

MEASURE N COMMISSION

1000 Broadway, Suite 680
Oakland, CA 94607-4099



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools. Thriving Students.

Measure N - College & Career Readiness - Commission

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File ID Number	21-0779
Introduction Date	5/04/2021
Enactment Number	
Enactment Date	

Memo

To Board of Education
From Measure N Commission
Jason Gumataotao, Chairperson
Louise Waters, Vice Chair
Whitney Dwyer, Secretary
Emma Paulino, Member
James Harris, Member

Board Meeting Date May 4, 2021

Subject Measure N Commission 2021-2022 Education Improvement Plan and Assessment
Services For: Castlemont High School

Action Requested and Recommendation Approval by the Board of Education of the 2021-2022 Education Improvement Plan and Assessment for Castlemont High School as "Fully Approved" in an amount not to exceed \$642,600.00.

Background

{Why do we need these services? Why have you selected this vendor?}

Competitively Bid

Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Attachments

- 2021-2022 Measure N Education Improvement Plan
- 2021-2022 Measure N Education Improvement Plan Assessment

2021-2022 MEASURE N BUDGETSchool: **CASTLEMONT HIGH SCHOOL**Site #: **301**

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
Measure N	\$642,600.00	\$642,600.00	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
301-1	Hire an Work Based Learning Liaison, at 1.0 FTE to continue 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.	\$54,267.34	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Whole School
301-2	Hire a Pathway Coach, at .50 FTE 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.	\$83,987.28	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
301-3	Teacher Salaries Stipends: Extended Contracts for three 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. (Base Contract amount - \$5,544 - \$38.50/hour X 4 hrs/week X 36 weeks + 25% Benefits x 3 teachers)	\$20,790.00	1120	Teacher Salaries Stipends			Whole School

301-4	Consultant Contract with Oakland Kids First to provide \$400 stipends for 50 school year and summer internships and work based learning opportunities. To provide application of pathway themes, content and skills through industry and community partnership.	\$20,000.00	5825	Consultant Contract			Whole School
301-5	Consultant Contract with Oakland Kids First to provide \$500 stipends for 20 students in the re-igKnight program to utilize work based learning and job exposure for those on the fence of dropping out to re-engage.	\$10,000.00	5825	Consultant Contract			Whole School
301-6	Hire a Transition Specialist, at .25 FTE to support seniors in their post-secondary planning and create structures that will be implemented schoolwide so all students develop a post-secondary plan prior to graduation. Total FTE for this position will be 0.8 FTE, with \$19,949.19 coming from Measure N (0.25 FTE plus benefits). The remaining balance of \$59,847.56 (0.55 FTE plus benefits) will be paid for by Site Concentration 0003 funds.	\$19,949.19	2205	Classified Support Salaries	Transition Specialist	.25 FTE	Whole School
301-7	Teacher Salaries Stipends: Extended Contracts for three SLC leads to engage with leadership to support school wide initiatives, primarily the consistent development and implementation of newly developed school wide grading policy and rubric which will intern support all grade levels to implement pathway related themes and structures. 60 hours total X \$38.50 per hour = \$2310 + 25% benefits = \$2887.50 x 3 Small Learning Community (SLC) Leads = \$8,662.50	\$8,662.50	1120	Teacher Salaries Stipends			Whole School
301-8	Hire an 9th CHEA Teacher, at 1.0 FTE to teach the CHEA exploratory 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	\$85,297.56	1105	Teacher Salaries	9th Teacher	1.0 FTE	CHEA
301-9	Supplies & Materials for project and work based learning aligned to pathway outcomes and to the school wide grading policy and rubric that is focused on skills mastery.	\$2,388.86	4310	Supplies & Materials			CHEA
301-10	Transportation Costs: Assuming we are in a space where we can travel together, rebuilding pathway culture and community will be critical. Transportation to field trips, industry events and community colleges among others will build a sense of connection and shared experience along with the benefits of the locations we are visiting.	\$4,520.00	5826	Transportation Costs			CHEA
301-11	Hire an 9th CHEA International Teacher, at 1.0 FTE 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.	\$79,449.71	1105	Teacher Salaries	TCHR 1112	1.0 FTE	International: CHEA
301-12	Supplies & Materials for project and work based learning aligned to pathway outcomes and to the school wide grading policy and rubric that is focused on skills mastery.	\$4,000.00	4310	Supplies & Materials			International: SUDA/CHEA

301-13	Transportation Costs: Assuming we are in a space where we can travel together, rebuilding pathway culture and community will be critical. Transportation to field trips, industry events and community colleges among others will build a sense of connection and shared experience along with the benefits of the locations we are visiting.	\$5,000.00	5826	Transportation Costs			International: SUDA/CHEA
301-14	Hire an CTE Teacher, at 1.0 FTE 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.	\$111,992.81	1105	Teacher Salaries	CTE Teacher	1.0 FTE	SUDA
301-15	Hire a Science Teacher, at 1.0 FTE to teach the SUDA Sustainable Urban Energy class for GenEd 9th grade class. 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.	\$132,294.75	1105	Teacher Salaries	Science Teacher	1.0 FTE	SUDA

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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">% Male</td> <td style="width: 10%;">% Female</td> <td style="width: 15%;">% Oakland Residents</td> <td style="width: 10%;">% LCFF</td> <td style="width: 10%;">% English Learners</td> <td style="width: 10%;">% LTEL</td> <td style="width: 10%;">% SPED RSP</td> <td style="width: 10%;">% SPED Mild- Moderate</td> <td style="width: 10%;">% SPED Severe</td> </tr> <tr> <td>57.3%</td> <td>42.6%</td> <td>98.9%</td> <td></td> <td>52.8%</td> <td>12.7%</td> <td></td> <td></td> <td></td> </tr> </table>	% 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%			
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Student Population by Race/Ethnicity	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">African-American</td> <td style="width: 10%;">American Indian/Alaskan Native</td> <td style="width: 15%;">Asian</td> <td style="width: 10%;">Hispanic/Latino</td> <td style="width: 10%;">Filipino</td> <td style="width: 10%;">Pacific/Islander</td> <td style="width: 10%;">Caucasian</td> <td style="width: 10%;">Multiracial</td> <td style="width: 10%;">Newcomers</td> </tr> <tr> <td>23.1%</td> <td>0.4%</td> <td>1.5%</td> <td>70.2%</td> <td>0.2%</td> <td>1.2%</td> <td>1.1%</td> <td>0.4%</td> <td></td> </tr> </table>	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%	
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	<p>Which student population will you focus on in order to reduce disparities?</p> <p>English Language Learners (Newcomers and LTEL's)</p>																		
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%	56%	77%	Not Available	77%														
Four-Year Cohort Dropout Rate	36.8%	31.7%	25.0%	Not Available	25.0%														
A-G Completion	34.8%	Not Available	80.0%	Not Available	80.0%														
On Track to Graduate- 9th Grade	29.9%	44%	70.0%	Not Available	70.0%														
Percentage of students who participated in at least 1 Work-Based Learning activity	10.8%	16.0%	20.0%	Not Available	20.0%														
Percentage of students who have passed dual enrollment courses with a C- or better	90.0%	80%	90.0%	Not Available	90.0%														
Percentage of students in Linked Learning pathways	92.8%	84.0%	90%	Not Available	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)												
Four-Year Cohort Graduation Rate	40%	Not Available	77%	Not Available	77%														
Four-Year Cohort Dropout Rate	52.0%	Not Available	25.0%	Not Available	25.0%														
A-G Completion	14.0%	Not Available	80.0%	Not Available	80.0%														
On Track to Graduate - 9th Grade	67.1%	Not Available	70.0%	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%	78.4%	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 the 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 dropout 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 innovate, 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.

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.
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.		
Student Engagement to create the necessary conditions to implement relevant and rigorous curriculum to address drop out, grade 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.	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.		
Comprehensive Student Supports to support focus groups and address drop out, grade 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.	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.		
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.	All teachers see themselves as teachers of Int'l students with the skill sets 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.		

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 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.
Continue to build underlying conditions of school infrastructure to best support student needs and pathway outcomes:	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.

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	Enter object code at left.	TCHR 1112	1.00	SUDA/CHEA
CLASSIFIED PERSONNEL: Hire 1.00 FTE Hire a Work Based Learning Liaison to continue 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	Enter object code at left.	Work Based Learning Liaison	1.00	Whole School
CLASSIFIED PERSONNEL: .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	Enter object code at left.	College & Career Pathway Coach	0.50	Whole School

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	Enter object code at left.			SUDA/CHEA
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	Enter object code at left.			
CHEA Allocation (See CHEA Budget) - \$104,492			Enter object code at left.			
Int'l Allocation (See Int'l Budget) - \$91,237			Enter object code at left.			
SUDA Allocation (See SUDA Budget) - \$212,732						

2021-2022: YEAR TWO ANALYSIS

Strategic Actions

2020-2021 Strategic Actions	Impact of 2020-2021 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?
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.	<p>The alignment of college, career and community resources and initiatives remains a goal for the school. We've written the job description and budgeted some of the funds. The challenges this year in achieving more alignment was pulling all of the funding together, especially leveraging Central resources and timelines. Also, actually finding and hiring the right person. Then the pandemic paused any new development and hiring. Despite the challenges we have continued to align after school opportunities, the CastleWorks on site paid WBL program and other internships during the school year and ECCO during the summer. CastleWorks offers a variety of WBL experiences through virtual, hybrid and in-person programming. In response to the pandemic, Castlemont obtained approval to have on-site programming providing essential services to the community. CastleWorks interns worked at the Castlemont Farm and Gardens project and in our Food is Medicine program to provide healthy fresh produce to the OUSD/County food distribution efforts. These efforts continue through the Castle Farm and Gardens Community Supported Agriculture(CSA) and produce sales to local vendors. Other CastleWorks projects include our Youth Wellness Advisory Board in partnership with Children's Health Hospital, the Art as Health Mural project in partnership with Civic Design Studio and the Oakland Housing Authority, the DigiFab Advanced Manufacturing program that dovetails into our Dual Enrollment DigiFab and Adult Education program, both run out of our fablab (virtually) and our Peer Interpreters that go into classes in real time to support with translation of instructions and clarification for ELL and Int'l students. These efforts were effective in engaging students in a variety of modalities, providing a constructive response to the pandemic and getting some financial support to students and families. These projects expand into more opportunities and more time over the summer with our engagement in the district ECCO program.</p> <p>In response to dropping attendance, GPAs and overall engagement during the pandemic we designed and launched the Castlemont Re-igKnight program. A design team of after school coordinator, associate principal, work based learning liaison and pathway coach met regularly to design an innovative program to re-engage students in learning through a focus on work and work based learning. The team reviewed and consolidated various attendance, COST and CARE tracking systems and identified a cohort of students to focus on. CARE managers and other support staff were identified to hold a small caseload of students through Social Emotional Learning check in sessions and academic support sessions that are connected to a focus on the world of work and engaging student through professional development, goal setting and job/career development. If students meet the goals of the program they will be stipended as a work experience. The program is still new, but will be piloted in Spring 20-21 and into the summer.</p>

<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>School wide Professional Development (PD) continued with a threefold common focus on literacy before the pandemic: Analyzing complex Texts, Writing with Evidence and Academic Discussions in both Departments and Small Learning Communities/Pathways. This year the focus of Professional Development has been how to best do remote instruction and to tack students social emotional needs, tech access and engagement in school.</p> <p>Pathways continue to drive Small Learning Community (SLC)/Pathway (PW) space as core collaborative space schoolwide, pathway leads contribute to leadership thinking and planning schoolwide and SLC/PW time is a regular and consistent PD strand. Pathways are a fundamental way for group cohesion, fostering of relationships and holding a sense of community, especially in a year of distance learning. In addition, pathway initiated collaborative spaces such as the CTE Department continues to create tools that are being used across the school, such as 4-year plan vertical skills rubric and Academic Discussion tools and protocols.</p> <p>Pathway Teams specifically have focused on collaboration through team dynamics and the use of Aguilar's Elements of Effective Teams to assess collaboration and determine strengths and needs of the team. This work was happening in PD and during weekly pathway team meetings in order to support a collaborative team that could design and implement relevant and rigours integrated project-based learning. A year of remote learning and a the mini-mester master schedule design has greatly impacted the ability for teams to operate as they have in the past. Not all teachers in a pathway are teaching the same students at the same time, so integrated projects have been put on hold and assessing students collectively has been challenging.</p> <p>However, given the needs of students Castlemont initiated an Advisory session every day and pathway and SLC teams have utilized that as a primary way to engage students and actualize pathway tools and identity. For example, All Advisory and even dual pathway advisories are common place for honor roll and student celebrations, to special college and career opportunity presentations to the implementation of sex education curriculum through our partnership with Children's Health Hospital. This has been an unexpected success and something we plan to continue.</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>In order to adapt to the stagnated enrollment of our Int'l student population much do to the political climate at the time along with our ongoing goal to better include our Int'l students into the traditional 9-12 program we create a 9-10 loop in Int'l program with a SUDA and CHEA course taught at each grade level.</p> <p>To strategically support Int'l students that were entering the 11th grade but had not yet developed English language skills we created a cohort at 11th grade in SUDA in order to focus supports and intention. An we created an intentional opt in program at 10th for both pathways for students that decided and showed they wanted to enter the traditional program earlier.</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>We continued an ELL and ELD instructional practice and framing in PD to have all teachers identify as Int'l student teachers, granted less so with a remote instructional focus and need to train teachers on distance learning. In order to support students and teachers, we initiated our Peer Interpreters program as part of our CastleWorks paid internship program where students go to classes in real time to support with translation and clarification for students.</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>As described in line 62 we continued to develop CastleWorks as an innovation to provide engaging paid experiences for students on site that benefit the school and larger community.</p> <p>We continued our culinary arts class and position as a cross pollinator and built in support to both SUDA and CHEA CTE courses. The position supported the hands application of sustainable design concepts through preparation of cultural food recipes developed through the CTE courses. When the pandemic hit, this position was able to pivot and be held primarily outside in an after school capacity to support food distribution to the OUSD/County food pick stations at the school and connect to the pathway classes as curriculum.</p> <p>We have continued to offer and refine our Dual Enrollment offerings that are aligned to pathway themes such as Digital Fabrication, Environmental Design and Sociology of the Family and Criminal Justice. Remote learning as proven challenging, especially for courses that need hands on engagement such as our CTE classes. Our urban agriculture class has been put on hold on site and instead is co-offered with Skyline in a virtual format until we are back in person.</p> <p>At the 11th grade we've implemented One Goal as a college and career access course for 11th graders to begin thinking and acting on their long term goals while being exposed to colleges, careers and social enterprise.</p> <p>The Castlemont Farm and Gardens (Castle F&Gs) program has become even more essential in the midst of the pandemic and in the need of safely distanced outdoor spaces to meet and learn. The Castle F&Gs Program has flourished with the intersection of the after school CastleWorks projects, in-school drop off and pick project based learning through SUDA and CHEA and ultimately through industry and community partnership to offer amazing opportunities to our students and to the larger community in a safe and distanced way.</p> <p>The Castlemont Shop and Fablab has also continued as an outdoor classroom space and hub for community response to the pandemic and an outdoor classroom environment for industry, community and students to engage, granted most of that programming has been virtual this year.</p>
<p>Continue to build underlying conditions of school infrastructure to best support student needs and pathway outcomes:</p>	<p>This year Castlemont Leadership did not shy away from the staggering drop in attendance and engagement and school, but decided to dive deeply into developing a schoolwide Grading Policy based in common principles, practices and skills based rubrics share schoolwide. Through SLCs and Departments, schoolwide PD efforts assessed attitudes and beliefs on grading as a theory and practice, engaged teachers in discussion and planning around the purpose and intent of grades to measure growth and performance and ultimately collectively designed a set of school wide principals, practices and has developed a pilot rubric to align all teachers and students to common expectations around passing courses. The policy will be piloted in Spring of this year during the last trimester in order to gain valuable insights for planning and design for next year.</p>
<p>For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:</p>	
<p>Strategic Actions - What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?</p>	<p>What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?</p>
<p>Continue to develop CastleWorks as paid work based learning program that serves the school and larger community through achieving pathway aligned outcomes.</p>	<p>CastleWorks provides students an opportunity engage safely with their peers and caring adults, respond in constructive way to the ongoing challenges caused by the pandemic and to earn some financial incentive. The experience is invaluable and provides for skills and professional development in a hands on learning environment. The program is still small and we'd like to develop it so there are more opportunities and more teachers directly involved in the programming.</p>
<p>Build in Transition Specialist connected to SpEd to support seniors graduating and moving into postsecondary opportunities.</p>	<p>As it has become more clear that once students graduate they still need support in post secondary life, we plan to implement a transition position next year that will both support 12th grade students with their IEPs and moving on post graduation and support a caseload of students after they graduate.</p>
<p>Continue to develop the Re-igKnight program as an innovation strategy to support students on the verge of dropping out.</p>	<p>Depending on the results of the re-igKnight pilot this Spring, we'll see what direction a Work Based Learning innovation to support our most struggling students needs to take.</p>
<p>Tighten up vertical planning and alignment 9-12 in both pathway programs to continue to build coherence with adults and students towards a 4 year and beyond plan.</p>	<p>Continuing to develop a 4 year and beyond program of study through a clear vertical progression of pathway experiences remains a key goal for the school. Clear course outcomes aligned to pathway outcomes and in turn based in skills development aligned to the school wide rubric will best communicate to students what they need to do and how we can best support them to demonstrate success.</p>
<p>Continue to build pathway projects and systems in a alignment with the school wide grading policy and use this as a fundamental anchor along with Advisory for collaboration with SLCs and pathways. Including identifying and converting SLC leads from each pathway/small learning community to support school wide alignment and transformation, especially in the grading policy.</p>	<p>Projects and systems with pathway themes and outcomes that are aligned to the guiding principles, practices and course pass rubric expectations. Teachers and students in pathways are more clear about their skills growth, performance and systems of grading. Advisory continues to develop as a collective pathway space and grounding for community, identity and engagement in pathway systems and outcomes.</p>
<p>Budget Analysis of 2020-2021 Measure N Budget</p>	

Impact of 2020-2021 Budget Expenditures

- How did distance learning impact your budget expenditures?
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

Distance learning impacted our budget expenditures by discontinuing in-person learning which paused and hands on service projects, field trips, and leadership retreats that were key expenditures in the past. In addition, the need for tangible objects such as books and materials for class drastically dropped with remote learning. We did modify some of these expenditures to allow for more teacher extended contracts to run our CastleWorks paid work based learning program which has been an effective use of funds by focusing on the development of our paid work based learning opportunities to engage and re-engage students through meaningful projects. Some of these have been hybrid and on-site projects to provide for meaningful connections and relationships in a safe and distanced outdoor classroom learning environment.

Modifying the budget to pay for extended contracts and leveraging already existing partnerships to create a dynamic virtual, hybrid and in-person paid work based learning program. Also, continuing to lean on pathway leadership to engage pathway teams and industry partners to make teaching and learning meaningful.

Budget Expenditures**2021-2022 Budget: Enabling Conditions Whole School****Budget Justification:**

Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.

- What is the specific expenditure or service type?
- How does the specific expenditure or service type support or is aligned to pathway development?
- How does this expenditure improve student engagement and how many students will be served?
- What need does this specific expenditure or service type address?

	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Hire an Work Based Learning Liaison, at 1.0 FTE to continue 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.	\$54,267.34	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Whole School
Hire a Pathway Coach, at .50 FTE 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.	\$83,987.28	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
Teacher Salaries Stipends: Extended Contracts for three 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. (Base Contract amount - \$5,544 - \$38.50/hour X 4 hrs/week X 36 weeks + 25% Benefits x 3 teachers)	\$20,790.00	1120	Teacher Salaries Stipends			Whole School

Consultant Contract with Oakland Kids First to provide \$400 stipends for 50 school year and summer internships and work based learning opportunities. To provide application of pathway themes, content and skills through industry and community partnership.	\$20,000.00	5825	Consultant Contract			Whole School
Consultant Contract with Oakland Kids First to provide \$500 stipends for 20 students in the re-igKnight program to utilize work based learning and job exposure for those on the fence of dropping out to re-engage.	\$10,000.00	5825	Consultant Contract			Whole School
Hire a Transition Specialist, at .25 FTE to support seniors in their post-secondary planning and create structures that will be implemented schoolwide so all students develop a post-secondary plan prior to graduation. Total FTE for this position will be 0.8 FTE, with \$19,949.19 coming from Measure N (0.25 FTE plus benefits). The remaining balance of \$59,847.56 (0.55 FTE plus benefits) will be paid for by Site Concentration 0003 funds.	\$19,949.19	2205	Classified Support Salaries	Transition Specialist	.25 FTE	Whole School
Teacher Salaries Stipends: Extended Contracts for three SLC leads to engage with leadership to support school wide initiatives, primarily the consistent development and implementation of newly developed school wide grading policy and rubric which will intern support all grade levels to implement pathway related themes and structures. 60 hours total X \$38.50 per hour = \$2310 + 25% benefits = \$2887,50 x 3 Small Learning Community (SLC) Leads = \$8,662.50	\$8,662.50	1120	Teacher Salaries Stipends			Whole School

SUSTAINABLE URBAN DESIGN ACADEMY

Mission and Vision	<p>VISION: It is a fundamental belief that the planet is in dire need of sustainable environmental action and that justice means equality 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.</p> <p>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.</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
<p>Rigorous Academics (pages 3, 4, 5 of rubric)</p>	<p>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 other 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</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. 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</p>	<p>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 activities 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 identify student social and academic needs in order to provide supports that will result in more engagement and passing classes.</p>
<p>CTE (pages 3,4,5 of rubric)</p>	<p>Students learning technical skills such a computer programs: 3D modeling via sketchup, canvas and other software.</p>	<p>Increase connection 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.</p>	<p>Embed Distrctce 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.</p>
<p>WBL (page 6 of rubric)</p>	<p>Students presentations to industry/ community, industry and community stakeholders directly involved in project creation and implementation. Exhibitions as community forums to hear student voice and design proposals.</p>	<p>Increase WBL experiences in all classes.</p>	<p>Increase planning around WBL themes in weekly meetings. Tap into district resources to build capacity, especially networks and curricula.</p>

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?
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?
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 long term 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.

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 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 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.					
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	Enter object code at left.	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 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	Enter object code at left.	TCHR 1112	1.00	SUDA
2021-2022: YEAR TWO ANALYSIS						
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goal	What actions did you take that improved outcomes? How do you know you were successful?			What will you do different next year to continue to improve?		
Continue to develop Program of Study with clear transitions between the 9th grade program, 10/11th program and the senior capstone.	This year SUDA is engaging in a Liberatory Design (LD) process with 9-12th grade teachers and students to co-create a pilot projects that utilize Liberatory Design processes and tools to create a collaborative design partnership between students and adults to co-create the pathway experience they most want.			The SUDA pathway will engage deeply with the CTE Department and the school wide grading policy to align SUDA courses to these efforts, specifically the Sustainable Urban Energy, Computer Graphics, Green Urban Design/Urban Ecology, and Capstone classes. Teachers in Departments and pathways/SLCs will review and revise course rubrics and share student work evaluated by the rubrics to align with the school wide rubric.		
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 rigours projects.	Implemented Liberatory Design work to align around design thinking and the integration of design processes within all subjects with a pilot group of teachers and students. SUDA Team Effectiveness process to align around a common purpose for the pathway. Using Aguilar's Effective Teams Assessments, the team has narrowed a purpose statement, need for common goals and common projects.			SUDA will use what has been learned through the LD process as an ongoing set of tools, processes and framework to further develop a SUDA pedagogy and experience by including it in long term planning, continuing to build teacher capacity to use LD as a teaching tool and to create integrated projects with LD as an outcome. Advisory will become a place for deeper collaboration to achieve these common goals and projects by using weekly planning time and PD to implement pathway wide expectations, experiences and projects through advisory until the master schedule allows for full pathway integration again.		

Develop industry and community partnerships on and off campus to create more relevant and rigorous courses and integrated projects.	<p>Collaborated with Civic Design Studio and with OHA to design a mural for an affordable housing site, and hand-off from Green Urban Design class to Knight Painters internship</p> <p>Partnered with EBALDC on MacArthur apartments garden design for Urban Ecology class. Leading to EBALDC internship for students to continue the design process and build out the space</p> <p>Collaborated with Oakland Leaf and culinary internship for Sustainable Food Systems project for Green Urban Design class. Using produce from the farm for students to cook at home and growing plants at home.</p> <p>Collaborated with East Oakland Black Cultural Zone and Akoma Outdoor Market - building from partnership in 2019-2020, students interning with the BCZ through Lao Family Foundation to plan and facilitate the Akoma Outdoor Market</p>	Developing, coordinating and maintaining all of these projects and partnerships can be overwhelming and a logistical challenge. We plan to develop systems and processes for how to best engage with community partners around complex projects, such as timelines, clear roles and expectations, and tools for communication and planning that will benefit all stakeholders in order to provide the best experience for students. We will continue to connect to the High School Linked Learning Office (HSLLO) work based learning, industry and trade resources and networks to provide student experiences, opportunities and embed into pathway projects and special projects such as CastleWorks and Re-igKnight.
Develop student leadership to support direction of the pathway and overall student buy and engagement in pathway themes, outcomes and experiences.	Implement the Liberatory Design Team collaboration with students and teachers	Instead of creating a student advisor council that has not been successful in the past because we had limited student participation and did not have a teacher with capacity to manage it this year, we decided to do the liberatory design team to partner with teachers to design SUDA. Ideally, this will become an ongoing youth design team.

Pathway Strategic Actions

2020-2021 Strategic Actions	Impact of 2020-2021 Strategic Actions
	<ul style="list-style-type: none"> - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?
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.	<p>Continue to do hands-on projects with community partners (EBALDC garden design project, OHA mural design project, and sustainable food systems projects described above), all of which have led to WBL/internship opportunities for deeper learning. These partnerships made learning relevant and engaging despite the remote nature. In addition, these partnerships provide actual opportunities for volunteer groups based in class roles to come to campus and design aspects of these projects.</p> <p>Distributing advanced technology to students (Surface Pro computers to do 3D urban design models) for engaging and rigorous community based projects again made students get real world experience, engage with technology to create amazing design proposals.</p>
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.	Due to a variety of shifts and needs in response to the pandemic such as focusing on a new master schedule, distance learning, access to technology and the underlying conditions of students' lives, we are just implementing the Liberatory Design pilot. Ideally, this would have been happening all year to reap maximum benefit, however, we will learn a lot in our Spring pilot to guide our planning for next year. The goal is to build capacity through a pilot project this year, so that teacher and student leaders can continue the work next year. We will evaluate this based on learning from the pilot and availability of resources next year.
Identify 3-5 additional industry partners to engage in projects and curriculum implementation.	We've seen amazing growth from diving deep with our industry partners through our CTE course despite a year of remote learning in that the projects were authentic, based in community needs and gave students real hands on applied learning experience with an industry partner/project. We will continue to build out these same partnerships and projects in the coming year through reflections this year and hopefully more hands on opportunities as schools open up again.
Create more student leadership through a SUDA Youth Advisory Council ideally facilitated by an industry or community partner	In addition to the LD pilot student design team, we have developed a core group of 3 students who planned and facilitated All-SUDA Advisory sessions for SUDA SOUL Awards, Honor Roll, End of Minimester Celebrations. This has increased interest, engagement and joy in the pathway Advisory and given these students an opportunity to shine and develop more skills.
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.	We've seen a higher rate of project completion with real-world PBL project (both EBALDC garden design and Sustainable Food Systems projects). SUDA CTE Courses have been fundamental points of engagement in the Castlemont Farm and Gardens project and Shop/Fablab. In addition, the exposure to SUDA concepts during the school day curriculum is deepened in the CastleWorks after school program.
For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:	

Strategic Actions -What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Advisory pathway alignment and collaboration, specifically to engage with WBL and internship opportunities	Increased numbers of students signing up for WBL/Internship opportunities Shared advisory curriculum to support career exploration Increased planning around common goals and collaboration around common projects and themes through advisory.
Re-engagement with integrated projects (depending on structure of minimesters/shared students)	Depending on how the master schedule and calendar is designed, success will be determined by the planning and implementation of integrated pathway projects.
Continued Liberatory Design work	We are a partnering with an industry partner to provide a Liberatory Design framework, tools and process that will become habitualized in SUDA as collaborative engagement strategies. The capacity to do this well will include 5 teachers continued engagement in liberatory design process and 5 students continued engagement in liberatory design process in partnership with the teacher design team.

Pathway Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures

- How did distance learning impact your budget expenditures?

- What did you find was the most effective use of resources towards your goals and strategic actions and why?

Distance learning impacted our budget expenditures by discontinuing in-person learning which paused and hands on service projects, field trips, and leadership retreats that were key expenditures in the past. In addition, the need for tangible objects such as books and materials for class drastically dropped with remote learning. We did modify some of these expenditures to allow for more teacher extended contracts to run our CastleWorks paid work based learning program that offered up more small group, tangible projects with purpose. For those that were in-person or hybrid, students had more opportunities to engage with a caring adult, doing meaningful work for them and the community and earning some much needed money which was also supported by our MN funding.

Pathway Budget Expenditures

2021-2022 Pathway Budget

Budget Justification:

Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.

- What is the specific expenditure or service type?

- How does the specific expenditure or service type support or is aligned to pathway development?

- How does this expenditure improve student engagement and how many students will be served?

-What need does this specific expenditure or service type address?

	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Hire an CTE Teacher, at 1.0 FTE 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.	\$111,992.81	1105	Teacher Salaries	CTE Teacher	1.0 FTE	SUDA
Hire a Science Teacher, at 1.0 FTE to teach the SUDA Sustainable Urban Energy class for GenEd 9th grade class. 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.	\$132,294.75	1105	Teacher Salaries	Science Teacher	1.0 FTE	SUDA

COMMUNITY HEALTH EQUITY ACADEMY

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

<u>Using the Measure N Self Assessment Rubric, assess the following:</u>	Evidence of Strengths	Areas For Growth	Next Steps
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>

<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 equitable 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, CHEAWay 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>		

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

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 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.
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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 CHEAWay and CHEA Outcomes in an experiential meaningful way.	\$4,350.00	5826	Enter object code at left.			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 Experience Project, Food Project and Community Health Assessment Project. Exhibitions of projects will also be industry and community engagement opportunities.	\$3,000.00	4310	Enter object code at left.			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	Enter object code at left.			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 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	Enter object code at left.			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	Enter object code at left.	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	Enter object code at left.			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	Enter object code at left.			CHEA
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	Enter object code at left.			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	Enter object code at left.		CHEA
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2021-2022: YEAR TWO ANALYSIS

Pathway Strategic Goals

<i>Pathway Quality Strategic 3 Year Goal</i>	What actions did you take that improved outcomes? How do you know you were successful?	What will you do different next year to continue to improve?
Consistently rigorous and authentic integrated projects and pathway experiences each year and over 4 year program of study.	All CHEA Community advisory sessions for team building and development of pathway culture; Identified academic and transitions skills and aligned advisories amongst CHEA teachers to develop those skills. Teachers collaborated around pathway themes, student celebrations, Sex Education curriculum in partnership with Children's Health Hospital and provided increased exposure to college and career opportunities. This was evidenced through weekly meetings of pathway teams, multiple All Advisory sessions where students were celebrated, offered unique opportunities and included in the pathway community. The CHO Curriculum ran successfully for 10 weeks with both 10th and 11th grade advisories with positive student feedback.	Build on the successes in advisory this year to create more pathway aligned curriculum and opportunities to develop pathway experiences aligned with CHEA outcomes, such as common strategies, reinforcing the CHEA Way to build identity and community and further developing the CHEA Outcomes. We will continue our partnership with CHO and build on our partnership with PHI and the County Public Health Department.
Retain and develop pathway team to collaborate around established norms, habits of work and collective attitudes to implement integrated projects and pathway plans.	We know we were successful because we had only one new team member during the 2020-2021 school year and there were seven returning team members Expanded team to include non-core classes and teachers are buying into the pathway culture by consistently showing up, taking on roles to facilitate meetings and all advisory events and expressing the appreciation and meaningful community that is the pathway.	Tighten up team cohesion in particular around pathway integrated projects assuming the master schedule will allow for common planning and projects based in cohort groups of students.
Develop community and industry partnership to provide increased exposure and experience to CHEA themes in and outside of the classroom anchored in the CTE classes, but diffused into other core classes through connected and integrated curriculum.	Strengthened partnership with Children's Hospital Oakland and developed the Youth Wellness Advisory Board (YWAB) internship for CHEA students; Partnered with CHO to deliver Sex Education to all 10th and 11th grade students designed around the Social Determinants of Health.	Develop partnerships with the Alameda County Public Health Department and Workforce Development through the CHEA CTE courses to provide more industry exposure and engagement.
Develop student leadership and ownership over CHEA outcomes and CHEA Way and pathway as demonstrated through habits of mind (critical thinking), heart (passion) and feet (action)	Advisory was a unique and unexpected collaborative space where teachers planned all CHEA advisory sessions that reinforced pathway outcomes such as the CHEA Way that demonstrates the values of the pathway. Students were celebrated and experienced the CHEA team of caring adults showing up collectively to celebrate them and provide consistent messaging and exposure to industry and community partners.	Continue to develop advisory curriculum around CHEA outcomes, values and industry/community partnerships.
Design and track the impact of CHEA work on Castle community and larger community through CHEA curriculum, research, projects, service days and internships.	The emphasis on relationships has helped establish and influence the school-wide SST protocol CHEA partners, projects, and internships connect to larger community and invite all students as participants. For example, sex education went from a CHEA partnership to connecting with other pathways to provide services. Teachers, students and industry partners collected data on community needs and ways that CHEA has addressed them which became the base of all curricula and projects in authentic and relevant community health concerns. Used exhibitions and student projects as opportunities to further include community engagement and to evaluate CHEA impacts.	Continue to develop systems and supports to identify and track student needs through collaborative pathway meetings to be implemented through advisory and CHEA classes. For example, refine the CARE tracking tool to assess students non academic needs and interventions.

Pathway Strategic Actions

2020-2021 Strategic Actions	Impact of 2020-2021 Strategic Actions <ul style="list-style-type: none"> - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?
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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.	CHEA directors and student leaders presented to the 9th grade team/students about our pathway, which engaged the entire grade. Student representation was important to 1. show 9th graders what to expect in the future 2. Prepare current CHEA students to be peer mentors moving into their senior year. After 11th grade projects, many of the CHEA seniors went on to explore CHEA related topics with Senior Seminar. They (CHEA 10th-12th) also made up 20-40% of the CHEA-related internships through CastleWorks and dual enrollment. Remote learning and dealing with the impacts has slowed further development of integration and vertical planning with the 12th grade capstone course.
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.	Team members participated in PBL Professional Development opportunities through virtual conferences (High Tech High and Linked Learning); CHO staff presented on stress and trauma informed practices. We would like to see these more integrated across the pathway, however, the master schedule and need to focus on quality distance learning as limited collaborative capacity to make this happen this year.
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.	Strengthened partnership with Children's Hospital Oakland and developed the Youth Wellness Advisory Board (YWAB) internship for CHEA students; Partnered with CHO to deliver Sex Education to all 10th and 11th grade students designed around the Social Determinants of Health; CTE collaboration between the Health class and Alameda County Health Department; Medical Exposure program through the Oakland Police Activities League; and developing partnership with the Public Health Institute and the City Workforce Development if awarded Prop 64 funding. Many of these partnerships have continued to develop despite distance learning.
Continue to develop Youth Advisory Council and opportunities within class curriculum for all CHEA students to understand and own CHEA Way and CHEA Outcomes	The Council has been less active this year with the need to prioritize time in managing classes and coursework in a distance learning environment.
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.	CHEA Days of Service were postponed due to COVID and Shelter in Place orders. CHEA teachers have been running all CHEA advisories to build community and teach wellness skills via distance learning platforms
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.	In English, students analyzed characters in using the social determinants of health as a lens for character experiences in relation to health equity. The Public Health courses in 9th and 10th grade studied and analyzed the role and response to the pandemic and the 11th grade Health Sciences course partnered with our culinary program and Castlemont Farm and Gardens project to study food and nutrition as a Social Determinant of Health through growing their own seed kits.
For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:	
Strategic Actions What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	What evidence will you look for to know you are successful? How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Continue to develop advisory curriculum and experience as a collaborative, consistent space for CHEA community development and to establish pathway outcomes.	Increased teacher collaboration around advisory curriculum. Developed projects and experiences in advisory that increase demonstration of CHEA outcomes, industry exposure and pathway ownership.
Continue to develop Youth Advisory Council and opportunities within class curriculum for all CHEA students to understand and own CHEA Way and CHEA Outcomes	A Youth Advisory that meets and plans CHEA projects on a regular basis. Student ownership over CHEA Values and the CHEA Way. Increased student input into CHEA Development, projects and overall operations as measured by 10-12 participating students on the council, the planning and coordination of student experiences.
Develop industry partnerships and projects in the CTE courses.	Increased partnership in classes and implementation of projects. Increased exposure of students to industry partners as career possibilities and experts in the field and mentors as it pertains to their specific projects to engage students in real life examples of the profession and CHEA frameworks such as the Socio-ecological model and Social Determinants of Health along with the CHEA Pathway Outcomes.
Pathway Budget Analysis of 2020-2021 Measure N Budget	
Impact of 2020-2021 Budget Expenditures - How did distance learning impact your budget expenditures? - What did you find was the most effective use of resources towards your goals and strategic actions and why?	

Distance learning impacted our budget because we were not able to plan or execute pathway field trips, community building activities, wellness days, and CHEA days of service. The most effective use of resources this year has been working with industry partners to further develop paid internship opportunities for our students. This year, 9 of students have participated in the Youth Wellness Advisory Board (YWAB) through the Children's Hospital. In the YWAB internship, students consult with CHO staff about different health challenges they are facing and how to support youth in the East Oakland communities. All CHEA 10th and 11th graders have been participating in Sex Education workshops led by Children's Hospital staff. Using money for internships has been very effective because it keeps students engaged in school work and connected to more caring adults. Further, many families are facing financial difficulties right now so students are able to stay in school and also earn some money to help support their families.

Pathway Budget Expenditures

2021-2022 Pathway Budget

Budget Justification:

Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.

- What is the specific expenditure or service type?
- How does the specific expenditure or service type support or is aligned to pathway development?
- How does this expenditure improve student engagement and how many students will be served?
- What need does this specific expenditure or service type address?

Hire an 9th CHEA Teacher, at 1.0 FTE to teach the CHEA exploratory 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

Supplies & Materials for project and work based learning aligned to pathway outcomes and to the school wide grading policy and rubric that is focused on skills mastery.

Transportation Costs: Assuming we are in a space where we can travel together, rebuilding pathway culture and community will be critical. Transportation to field trips, industry events and community colleges among others will build a sense of connection and shared experience along with the benefits of the locations we are visiting.

Budget Justification: Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable. - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? - What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Hire an 9th CHEA Teacher, at 1.0 FTE to teach the CHEA exploratory 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	\$85,297.56	1105	Teacher Salaries	9th Teacher	1.0 FTE	CHEA
Supplies & Materials for project and work based learning aligned to pathway outcomes and to the school wide grading policy and rubric that is focused on skills mastery.	\$2,388.86	4310	Supplies & Materials			CHEA
Transportation Costs: Assuming we are in a space where we can travel together, rebuilding pathway culture and community will be critical. Transportation to field trips, industry events and community colleges among others will build a sense of connection and shared experience along with the benefits of the locations we are visiting.	\$4,520.00	5826	Transportation Costs			CHEA

SUSTAINABLE URBAN DESIGN ACADEMY			
Mission and Vision	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.		
	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.		
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)	Solid project based learning in Community Health Equity. Industry partnership through SUDA science class along with teacher training. Students cohorted.	Increased capacity and rigor in PBL because many teachers are willing but do not have the skills and tools to create and see a project through to its end. Even more so for integrated PBL projects across the grade level.	Connect with district resources and continue PBL training via site PD. Adjust master schedule to allow for common prep times at grade level. 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.
CTE (pages 3,4,5 of rubric)	Ongoing WBL/CTE trips to Peralta schools. Health Fair on campus Industry presentations in classrooms	CTE curriculum and PBL in pathway classes in the 9th/10th Int'l pathway program can be more fully developed and integrated into all courses. 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.	Identify CTE curriculum that is adapted and can be adapted to early arrivals in Int'l program.
WBL (page 6 of rubric)	Ongoing WBL/CTE trips to Peralta schools. Health Fair on campus Industry presentations in classrooms	Increase exposure and actual paid WBL opportunities, especially for Int'l students that are focused on work.	Increase number of partners and internships. Increase exposure to WBL in 9 and 10 to build engagement address dropout rates.
Comprehensive Student Supports (page 7 of rubric)	Constant communication with care manager and COST team Teachers very engaged with families and support providers	Streamlining and support for on and off campus safety	Connect with school leadership to build an understand and safety plan school wide for Int'l student experience. 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)	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%	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 Intl students at 11th and 12th School Wide attitude that we are all Intl teachers Supporting Intl/EL students in classrooms. Accurate tracking and tagging of students as Intl and/or/both pathway students and levels of EL in order to accurately plan. Off track data at 10th 96% and 11th 80%	Adjusting master schedule and student cohorting to include more sections of Intl students in GenEd program. Develop attitudes and skills to teach Intl 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 Intl team to align systems of tagging and tracking and inclusion into GenEs pathway programs.
2020-2021: YEAR ONE ANALYSIS			
Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goal		What evidence will you look for to know you are successful?	
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.		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 Intl students are at once included in mainstream pathway programming and support through SEI classes and strategies.	
Develop grade level professional learning communities to focus on pathway experience development in an Intl program context.		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 Intl students	
Develop community and industry partnership to provide increase exposure and experience to pathway 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, Increased number of experiences for students via partnerships and support of CTE and WBL opportunities.	
Develop Intl student experience in pathways as part of school wide inclusion strategy.		Trainings and PDs that pathway work and inclusion work are mutually beneficial and/or symbiotic for all teachers and students. ELL teaching is good teaching.	
Pathway Strategic Actions			
Strategic Action What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?		What evidence will you look for to know you are successful?	
Program of Study 9th and 10th grade program engages in pathway model as collaborative to develop pathway themes and experiences focusing 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.		1-2 fully integrated, relevant and rigorous projects a year. 1-2 Pathway experiences such as the Intl health fair, college and career fair and CTE trips to Peralta schools.	
Develop grade level pathway team with 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 pathway expectations. Collaborative norms, agreements and work.	
Reach out to 3-5 more industry partners to develop year long involved partnerships via presentations, WBL/CTE experiences and mentor/internship experiences.		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.	

Utilize Int'l team assets and skills to support school wide inclusion goals and strategies in conjunction with pathway development.	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.					
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 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.					
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 get to Peralta CTE days, Advanced Manufacturing Day and Trades Days to align with the SUDA GenEd program.	\$4,350.00	5826	Enter object code at left.			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	Enter object code at left.			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	Enter object code at left.			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 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	Enter object code at left.			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	Enter object code at left.	TCHR 1112	1.00	CHEA
2021-2022: YEAR TWO ANALYSIS						
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goal	What actions did you take that improved outcomes? How do you know you were successful?			What will you do different next year to continue to improve?		

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.	We looped the 9th and 10th grade Int'l experience. Both CHEA and SUDA have an introductory pathway class in the 9th Int'l program and pathway integrated into core classes in the 10th grade. There is a pathway selection process going into the 10th grade program for Int'l students that want to opt into the traditional program earlier. At the 11th grade SUDA pathway has a cohort of ELL students that needed another year of structured support. ELD is offered to every grade level.	We will offer ELD 5 to continue to support Int'l students at the upper grades to be successful and to participate fully in the senior capstone course as full inclusion begins at the 11th grade and continues into the 12th.
Develop grade level professional learning communities to focus on pathway experience development in an Int'l program context.	The Int'l SLC has a Teacher on Special Assignment to support and we added an administrator to support again this year. The SLC meets weekly with a common prep and during allocated PD time. The SLC continues to develop skills in English Language Development and also supports the entire school PD focusing on ELD strategies and understanding the various Int'l populations.	We are convening the leads of all SLCs in a collaborative to engage in school wide transformative work. There will be paid SLC lead to represent the Int'l program. Points for school wide initiatives ie. tech needs assessments, student supports tracker, grading policies. Aligning processes for sharing opportunities for students in a systematic way to ensure ALL students get ALL information The SLC Collaborative will: - Share best practices, aligning and coordinating SLC practices across campus where needed and support PW connections within SLC context - 12th, 9th and Int'l - Act as the school wide grading policy point person - Support design and implementation of Project Based Learning, Horizontal Systems and Team Dynamics for each pathway/SLC - Other items as defined by the group
Develop community and industry partnership to provide increase exposure and experience to pathway themes in and outside of the classroom.	The Work Based Learning Liaison regularly attends Int'l advisory sessions to do outreach and present opportunities on and off site.	We need to develop more industry specific partnerships that can hold Int'l student in a career exposure and work related context while understanding and being able adapt to needs around language. One option is to continue to build partnership with the Adult Newcomer program at Rudsdale around WBL strategies specifically.
Develop Int'l student experience in pathways as part of school wide inclusion strategy.	We have consolidated the 11th and 12th Int'l program into the traditional school courses in order to "mainstream" students. We are still offering English Language Development Courses (ELD) to support students as a class in the schedule.	We need to continue to develop all teachers skill sets and mindsets to be inclusive teachers of Int'l students in the goals of equity for all students by knowing students backgrounds and needs and having ELD teaching strategies to best support students at all levels. This includes teacher attitudes and beliefs around how to best support Int'l students and building a toolbox of instructional strategies to best support language development in their classes.
Pathway Strategic Actions		
2020-2021 Strategic Actions	Impact of 2020-2021 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?	
Program of Study 9th and 10th grade program engages in pathway model as collaborative to develop pathway themes and experiences focusing 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.	Given we had smaller numbers of Int'l students this year this strategy worked. However, we are projected to have more students again next year which will mean more shifts. This has been a pattern since we've had an Int'l program, shifting numbers especially within a school year demands adaptation and shifting. The more we can build meaningful supports to "mainstream" students earlier will provide more program consistency and language development exposure for students.	

Develop grade level pathway team with established norms, habits of work and collective attitudes to implement integrated projects and pathway plans.	Small Learning Communities (SLCs) are a core structure for collaboration at Castlemont. The Int'l team assessed itself using Aguilar's Elements of an Effective Team to develop collective identity and agreements for working collaboratively. In addition, the team began peer observations of each others' classrooms, specifically looking to observe Checking for Understanding. Integrated projects have been put on hold with remote learning and an adjusted master schedule that didn't allow for the same cohorting as in the past. This year we've created SLC leads as a collective leadership body to support transformation and change efforts. The Int'l team will be represented in this group and share ideas with pathway leads to co-create school wide expectations around SLC collaboration, grading systems and projects.
Reach out to 3-5 more industry partners to develop year long involved partnerships via presentations, WBL/CTE experiences and mentor/internship experiences.	Our WBL continues to engage with Int'l students through Advisory, class presentations and outreach to the Int'l SLC. Although we are still developing ongoing and specific partnerships to serve the program, students have been exposed to industry presentations and work based learning opportunities through Central offerings such as the Cypress Mandela program and on-site projects such as CastleWorks. Specifically through CastleWorks and the Peer Interpreters program that group has along with Int'l students in other CastleWorks internships have had industry exposure. In addition, the consideration that Int'l students often want to focus on work, especially in response to the pandemic, they were a key focal group in the creation of the Re-igKnight program.
Utilize Int'l team assets and skills to support school wide inclusion goals and strategies in conjunction with pathway development.	Castlemont has traditionally incorporated team members from the Int'l SLC to lead PD in particular around language development strategies. This has not happened this year as much of the PD focus has been on distance learning, student tracking systems, and the grading policy.
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.	Our SUDA teacher in the 9th Int'l program is new to teaching this year, so other than the Sustainable Urban Energy (SUE) curriculum and support through the Science Department of the traditional program SUE teacher, the focus has been primarily to support them to come on board as a teacher at Castlemont and engage with the Int'l SLC at a grade level. The CHEA teachers has been selected as the SLC lead and is also a key member of the CTE Department which will support the development of pathway structures and themes in the Int'l program and the influence of the program in pathway development schoolwide.
For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:	
Strategic Actions <i>What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?</i>	- What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Engage with new SLC collaborative leads team to support transition to the school wide grading policy and integrate pathway structures and themes into this process.	Ongoing SLC leads engagement and development of the school wide grading policy and rubric that reflects the needs of Int'l students at all stages of their experience at Castlemont. Increased engagement and success evidence by attendance, GPA and classwork summative artifacts that demonstrate skills mastery.
Identify key industry partners that will develop relationships particular to our Int'l student population over multiple years	Industry partnerships are often one-off or one year commitments. In the Int'l program we have partnerships, but many around support services. We'd like to foment 3-4 solid partnerships with our Int'l SLC around career themes and opportunities, especially given the interest and need to be at work. As a school based in CTE and WBL we need to utilize resources to connect to students' interests in working to keep school relevant and keep them engaged in order to meet them where they are and meet the need to work through their education.
Continue to develop a fluid and supportive transition from the more structured Int'l program into the traditional program while continue to develop all teachers as teachers of ELD.	Return to Int'l teacher leadership in PD around language inclusion. Instructional strategies school wide that are supportive of the schoolwide grading policy and rubric. Increased engagement and success evidence by attendance, GPA and classwork summative artifacts that demonstrate skills mastery.
Pathway Budget Analysis of 2020-2021 Measure N Budget	
Impact of 2020-2021 Budget Expenditures - How did distance learning impact your budget expenditures? - What did you find was the most effective use of resources towards your goals and strategic actions and why?	
Distance learning impacted our budget expenditures by discontinuing in-person learning which paused and hands on service projects, field trips, and leadership retreats that were key expenditures in the past. In addition, the need for tangible objects such as books and materials for class drastically dropped with remote learning. We did modify some of these expenditures to allow for more teacher extended contracts to run our CastleWorks paid work based learning program which as been an effective use of funds by focusing on the development of our paid work based learning opportunities to engage and re-engage students through meaningful projects. Some of these have been hybrid and on-site projects to proved for meaningful connections and relationships in a safe and distanced outdoor classroom learning environment.	
Pathway Budget Expenditures	
2021-2022 Pathway Budget	

Budget Justification: <i>Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.</i> - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Hire an 9th CHEA International Teacher, at 1.0 FTE 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.	\$79,449.71	1105	Teacher Salaries	TCHR 1112	1.0 FTE	International: CHEA
Supplies & Materials for project and work based learning aligned to pathway outcomes and to the school wide grading policy and rubric that is focused on skills mastery.	\$4,000.00	4310	Supplies & Materials			International: SUDA/CHEA
Transportation Costs: Assuming we are in a space where we can travel together, rebuilding pathway culture and community will be critical. Transportation to field trips, industry events and community colleges among others will build a sense of connection and shared experience along with the benefits of the locations we are visiting.	\$5,000.00	5826	Transportation Costs			International: SUDA/CHEA



Measure N 2021-2022 Education Improvement Plan Assessment

Castlemont High School

Checklist of Required Elements:

- ✓ Submitted Measure N Education Improvement Plan
- ✓ Submitted Measure N Budget
- ✓ Completed Measure N EIP Presentation
- ✓ Submitted Linked Learning 4 Pillars Pathway
- ✓ 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: 4			
	Rationale: <ul style="list-style-type: none">• Students in all small learning communities (Pathways, SpEd Inclusion, 9th Grade, International) all have access to pathway exploration and CTE content			
	Feedback for continued progress monitoring: <p>Do all students with IEPs who are not in the inclusion program have the ability to access CTE/Pathway content (if appropriate)? Are there ways to provide students in more restrictive SDC classes access or exposure to CTE/Pathway standards (as appropriate)?</p>			



Criteria 2: Quality of the Measure N Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
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 year Alignment between schoolwide goals and Measure N priorities is evident For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other The 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 theme The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation The 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: 3 Rationale: <ul style="list-style-type: none"> Strategic goals in both pathways focus on rigorous academics and work-based learning. Work is ongoing in these areas through this year and next. School has aligned most small learning community structures and experiences so students have an experience similar to that of pathways and get exposure to all 4 pillars of Linked Learning starting in 9th grade. International/Newcomer Program is still in the process of building out their pathway program of study and connect it to larger experiences in SUDA and CHEA Feedback for continued progress monitoring: <ul style="list-style-type: none"> Consider data points that will be analyzed at the pathway and school wide level to drive ongoing improvements Consider the benefits and trade-offs of starting the pathway inclusion experience for International/Newcomer students in 10th grade versus starting in 11th and 12th. 			
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 pillars Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar Strategies 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 strategies 	Score: 3 Rationale: <ul style="list-style-type: none"> Strategic actions directly support individual pathway strategic goals. Actions are in alignment with Rigorous Academics and Work-Based Learning pillars Feedback for continued progress monitoring: <ul style="list-style-type: none"> Consider necessary strategic actions needed to deepen implementation of Integrated Student Support structures across all pathways 			



- For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan

Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
Budget <i>The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i> <ul style="list-style-type: none">• 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: 4 Rationale: <ul style="list-style-type: none">• All Measure N expenditures support further development of systems aligned with 4 pillars of Linked Learning• Majority of whole-school costs support Linked Learning infrastructure, while pathway expenses support increasing access to CTE courses for students in the International/Newcomer program			

Final Recommendation

Fully Approved

*School is actively implementing Linked Learning as is evidenced by the establishment of all four pillars of Linked Learning
School is focused on the continuous improvement of the Linked Learning career academy and addressing the root causes of current student outcomes*



Strengths:

- School has invested in structures that allow all students to have access to pathway/CTE programming
- Site team developed and launched a school wide grading policy in response to lower-than expected graduate outcomes and to support outcomes in Rigorous Academics and Integrated Student Supports.

Key Questions:

- What data will you analyze at the pathway and school wide level to drive ongoing improvements? At what frequency will you review and revise your strategic actions throughout the year?
- What are the benefits and trade-offs of starting the pathway inclusion experience for International/Newcomer students in 10th grade versus starting in 11th and 12th? What systems and structures would need to be in place for this to happen?
- What needs do your teams have around Rigorous Academics and continuing to strengthen their work in this area?
- How will you leverage the launch of your school wide grading policy to support success more broadly in both of your pathways?

Budget Feedback:

- Consider how your team can increase the number of opportunities and resources available for more students to engage in compensated work-based learning experiences.
- Continue to use the questions or prompts that were created by the Measure N Commission and Staff to explicitly describe the expenditure when creating the strategic action. This information will ensure you create a proper justification - it is required for all Measure N approval requests. The questions are in the Measure N EIP, under Budget Justification. Measure N Staff can also share them if need be.

Next Steps:

What	Suggested Lead	Deliverable	Date
Plan outlining current student support strategies and how they align to pathway structures	Pathway Coach Principal	Integrated Student Supports Work Plan for 2021-22	August 2021
Ensure when entering Measure N expenditures in Escape that you include a justification that is aligned with your Measure N EIP. Additionally, attach all of the supporting documents required for submission and approval.	Principal Administrative Assistant Pathway Coach		Ongoing FY 2021-2022