Student Engagment through innovative classes that serve pathway outcomes, projects and community need in order to address the drop out and grad rate: Continue to develop successes of the Healthy and Sustainable Food Systems Design as a schoolwide pathway innovation program that provides a tangible and concrete application of SUDA and CHEA themes and skills, namely sustainable design and health equity. | Further development of food systems design and programs into pathway projects by class and into integrated projects. Increase number of students in culinary arts class with a specific pathway connection (health or design) intentionally aligned to pa Increased alignment of food systems development and pathway iniatives to best serve the Castlemont and Oakland community vi | | | | | |
| Pathway Budget Expenditures | | | | | | |
| 2020-2021 Pathway Budget | | | | | | |
| Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses? | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME |
| CERTIFICATED TEACHER SALARY: Hire 1.00 FTE CTE Teacher for Urban Design and Urban Ecology classes 10th and 11th grade to teach CTE curriculum, provide relevant and rigorous project based learning and support the direction of the SUDA program. | \$103,722.00 | 1105 | Certificated Teachers' Salaries | TCHR 1112 | 1.00 | SUDA |
| CERTIFICATED TEACHER SALARY: Hire a 1.0 FTE 9th grade SUDA Sustainable Urban Energy science teacher to teach the SUDA class for GenEd 9th grade. Teacher will collborate with 9th grade team, design and implement SUDA curriculum aligned to Program of Study and SUDA Outcomes and develope industry partnerships to engage students. | \$109,010.00 | 1105 | Certificated Teachers' Salaries | TCHR 1112 | 1.00 | SUDA |

COMMUNITY HEALTH EQUITY ACADEMY

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| Mission and Vision | <p>According to research the single most effective intervention to improve a child's social and academic outcomes is a caring adult. CHEA team members will work to ensure educators have the resources and support they need to be fully present and sustain caring relationships with students.</p> <p>CHEA believes a relevant and rigorous education that emphasizes relationships is an important determinant of health because it both shapes and reflects many factors that will impact our students life chances. Like CHEA, many public health advocates believe investing in education is the single most effective intervention we can make to improve health outcomes and tackle inequities.</p> |
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PATHWAY QUALITY ASSESSMENT

| Using the Measure N Self Assessment Rubric, assess the following: | Evidence of Strengths | Areas For Growth | Next Steps |
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| Rigorous Academics (pages 3, 4, 5 of rubric) | <p>Graduation rate 76% is higher than schoolwide rate of 56%.</p> <p>Multiple integrated projects at each grade level</p> <p>Rigorous classwork- complex text, evidence based writing, DBQs</p> <p>Math is integrated into pathway</p> <p>Great opportunities and connections with the community organizations</p> <p>Authentic community based projects founded in community health equity and students' lives</p> | <p>On Track to Graduate data shows only ~10% increase each year from grade 10-12 resulting in schoolwide 56% of Students graduating after 4 years.</p> <p>Only 20% of students are completing A-G requirements and 21% still dropping out.</p> <p>More depth and critical thinking in projects to engage students in real life issues and problem solving to make curriculum relevant and based in skills growth.</p> | <p>Focus on assessment of skills development through projects to solidify skills growth not completion and embedding more CTE/WBL and 21st Century skills.</p> <p>Increase student participation in projects by better communication to clarify and communicate skills and expectations for growth in order to build culture of academic rigor.</p> <p>Continue to utilize student success protocol and tracker to identify student social and academic needs in order to provide supports that will result in more engagement and passing classes.</p> |
| CTE (pages 3,4,5 of rubric) | <p>CTE curriculum across multiple subjects/involved in different classrooms</p> <p>Deeper integration of body systems/health into Bio</p> <p>Maintains focus on public health, community health, and health equity</p> | <p>Increase community partner presentations in order to build out CTE/WBL experiences and opportunities ie. exposure, mentorship, internships and pathways to certification, such as (i.e. first aid, medical first aid, youth mental health first aid)</p> <p>Need for teacher training and more opportunities for workshops across subject areas so the pathway is across the curriculum</p> <p>More connection/application of content from CTE courses; identified food inequity as a topic that could help bridge SUDA and CHEA and would lead to higher student engagement.</p> | <p>Develop and include industry partner presentations in all classrooms that collectively build towards certifications.</p> <p>Develop teacher capacity to support industry certifications through workshops/PD's for the teachers around CTE and WBL partnerships, industry outcomes and curriculum.</p> |

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| <p>WBL (page 6 of rubric)</p> | <p>Summer ECCCO program has been strong Industry-aligned internship opportunities are available CHO/ PHI partnerships ON campus opportunities Consistent Partnerships increased exposure in classes and with teachers Youth Advisory Council Coordinating classes with CHO clinic Increased participation steady climb of student participants More CHEA related dual enrollment courses</p> | <p>Equitable Program Access to partners and internships - not all students know what is available and when, follow through is inconsistent and could be more systemic. Need to connect Seniors in Pathway experiences and integrating Senior Projects into core CHEA curriculum, there is a gap in the transition from one grade level to the next. Need more WBL opportunities and internships, especially for Int'l students. Transportation support for HEAL/Highland and other CHEA internships</p> | <p>Create a system for more clear communication of opportunities and supports for students to equitably access internship opportunities, through systems for information sharing of opportunities and making sure all students have access to the opportunities. Continue to develop partnerships in order to create more industry mentorships and internships. Develop those internships ELLs in mind to build equitable and successful experiences.</p> |
| <p>Comprehensive Student Supports (page 7 of rubric)</p> | <p>COST Inclusion Program More SSTs run this year Dividing up students amongst teachers Lett/Taylor Field Trips- snow trip, etc</p> | <p>Follow through with our SST's to make sure students are supported. Connecting to 9th grade Public Health class to support with transition into pathways Intentional academic support/scaffolds for language learners Create more engaging curriculum through relevant and experiential learning and engagement with community resources.</p> | <p>Identify point people and develop clear systems of communication and coordination to tighten up comprehensive student supports for each student. Continue to build engaging experiences with all stakeholders to support all learners and access assets on campus, such as a financial literacy and life skills focus. Continue to utilize student success protocol and tracker to identify student social and academic needs in order to provide supports that will result in more engagement and passing classes.</p> |
| <p>Pathway Student Outcomes (page 2 of rubric)</p> | <p>CHEA Day of service Students have had some opportunities to conduct research Strong pathway identity amongst teachers and students Many 2020 Srs chose CHEA related topics for their senior seminar project</p> | <p>Clearly communicate CHEA outcomes and systems to develop student understanding and ownership. Develop core CHEA pedagogies, such as the CHEA Way and Participatory Research to learn while doing, especially in the field. Address low A-G pass rate 20% through engaging core classes in relevant PBL through collaborative work and teacher training.</p> | <p>Strengthen the Youth Participatory Research and Community Based Action Research through industry partner trainings for teachers and collaborative planning. Create more opportunities that reinforce Student Learning and CHEA Outcomes, CHEA Way and Social Determinants of Health, such as ACEs, Food Health and Relationships. Create more outings directed toward mental/physical health as Social Determinants of Health as part of Health and Wellness curriculum and experiences.</p> |
| <p>2020-2021: YEAR ONE ANALYSIS</p> | | | |
| <p>Pathway Strategic Goals</p> | | | |
| <p>Pathway Quality Strategic 3 Year Goal</p> | | <p>What evidence will you look for to know you are successful?</p> | |
| <p>Consistently rigorous and authentic integrated projects and pathway experiences each year and over 4 year program of study.</p> | | <p>2-4 Fully integrated, relevant and rigorous projects a year. 2-4 Pathway experiences such as the CHEA Day of Service, Food as Health project, CHEA Health and Wellness Leadership Retreats and Exhibitions every year. Clear, transparent and implemented. Program of Study</p> | |

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| Retain and develop pathway team to collaborate around established norms, habits of work and collective attitudes to implement integrated projects and pathway plans. | The same team members for 3 years. Developed unit plans, lesson plans and classroom management strategies that are aligned to CHEA and pathway team expectations. Collaborative decision making structures and language and criteria around effective teams (ex. productive vs. unproductive conflict). |
| Develop community and industry partnership to provide increased exposure and experience to CHEA themes in and outside of the classroom. | Increased number of partnerships with community and industry in a variety of capacities: classroom presenter, internship host on or offsite, student leadership development through Youth Advisory Council as WBL among others. Increased number of experiences for students via partnerships. |
| Develop student leadership and ownership over CHEA outcomes and pathway as demonstrated through habits of mind (critical thinking), heart (passion) and feet (action) | Students have choice in topics and direction based on inquiry and action research. Integrated projects include student voice and exemplify the CHEA Way, Social Determinants of Health and CHEA Outcomes. Continue to develop Youth Advisory Council as student led body to guide curriculum, events and the CHEA Pathway. |
| Design and track the impact of CHEA work on Castle community and larger community through CHEA curriculum, research, projects, service days and internships. | Collect data on community needs and ways that CHEA has addressed them. Continue to base all curricula and projects in authentic and relevant community health concerns. Use exhibitions and student projects as opportunities to further include community engagement and to evaluate CHEA impacts. |
| Pathway Strategic Actions | |
| Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i> | What evidence will you look for to know you are successful? |
| Develop program of study 9-12 with specific outcomes and connections from 9-10 and from 11th grade into the 12th grade senior seminar. For example, student findings and recommendations from the 11th grade integrated projects can be continued and applied more deeply through the senior project in grade 12. | Aligned program of study. Clear connections through student projects between 11th and 12th grade programs. Clear connections and transition from 9th to 10/11 pathway program. |
| Identify in house and external resources to further develop team capacity as a PLC and to integrate PBL curriculum to further develop ACEs project, Community Health Assessment and Food as Health Equity Project. | Request support from Linked Learning Office and PBL summer institute to develop integrated projects as needed. Align with school initiative around collaboration, literacy and Project Based Learning. Designate external resources that may support with training and professional development. If resources remain, pay teachers on extended contracts to further develop tools for team collaboration |
| Strengthen industry partnerships to provide specific WBL and CTE content and skills for the CHEA team to include in curriculum design both individually and integrated and to engage directly with students through presentations, trips and mentor/internship experiences. This will make health, health equity and the Social Determinants of Health real, tangible and applied in a industry and community context connected to students lives. | 3-5 solid partnerships as evidenced by regular meetings, presence within classes, engaged in projects and leading activities. 8-10 industry and community presentations in classes 5-10 health industry internship placement sites during the school year for 10-11th. 1-2 health internships onsite via pathway curriculum. 80% of CHEA seniors are in health related senior capstone internship |
| Continue to develop Youth Advisory Council and opportunities within class curriculum for all CHEA students to understand and own CHEA Way and CHEA Outcomes | Students have choice in topics and direction based on inquiry and action research. Integrated projects include student voice and exemplify the CHEA Way, Social Determinants of Health and CHEA Outcomes. Continue to develop Youth Advisory Council as student led body to guide curriculum, events and the CHEA Pathway. |
| Provide community service opportunities 2 times per semester each grade level for students through CHEA days of service and leadership activities such as wellness days and youth advisory council to apply skills and content learned through pathway curriculum in order to reach pathway outcomes of advocacy, action and leadership. | 4 community service and leadership events Active Youth Advisory Council meetings and activities Utilize exhibitions as community service and engagement opportunities |

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| Student Engagement through innovative classes that serve pathway outcomes, projects and community need in order to address the drop out and grad rate: Continue to develop successes of the Healthy and Sustainable Food Systems Design as a schoolwide pathway innovation program that provides a tangible and concrete application of SUDA and CHEA themes and skills, namely sustainable design and health equity. | Further development of food systems design and programs into pathway projects by class and into integrated projects. Increase number of students in culinary arts class with a specific pathway connection (health or design) intentionally aligned Increased alignment of food systems development and pathway initiatives to best serve the Castlemont and Oakland communities | | | | | |
| Pathway Budget Expenditures | | | | | | |
| 2020-2021 Pathway Budget | | | | | | |
| Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses? | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME |
| TRANSPORTATION COSTS: Transportation for WBL/CTE trips aligned to pathway themes, content and skill. Trips will provide opportunities for students to apply knowledge and skills to real world experiences and in turn enhance classroom engagement. For example, transportation to Highland Hospital WBL tour, Joaquin Miller Community Center for CHEA Wellness and Leadership Day or for CHEA day of service among others. This will support student leadership and engagement in CHEA Way and CHEA Outcomes in an experiential meaningful way. | \$4,350.00 | 5826 | External Work Order Services | | | CHEA |
| SUPPLIES: Purchase materials and supplies for pathway classes to create PBL experiences, integrated projects in class and final project exhibitions to demonstrate and apply student learning of pathway outcomes through Adverse Childhood Experiences Project, Food Project and Community Health Assessment Project. Exhibitions of projects will also be industry and community engagement opportunities. | \$3,000.00 | 4310 | School Office Supplies | | | CHEA |
| BOOKS OTHER THAN TEXTBOOKS: Purchase class sets of books and curriculum to develop pathway themes of social determinants of health, health equity and health and wellness. | \$1,500.00 | 4200 | Books other than Textbooks | | | CHEA |
| EQUIPMENT: Contribute funds to purchase a sink for the Castlemont Healthy and Sustainable Food Systems Design space to act as a cross pathway initiative that provides a concrete example of health equity via food access while addressing a currently equity issue of food deserts in East Oakland and at the school itself. This will create a hands on and anchoring space for a core Social Determinant of Health - Food - and the content and skills from the CHEA classes and integrated projects to be applied in a real and experiential way that directly contributes to school health inside and outside of class. | \$1,150.00 | 4410 | Equipment < \$5,000 | | | CHEA |
| CERTIFICATED TEACHER SALARY: Hire a 1.0 FTE 9th CHEA teacher to teach the CHEA class for GenEd 9th grade. Teacher will collaborate with 9th grade team, design and implement CHEA curriculum aligned to Program of Study and CHEA Outcomes | \$84,492.00 | 1105 | Certificated Teachers' Salaries | TCHR 1112 | 1.00 | CHEA |
| SUPPLIES: Materials and supplies for 9th CHEA class and 9th SLC to integrate around pathway themes and projects such as creating hand washing stations home made sanitizers in response to COVID-19. | \$2,500.00 | 4310 | School Office Supplies | | | CHEA |
| SUPPLIES: Materials and supplies for CHEA 12th senior capstone class and 12th SLC to integrate around pathway themes and projects. | \$2,500.00 | 4310 | School Office Supplies | | | CHEA |

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| TRANSPORTATION: Bus rental for 9th grade CHEA pathway WBL and CTE based experiences to support real world application and experiences of pathway themes, content and skills. | \$2,500.00 | 5826 | External Work Order Services | | | CHEA |
| TRANSPORTATION: Bus rental and/or individual bus passes for CHEA 12th grade senior capstone WBL and CTE based experiences to support real world application and experiences of pathway themes, content and skills. | \$2,500.00 | 5826 | External Work Order Services | | | CHEA |

| SUSTAINABLE URBAN DESIGN ACADEMY | | | |
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| Mission and Vision | <p>Castlemont Newcomer Pathway Immersion Program is a culturally sustaining, asset-based and empowering educational experience that supports multiple languages, celebrates cultures and supports students to succeed in college, career and community.</p> <p>The Castlemont Newcomer Pathway Integration Program engages students new to the country in a 4 year trajectory that strives to fulfill the vision. Building on the assets and experiences from the past 3 years, the program integrates with the entire Castlemont community in a variety of ways, specifically the Sustainable Urban Design Academy (SUDA) and the Community Health Equity Academy (CHEA). The program trajectory is a “progressive immersion” model where levels of scaffolding and integration are intentionally balanced to support students to fully “mainstream” by the fourth year on campus.</p> | | |
| | PATHWAY QUALITY ASSESSMENT | | |
| Using the Measure N Self Assessment Rubric, assess the following: | Evidence of Strengths | Areas For Growth | Next Steps |
| Rigorous Academics (pages 3, 4, 5 of rubric) | <p>Solid project based learning in Community Health Equity.</p> <p>Industry partnership through SUDA science class along with teacher training.</p> <p>Students cohorted.</p> | <p>Increased capacity and rigor in PBL because many teaches are willing but do not have the skills and tools to create and see a project through to it's end. Even more so for integrated PBL projects across the grade level.</p> | <p>Connect with district resources and continue PBL training via site PD.</p> <p>Adjust master schedule to allow for common prep times at grade level.</p> <p>Continue to utilize student success protocol and tracker to identity student social and academic needs in order to provide supports that will result in more engagment and passing classes.</p> |
| CTE (pages 3,4,5 of rubric) | <p>Ongoing WBL/CTE trips to Peralta schools.</p> <p>Health Fair on campus</p> <p>Industry presentations in classrooms</p> | <p>CTE curriculum and PBL in pathay classes in the 9th/10th Int'l pathway program can be more fully developed and integrated into all courses.</p> <p>More connection/application of content from CTE courses; identified food inequity as a topic that could help bridge SUDA and CHEA and would lead to higher student engagement.</p> | <p>Identify CTE curriculum that is adapted and can be adapted to early arrivals in Int'l program.</p> |
| WBL (page 6 of rubric) | <p>Ongoing WBL/CTE trips to Peralta schools.</p> <p>Health Fair on campus</p> <p>Industry presentations in classrooms</p> | <p>Increase exposure and actual paid WBL opportunities, especially for Int'l students that are focused on work.</p> | <p>Increase number of partners and internships.</p> <p>Increase exposure to WBL in 9 and 10 to build engagment address drop out rates.</p> |
| Comprehensive Student Supports (page 7 of rubric) | <p>Constant communication with care manager and COST team</p> <p>Teachers very engaged with families and support providers</p> | <p>Streamlining and support for on and off campus saftety</p> | <p>Connect with school ldeadership to build an understand and safety plan school wide for Int'l student experience.</p> <p>Continue to utilize student success protocol and tracker to identity student social and academic needs in order to provide supports that will result in more engagment and passing classes.</p> |

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| <p>Pathway Student Outcomes (page 2 of rubric)</p> | <p>Further development of SUDA and CHEA classes in 9th and 10th Implementation of Vision and mission developed from design team last year. Further integration of Int'l students into GenEd program Off track data from 10-12 decreases from 96% to 40%</p> | <p>Newcomer Early Warning Data shows 9th 60%, 10th 54%, 46% 11th and 80% 12th are in Urgent Need of Close Monitoring. Pathway integration to GenEd for Int'l students at 11th and 12th Schoolwide attitude that we are all Int'l teachers Supporting Int'l/EL students in classrooms. Accurate tracking and tagging of students as Int'l and/or/both pathway students and levels of EL in order to accurately plan. Off track data at 10th 96% and 11th 80%</p> | <p>Adjusting master schedule and student cohorting to include more sections of Int'l students in GenEd program. Develop attitudes and skills to teach Int'l students with enthusiasm and efficacy through pathway/SLC and PD. Specific teacher training for all teachers on SEI and EL strategies. Follow up with counseling and Int'l team to align systems of tagging and tracking and inclusion into GenEd pathway programs.</p> |
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2020-2021: YEAR ONE ANALYSIS

Pathway Strategic Goals

| <i>Pathway Quality Strategic 3 Year Goal</i> | What evidence will you look for to know you are successful? |
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| <p>Develop the pathway program of study in the 9 and 10th grade program and create an inclusion pathway experience in the 11 and 12th grade program.</p> | <p>Common SLC time utilized to plan pathway projects and experiences. Development of industry and community partner engagement in planning implementation of pathway plans. 11th and 12th Int'l students are at once included in mainstream pathway programming and support through SEI classes and</p> |
| <p>Develop grade level professional learning communities to focus on pathway experience development in an Int'l program context.</p> | <p>Master schedule to allow for common prep periods. Developed collaborative team that implements strategies aligned to 4 pillars of linked learning pathways in service of Int'l s</p> |
| <p>Develop community and industry partnership to provide increase exposure and experience to pathway themes in and outside of the classroom.</p> | <p>Increased number of partnerships with community and industry in a variety of capacities: classroom presenter, internship host on or offsite, Increased number of experiences for students via partnerships and support of CTE and WBL opportunities.</p> |
| <p>Develop Int'l student experience in pathways as part of school wide inclusion strategy.</p> | <p>Trainings and PDs that pathway work and inclusion work are mutually beneficial and/or symbiotic for all teachers and students</p> |

Pathway Strategic Actions

| <p>Strategic Action <i>What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?</i></p> | What evidence will you look for to know you are successful? |
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| <p>Program of Study 9th and 10th grade program engages in pathway model as collaborative to develop pathway themes and experiences focus on SUDA in science and CHEA in Public Health class in the 9th grade integrating with other 9th grade classes. 10th grade will focus on SUDA in the Biology class and CHEA in the World History or ELA class.</p> | <p>1-2 fully integrated, relevant and rigorous projects a year. 1-2 Pathway experiences such as the Int'l health fair, college and career fair and CTE trips to Peralta schools.</p> |
| <p>Develop grade level pathway team with established norms, habits of work and collective attitudes to implement integrated projects and pathway plans.</p> | <p>The same team members for 3 years. Developed unit plans, lesson plans and classroom management strategies that are aligned to pathway expectations. Collaborative norms, agreements and work.</p> |
| <p>Reach out to 3-5 more industry partners to develop year long involved partnerships via presentations, WBL/CTE experiences and mentor/internship experiences.</p> | <p>Increased number of partnerships with community and industry in a variety of capacities: classroom presenter, internship host on or offsite, Increased number of experiences for students via partnerships and support of CTE and WBL opportunities, especially internships.</p> |
| <p>Utilize Int'l team assets and skills to support school wide inclusion goals and strategies in conjunction with pathway development.</p> | <p>Int'l teacher leaders are part of Instructional Leadership Team (ILT) to guide planning and engage all staff in training for SEI strategies embedded into 4 pillars of linked learning pathways.</p> |

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| Student Engagement through innovative classes that serve pathway outcomes, projects and community need in order to address the drop out and grad rate: Continue to develop successes of the Healthy and Sustainable Food Systems Design as a schoolwide pathway innovation program that provides a tangible and concrete application of SUDA and CHEA themes and skills, namely sustainable design and health equity. | Further development of food systems design and programs into pathway projects by class and into integrated projects. Increase number of students in culinary arts class with a specific pathway connection (health or design) intentionally aligned Increased alignment of food systems development and pathway initiatives to best serve the Castlemont and Oakland comm | | | | | |
| Pathway Budget Expenditures | | | | | | |
| 2020-2021 Pathway Budget | | | | | | |
| Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses? | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME |
| TRANSPORTATION: Transportation for WBL/CTE trips aligned to pathway themes, content and skill. Trips will provide opportunities for students to apply knowledge and skills to real world experiences and in turn enhance classroom engagement. For example, transportation to Highland Hospital WBL tour, Joaquin Miller Community Center for CHEA Wellness and Leadership Day or for CHEA day of service among others to align with the CHEA GenEd program. Similarly, to go to Peralta CTE days, Advanced Manufacturing Day and Trades Days to align with the SUDA GenEd program. | \$4,350.00 | 5826 | External Work Order Services | | | SUDA/CHEA |
| SUPPLIES: Purchase materials and supplies for pathway classes to create PBL experiences, integrated projects in class and final project exhibitions to demonstrate and apply student learning of pathway outcomes based in Community Health and Sustainable Urban Design. This will support students early exposure to the pathway programs in 9th and 10th and prepare them to fully integrate in the 11th and 12th years. | \$3,000.00 | 4310 | School Office Supplies | | | SUDA/CHEA |
| BOOKS OTHER THAN TEXTBOOKS: Purchase class sets of books and curriculum to develop pathway themes of social determinants of health, health equity and health and wellness. | \$1,500.00 | 4200 | Books other than Textbooks | | | SUDA/CHEA |
| EQUIPMENT: Contribute funds to purchase a sink for the Castlemont Healthy and Sustainable Food Systems Design space to act as a cross pathway initiative that provides a concrete example of sustainable design via food access while addressing a currently equity issue of food deserts in East Oakland and at the school itself. This will create a hands on and anchoring space for a core urban design challenge - Food - and the content and skills from the SUDA classes and integrated projects to be applied in a real and experiential way that directly contributes to school health inside and outside of class. | \$1,150.00 | 4410 | Equipment < \$5,000 | | | SUDA/CHEA |
| CERTIFICATED TEACHER SALARY: Hire a 1.0 FTE 9th CHEA International teacher to teach the CHEA class for International 9th grade. Teacher will collaborate with 9th grade team, design and implement CHEA curriculum aligned to Program of Study and CHEA Outcomes. | \$81,237.00 | 1105 | Certificated Teachers' Salaries | TCHR 1112 | 1.00 | CHEA |



Measure N 2020-2021 Education Improvement Plan Assessment

Castlemont High School

Checklist of Required Elements:

- ✓ Submitted Measure N Education Improvement Plan
- ✓ Submitted Measure N Budget
- ✓ Silver Certification Status

Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?

(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

| Category | Full Implementation 4 | Developing 3 | Planning 2 | No Implementation 1 |
|--|---|-----------------|---------------|------------------------|
| Evidence of Comprehensive Pathway Program (Measure N Self Assessment) <ul style="list-style-type: none">• Rigorous Academics Integrated in Pathway• Integrated Students Supports• Work Based Learning• Industry Theme and CTE Sequence | Score: 3 Rationale: <ul style="list-style-type: none">• School has evidence of all four pillars of linked learning in place<ul style="list-style-type: none">◦ Teachers continuing to refine their incorporation of CTE standards into academic core via interdisciplinary projects◦ School has maintained a pathway/SLC-aligned case manager strategy in place to provide integrated student supports◦ Site continues to dedicate financial resources to work based learning and provides WBL experiences on campus◦ CTE sequence is undergoing revision to incorporate learnings around student interests in Culinary Arts and its connection to sustainable food systems and community health• Pathways continuing to evolve to more meaningfully provide access to all four pillars of linked learning for students in International (Newcomer) and SpEd Inclusion programs and will implement new structures during the 2020-2021 school year to engage more students in pathways | | | |



| | |
|--|---|
| | Feedback for continued progress monitoring: <ul style="list-style-type: none">Continue to build out goals and strategic actions to accelerate outcomes in Work Based LearningEnsure programs of study reflect a clear connection between culinary arts and SUDA/CHEA outcomes |
|--|---|

| Criteria 2: Quality of the Measure N Education Improvement Plan | | | | |
|--|--|--------------|------------------|----------------|
| Category | Excelling 4 | Meeting 3 | Approaching 2 | Beginning 1 |
| Root Cause Analysis <i>The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action</i> <ul style="list-style-type: none">Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators.Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined.Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined | Score: 3 Rationale: <ul style="list-style-type: none">Site team is clear about student subgroups not achieving key outcome indicators (ELLs and SpEd)Reflection of root causes shows that school has identified several areas of growth that are within their locus of controlPathway reflections identify technical and adaptive challenges within areas growth; strategies to address adaptive strategies are unclear Feedback for continued progress monitoring: <ul style="list-style-type: none">For root cause analysis, clarify why certain systems do not exist to support in each area (i.e. lacking capacity, knowledge, training, etc.) so aligned strategies can be identified | | | |
| Pathway Quality Assessment <i>The school has thoughtfully analyzed the development of each Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillars</i> <ul style="list-style-type: none">Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the pillarsNext steps that have been identified support the continuous quality improvement of the pathway(s)Self-assessment provides evidence such as concrete examples or references dataCoherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies | Score: 2.5 Rationale: <ul style="list-style-type: none">Pathway-specific assessments are not clear about specific evidence around strengths and areas for growthNext steps identify general actions, but lack clarity or specific action steps to improve areas for growth Feedback for continued progress monitoring: <ul style="list-style-type: none">Identify clear action steps based on areas for growth that align to your strategic goals and actions | | | |



| | |
|--|--|
| Strategic Goals <ul style="list-style-type: none">Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming yearAlignment between schoolwide goals and Measure N priorities is evidentFor large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each otherThe school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry themeThe school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career PreparationThe school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N | Score: 2.5 Rationale: <ul style="list-style-type: none">Pathway goals around strengthening or initiating industry and community partnerships indicate a connection to school wide goal of increasing student outcomes around WBL and more rigorous learning experiencesPathway goals around programs of study and integrated projects indicate a connection to overall school goal of increasing student engagement in order to improve cohort graduation outcomes and to decrease dropout rateGoals do not indicate a clear connection to school wide student outcome goals Feedback for continued progress monitoring: <ul style="list-style-type: none">Evidence connected to goals needs further clarification as measured by student outcomes |
| Strategic Actions <ul style="list-style-type: none">Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillarsStrategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning PillarStrategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports PillarStrategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategiesFor large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other | Score: 2.5 Rationale: <ul style="list-style-type: none">Pathway teams demonstrate a broad alignment across their shared strategic actionsStrategies are broadly connected to Feedback for continued progress monitoring: <ul style="list-style-type: none">Identify 3-4 strategic actions across pathways and school wide to focus on for quality implementation and monitoring throughout the 2020-2021 school yearSpecify how strategic actions will have a direct impact on student achievement and student outcomes |

| Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan | | | | |
|--|---------------------|-----------------------------|---|---------|
| Category | Compliant & Aligned | Compliant Partially Aligned | Non-Compliant • Supplanting • Not Allowable | Missing |
| | 4 | 3 | 2 | 1 |



Budget

The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.

- Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan
- Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning
- Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N
- Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available
- Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school
- Expenditures are necessary due to the existence of Linked Learning pathways at the school site

Score: 3

Rationale:

- Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development
- School-wide Measure N budget expenditures support areas of growth according to school wide assessment
- Pathway expenditures are permissible; however, it is unclear how CTE teachers are directly connected to the strategic actions identified by the pathway teams

Final Recommendation

Approved - Developing and Implementing

School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning pillars of Linked Learning, at minimum

School is actively developing the remaining pillars, the integration of all four pillars, and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan

Strengths:

- Site continues to build on and refine their implementation of all four pillars of linked learning
- Site has made financial investments over the last two years to make linked learning pathways more accessible to students in the International (Newcomer) program.
- Special Education Inclusion program allows for students with IEPs to have expanded access to all four pillars of linked learning

Key Questions:

- Your reflection indicates that students across all pathways need more information and access to Work Based Learning opportunities, yet your pathways do not identify explicit goals or actions in this area. How will your team accelerate progress in this area given it is your lowest indicator? How will you involve your current industry partners in support of this goal? What tangible goals will you aim for in this area?



Budget Feedback:

- Clarify how pathway-specific expenditures (CTE Teachers) directly support school wide and pathway strategic goals and actions

Next Steps:

| What | Suggested Lead | Deliverable | Date |
|---|--------------------------------|--|----------------|
| Clarify how pathway-specific expenditures (Pathway/CTE Teachers) directly support school wide and pathway strategic goals and actions | Pathway Coach Pathway Leads | Revised justification for Pathway Lead FTE | August 1, 2020 |
| Clarify how pathway-specific goals will support school wide goals | Pathway Coach Pathway Leads | Revised Pathway Strategic Goals | August 1, 2020 |