

**MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION**

1016 Union Street, #940  
Oakland, CA 94607



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H –  
College & Career Readiness Commission**

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| Board Office Use: Legislative File Info. |         |
|--|---------|
| File ID Number                           | 24-0727 |
| Introduction Date                        | 5/21/24 |
| Enactment Number                         |         |
| Enactment Date                           |         |

# Memo

**To** Measures N and H – College and Career Readiness Commission

**From** Vanessa Sifuentes, High School Network Superintendent

**Board Meeting Date**

**Subject** 2024-2025 Measure N/Measure H Education Improvement Plan & Assessment  
Services For: Castlemont High School 301

**Action Requested and  
Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2024-2025 Measure N/Measure H Education Improvement Plan and Assessment for Castlemont High School as “Approved,” with a total allocation not to exceed \$354,450.00.

**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  
Measure H

**Attachments**

- 2024-2025 Measure N/Measure H Education Improvement Plan - Castlemont
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment – Castlemont

| 2024-2025 MEASURE H BUDGET              |              |                |                 |
|---|--------------|----------------|-----------------|
| Effective: July 1, 2024 - June 30, 2025 |              |                |                 |
| Resource 9339                           | Allocation*  | Total Expended | Total Remaining |
| Measure H                               | \$588,200.00 | \$588,200.00   | \$0.00          |

*\*Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (692) multiplied by the per pupil amount of \$850.*

School: CASTLEMONT HIGH SCHOOL

Site #: 301

| BUDGET ACTION NUMBER | BUDGET JUSTIFICATION  | COST         | OBJECT CODE | OBJECT CODE DESCRIPTION              | POSITION TITLE                        | FTE     | WHOLE SCHOOL / PATHWAY NAME |
|----------------------|---|--------------|-------------|--------------------------------------|---------------------------------------|---------|-----------------------------|
| 301-1                | Supervisor & Administrative Salaries: Hire a Pathway Coach, at .36 FTE. The Pathway Coach will guide the 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 contacts, industry partners and community partners to develop project based learning and pathway program development.<br>PCN 1584 - Marvin Boomer<br>(Salary and Benefit costs included) | \$63,377.74  | 2305        | Supervisor & Administrative Salaries | Pathway Coach                         | .36 FTE | Whole School                |
| 301-2                | Classified Support Salaries: Hire a College & Career Readiness Specialist at 1.0 FTE. The CCRS will coordinate postsecondary planning for all students, including assistance with college, scholarship, and financial aid applications. CCRS will work through the senior capstone course to engage all seniors, and with pathway leads to develop plans for connecting with all pathway students via advisory sessions that are tied to specific postsecondary readiness outcomes, including A-G awareness, the various college options, and transcript reviews that build students' capacity to monitor their own on-track to graduation progress. CCRS will work with other college access partners to leverage support for students in grade 9, and will coordinate with the Newcomer Coordinator to ensure grade 9 & 10 newcomer students are supported to meet the same outcomes.<br>PCN 6450 - Berenice Vega<br>(Salary and Benefit costs included)  | \$131,822.04 | 2205        | Classified Support Salaries          | College & Career Readiness Specialist | 1.0 FTE | Whole School                |
| 301-3                | Classified Support Salaries: Hire a Work Based Learning Liaison, at .60 FTE. The WBL Liaison will 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.<br>PCN 1795 - Sheree West<br>(Salary and Benefit costs included)  | \$94,916.42  | 2205        | Classified Support Salaries          | Work Based Learning Liaison           | .60 FTE | Whole School                |

|        |  |              |      |                             |                                      |         |                         |
|--------|--|--------------|------|-----------------------------|--------------------------------------|---------|-------------------------|
| 301-4  | Teacher Salaries Stipends: Extended Contracts for 3 Small Learning Community (SLC) leads to attend additional, regular meetings after school, facilitated by the pathway coach and school administration so they facilitate horizontal alignment across SLCs (pathways) and vertical alignment within the pathways from 9th through 12th grade. Topics might include preparation for senior capstone (aligning skills and expectations), college and career exposure, work-based learning, pedagogical teaching practices, and more. These teachers also spend additional time after school setting up advisory programs, connecting students to resources within in each pathway to make them stronger. All 12th grade students, approximately 750 students, benefit from this action.<br>(\$38.50 per hour x 50 hours total + 25% benefit costs = \$2,406.25 x 3 Teacher Leads = \$7,218.75) | \$7,218.75   | 1120 | Teacher Salaries Stipends   |                                      |         | Whole School            |
| 301-5  | Teacher Salaries Stipends: Extended Contracts for 3 teachers to provide student academic intervention.<br>As we recover from the pandemic, student performance data from pathway classes indicate that students have significant learning gaps. We propose to offer direct support to approximately 100 students who are not achieving mastery in their required pathway classes. Intervention support will be provided after school."<br>(\$38.50 per hour x 60 hours total + 25% benefit costs = \$2,887.50 x 3 teachers = \$8,662.50)   | \$8,662.50   | 1120 | Teacher Salaries Stipends   |                                      |         | Whole School            |
| 301-6  | Teacher Salaries Stipends: Extended Contracts for 2 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.<br>This expenditure will impact all 745 students in the school, as all students are/will be in pathways.<br>(\$38.50 per hour x 3 hrs per week for 36 weeks (108 hrs total) = \$4,158.00 + 25% (benefit costs) = \$5,197.50 x 4 teachers = \$20,790.00)   | \$20,790.00  | 1120 | Teacher Salaries Stipends   |                                      |         | Whole School            |
| 301-7  | Conferences Expenses: Conference and travel expenses for the Pathway teachers to attend Professional Development opportunities to build capacity in project-based learning and standards-based practices.<br>Potential conferences include UnboundED Standards Institute, Educating for Careers, The PBL Leadership Academy, and Linked Learning Alliance. As teachers are better able to prepare high quality projects, our belief is that by integrating curriculum between academic classes and CTE students will be more engaged, projects and tasks will be more clear, and student work in classrooms will become more relevant and aligned to the pathway theme.  | \$20,000.00  | 5220 | Conference Expenses         |                                      |         | Whole School            |
| 301-8  | Materials and supplies (4310):<br>Materials and supplies for pathway projects, assignments, tasks, and various activities  | \$130,750.57 | 4310 | Materials and supplies      |                                      |         | CHEA/SUDA/International |
| 301-9  | Classified Support Salaries: Hire a Administrative Asst Bilingual 2, at .3 FTE. Supports with administrative duties (reporting, budgeting/Escape, coordinating field trips, etc) for pathways<br><br>PCN 9500 - Miguel Rodriguez<br>(Salary and benefits included)   | \$33,023.03  | 2205 | Classified Support Salaries | Administrative Assistant Bilingual 2 | 0.3 FTE | Whole School            |
| 301-10 | Travel for Student Field Trips<br>Field trip busses for SUDA and CHEA pathway experiences in and around the Bay Area to support college visits, project based learning, and setting up internship and job opportunities for students   | \$64,138.95  | 5826 | Transportation Costs        |                                      |         | SUDA/CHEA/International |
| 301-11 |  |              |      |                             |                                      |         |                         |

|        |   |             |      |                      |  |  |               |
|--------|---|-------------|------|----------------------|--|--|---------------|
| 301-12 | Supplies & Materials: Purchase supplies and materials for the International (Newcomer) pathway classes to create PBL experiences, integrated projects in class and final project exhibitions to demonstrate and apply student learning of pathway outcomes. This will support students early exposure to the pathway programs in 9th and 10th grade and prepare them to fully integrate in the 11th and 12th grade. | \$3,500.00  | 4310 | Supplies & Materials |  |  | International |
| 301-13 | Transportation Costs: Transportation for Work Based Learning & CTE field trips aligned to pathway themes, content and skill. The field trips will provide opportunities for students to apply knowledge and skills to real world experiences and in turn enhance classroom engagement.  | \$10,000.00 | 5826 | Transportation Costs |  |  | International |

**2023-2024 MEASURE N BUDGET**

Effective July 1, 2023 - June 30, 2024

School: **CASTLEMONT HIGH SCHOOL**

Site #: 301

| Resource 9333 | Allocation*  | Total Expended | Total Remaining |
|---------------|--------------|----------------|-----------------|
| Measure N     | \$577,150.00 | \$577,150.00   | \$0.00          |

*\*Funding Allocation is based on school's 2022-23 student enrollment count, Oakland Residents only (679) multiplied by the per pupil amount of \$850.*

| BUDGET ACTION NUMBER | BUDGET JUSTIFICATION  | COST         | OBJECT CODE | OBJECT CODE DESCRIPTION              | POSITION TITLE                        | FTE     | WHOLE SCHOOL / PATHWAY NAME |
|----------------------|---|--------------|-------------|--------------------------------------|---------------------------------------|---------|-----------------------------|
| 301-1                | Supervisor & Administrative Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will guide the 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 contacts, industry partners and community partners to develop project based learning and pathway program development.<br>PCN 1584 - Marvin Boomer<br>(Salary and Benefit costs included) | \$86,848.84  | 2305        | Supervisor & Administrative Salaries | Pathway Coach                         | .50 FTE | Whole School                |
| 301-2                | Classified Support Salaries: Hire a College & Career Readiness Specialist at 1.0 FTE. The CCRS will coordinate postsecondary planning for all students, including assistance with college, scholarship, and financial aid applications. CCRS will work through the senior capstone course to engage all seniors, and with pathway leads to develop plans for connecting with all pathway students via advisory sessions that are tied to specific postsecondary readiness outcomes, including A-G awareness, the various college options, and transcript reviews that build students' capacity to monitor their own on-track to graduation progress. CCRS will work with other college access partners to leverage support for students in grade 9, and will coordinate with the Newcomer Coordinator to ensure grade 9 & 10 newcomer students are supported to meet the same outcomes.<br>PCN 6450 - Berenice Vega<br>(Salary and Benefit costs included)  | \$126,715.55 | 2205        | Classified Support Salaries          | College & Career Readiness Specialist | 1.0 FTE | Whole School                |

|       |  |             |      |                             |                             |         |              |
|-------|--|-------------|------|-----------------------------|-----------------------------|---------|--------------|
| 301-3 | <p>Classified Support Salaries: Hire a Work Based Learning Liaison, at .50 FTE.</p> <p>The WBL Liaison will 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.</p> <p>PCN 1795 - Angelica Rubi-Munoz<br/>(Salary and Benefit costs included)</p>  | \$72,522.87 | 2205 | Classified Support Salaries | Work Based Learning Liaison | .50 FTE | Whole School |
| 301-4 | <p>Teacher Salaries: Hire a Pathway Capstone Teacher at .70 FTE.</p> <p>The teacher will teach an additional pathway capstone course for seniors. This teacher is distinct from the graduate writing seminar in which students write their senior thesis; it is action oriented and project-based. This course will guide students through an applied pathway project that will be grounded in work-based learning, career exploration, and service to their school and local community. Pathway Capstone teacher will connect with the Work-Based Learning Liaison to ensure that every 12th grade student is engaged with a community-based organization, enrolled in a college course, or participating in an internship that is aligned with their senior thesis project. Pathway Capstone Teacher will serve as a project manager for student's projects, and work very closely with their community mentors and instructors. Pathway Capstone Teacher will support students in obtaining soft-skills, technological skills, and other 21st century skills necessary to see a project from conception to completion, all while building their transition portfolio.</p> <p>PCN 9119 - Adedayo Adebiji<br/>(Salary and Benefit costs included)</p> | \$80,261.03 | 1105 | Teacher Salaries            | Pathway Teacher             | .70 FTE | Whole School |
| 301-5 | <p>Teacher Salaries Stipends: Extended Contracts for 3 Small Learning Community (SLC) leads to attend additional, regular meetings after school, facilitated by the pathway coach and school administration so they facilitate horizontal alignment across SLCs (pathways) and vertical alignment within the pathways from 9th through 12th grade. Topics might include preparation for senior capstone (aligning skills and expectations), college and career exposure, work-based learning, pedagogical teaching practices, and more. These teachers also spend additional time after school setting up advisory programs, connecting students to resources within in each pathway to make them stronger. All 12th grade students, approximately 750 students, benefit from this action.</p> <p>(\$38.50 per hour x 50 hours total + 25% benefit costs = \$2,406.25 x 3 Teacher Leads = \$7,218.75)</p>  | \$7,218.75  | 1120 | Teacher Salaries Stipends   |                             |         | CHEA/SUDA    |
| 301-6 | <p>Teacher Salaries Stipends: Extended Contracts for 3 after school program teachers to provide after school intervention classes for credit recovery. As we recover from the pandemic, we are seeing more gaps in students' mastery related to our pathway and core academic classes. This after school intervention would pay for three teachers so that 100 students can be supported in passing their classes. This would directly reduce our dropout rate and improve students' academic college and career readiness. We will also offer an additional science course that is not on our master schedule. These funds would make it possible for us to ensure that students are not falling further behind in classes that support pathway development and completion.</p> <p>(\$38.50 per hour x 60 hours total + 25% benefit costs = \$2,887.50 x 3 teachers = \$8,662.50)</p>   | \$8,662.50  | 1120 | Teacher Salaries Stipends   |                             |         | Whole School |

|        |   |              |      |                           |  |         |               |
|--------|---|--------------|------|---------------------------|--|---------|---------------|
| 301-7  | <p>Teacher Salaries Stipends: Extended Contracts for 2 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.</p> <p>This expenditure will impact all 745 students in the school, as all students are/will be in pathways.<br/> (\$38.50 per hour x 3 hrs per week for 36 weeks (108 hrs total) = \$4,158.00 + 25% (benefit costs) = \$5,197.50 x 2 teachers = \$10,395.00)</p> | \$10,395.00  | 1120 | Teacher Salaries Stipends |  |         | Whole School  |
| 301-8  | <p>Teacher Salaries: Hire a 9th Grade CHEA Teacher, at 1.0 FTE. The teacher will teach an introductory CTE course aligned with Community Health Equity Academy for GenEd/International 9th grade. Teacher will collaborate with 9th grade team, design and implement CHEA curriculum aligned to Program of Study and CHEA Outcomes.<br/> PCN 3897 - Vacant<br/> (Salary and Benefit costs included)</p>   | \$133,773.00 | 1105 | Teacher Salaries          | Teacher, Public Health                 | 1.0 FTE | CHEA          |
| 301-9  | <p>Classified Salaries: Hire Administrative Assistant II Bilingual, at .20 FTE, to support with Measure N specific logistical, administrative, and overall coordination of the CHEA pathway programming. These field trips, projects, and experiences directly relate to pathway development, and are intentionally built to increase student engagement. Combined programs, we hope to serve ~300 students. The clerical supports will be essential to the daily logistics of bringing these programs together and will include logistical support for teachers and admin.<br/> PCN xxxx -<br/> (Salary &amp; Benefit costs included)</p>  | \$25,021.00  | 2205 | Teacher Salaries          | Administrative Assistant 2 - Bilingual | .20 FTE | CHEA          |
| 301-10 | <p>Supplies &amp; Materials: Purchase supplies and materials for the CHEA pathway classes to create Project Based Learning experiences, integrated projects in class and final project exhibitions to demonstrate and apply student learning of pathway outcomes. The exhibition projects will also be industry and community engagement opportunities.</p>   | \$3,566.87   | 4310 | Supplies & Materials      |  |         | CHEA          |
| 301-11 | <p>Transportation Costs: Charter Bus rentals for 9th-12th grade students in the CHEA pathway. The WBL and CTE based field trips will support real world application and experiences of pathway themes, content and skills. The field trips will provide opportunities for students to apply knowledge and skills to real world experiences and in turn enhance classroom engagement. This will support student leadership and engagement in CHEAWay and CHEA Outcomes in an experiential meaningful way.</p>  | \$9,000.00   | 5826 | Transportation Costs      |  |         | CHEA          |
| 301-12 | <p>Supplies &amp; Materials: Purchase supplies and materials for the International (Newcomer) pathway classes to create PBL experiences, integrated projects in class and final project exhibitions to demonstrate and apply student learning of pathway outcomes. This will support students early exposure to the pathway programs in 9th and 10th grade and prepare them to fully integrate in the 11th and 12th grade.</p>  | \$3,164.59   | 4310 | Supplies & Materials      |  |         | International |
| 301-13 | <p>Transportation Costs: Transportation for Work Based Learning &amp; CTE field trips aligned to pathway themes, content and skill. The field trips will provide opportunities for students to apply knowledge and skills to real world experiences and in turn enhance classroom engagement.</p>   | \$10,000.00  | 5826 | Transportation Costs      |  |         | International |



|                     |                               |                |            |
|---------------------|-------------------------------|----------------|------------|
| <b>School Name:</b> | <b>Castlemont High School</b> | <b>Site #:</b> | <b>301</b> |
|---------------------|-------------------------------|----------------|------------|

|                         |   |
|-------------------------|---|
| <b>Pathway Name(s):</b> | <b>Community Health and Equity Academy (CHEA) &amp; Sustainable Urban Design Academy (SUDA)</b> |
|-------------------------|---|

**School Description**

Castlemont High School will produce a cadre of leaders prepared to bring about social change in their communities and beyond. We believe that education is essential to creating a just, equitable and democratic society where communities are safe, healthy, economically sustainable, beautiful places to live. Located on a campus that serves TK-12 students, Castlemont is part of a continuum that supports East Oakland's children from cradle to career. Alongside our community partners, our youth practice and develop the skills, agency and mindset to positively transform themselves and their community. Youth become compassionate and collaborative life-long learners with knowledge and love of self, family and community. Castlemont is rooted in the core values of Compassion, Ambition, Support, Trust, and Engagement and we partner with community-based organizations and families to support our students in graduating and becoming college, career, and community ready. We provide English language support, including a strong Newcomer program, in addition to a rich variety of elective courses in the following fields: visual and performing arts, digital media arts, leadership, cultural studies, public health, and sustainable urban design. At Castlemont, students have a sense of belonging because they are surrounded by a community of teachers, staff and peers invested in student success. As a full service community school, Castlemont ensures that all students are safe, healthy and engaged in learning.

**School Mission and Vision**

Our vision is that Castlemont High School will produce a cadre of leaders prepared to lead social change in their communities and beyond. We believe that education is essential to creating a just, equitable and democratic society where communities are safe, healthy, economically sustainable, beautiful places to live. Located on a campus that serves TK-12 students, Castlemont is part of a continuum that supports East Oakland's children from cradle to career. Alongside our community partners, our youth practice and develop the skills, agency and mindset to positively transform themselves and their community. Youth become compassionate and collaborative life-long learners with knowledge and love of self, family and community.

Castlemont High School's mission is to create a safe, healthy, inclusive, and engaging learning experience that prepares all of our students for college, career and community. Our Sustainable Urban Design and Public Health pathways make education relevant through authentic, community-centered action research, interdisciplinary projects and work-based learning. Partnering with the community provides our students with opportunities to positively transform their surroundings and increase their social awareness and civic responsibility as they develop into critical thinkers, problem solvers and community leaders.

All students will graduate from Castlemont High School:

- On the path to college and career
- Proficient in reading, writing, communication and math
- Able to use technology and other means to locate, evaluate, organize and apply new learning
- Engaged, active and self-directed learners
- Designers and leaders of solutions for community transformation

|   |   |                          |                            |                          |                           |                                |                   |                             |                            |
|---|---|--------------------------|----------------------------|--------------------------|---------------------------|--------------------------------|-------------------|-----------------------------|----------------------------|
| <b>School Demographics</b>                  |   |                          |                            |                          |                           |                                |                   |                             | <b>% Current Newcomers</b> |
| <b>2023-24 Total Enrollment Grades 9-12</b> |   |                          | <b>706</b>                 |                          |                           |                                |                   |                             | <b>28.9%</b>               |
| <b>Special Populations</b>                  | <b>% Male</b>   | <b>% Female</b>          | <b>% Oakland Residents</b> | <b>% LCFF</b>            | <b>% English Learners</b> | <b>% LTEL</b>                  | <b>% SPED RSP</b> | <b>% SPED Mid-Moderate</b>  | <b>% SPED Severe</b>       |
|   | 53.3%   | 46.6%                    | 98.0%                      | 99.0%                    | 46.9%                     | 14.0%                          | 5.7%              | 2.3%                        | 1.1%                       |
| <b>Student Population by Race/Ethnicity</b> | <b>% African-American</b>   | <b>% Native American</b> | <b>% Asian</b>             | <b>% Hispanic/Latino</b> | <b>% Filipino</b>         | <b>% Pacific Islander</b>      | <b>% White</b>    | <b>% Multiple Ethnicity</b> | <b>% Not Reported</b>      |
|   | 28.8%   | 0.3%                     | 1.6%                       | 61.2%                    | 0.6%                      | 2.3%                           | 1.3%              | 3.1%                        | 1.0%                       |
| <b>Focal Student Population</b>             | <b>Which student population will you focus on in order to reduce disparities?</b> |                          |                            |                          |                           | <b>African American - Male</b> |                   |                             |                            |

**SCHOOL PERFORMANCE GOALS AND INDICATORS**  
Please refer to this [Data Dictionary](#) for definitions of the Indicators.

| <b>Whole School Indicator</b>   | <b>2021-22 Baseline Data</b> | <b>2022-23 Data</b> | <b>2023-24 Benchmark</b> | <b>2023-24 Data</b> | <b>2024-25 Benchmark</b> | <b>2024-25 Data</b> | <b>2025-26 Goal (3-Year Goal)</b> |
|---|------------------------------|---------------------|--------------------------|---------------------|--------------------------|---------------------|-----------------------------------|
| <a href="#">Four-Year Cohort Graduation Rate</a>  | 49.6%                        | 61.3%               | 65.0%                    | TBD                 | 75.0%                    |                     | 85.0%                             |
| <a href="#">Four-Year Cohort Dropout Rate</a>   | 46.5%                        | 30.4%               | 40.0%                    | TBD                 | 30.0%                    |                     | 20.0%                             |
| <a href="#">A-G Completion Rate (12th Grade Graduates)</a>  | 31.7%                        | 31.7%               | 50.0%                    | TBD                 | 60.0%                    |                     | 75.0%                             |
| <a href="#">On Track to Graduate - 9th Graders</a>  | 34.4%                        | 32.0%               | 60.0%                    | 41.8%               | 70.0%                    |                     | 80.0%                             |
| 9th Graders meeting A-G requirements  | 21.6%                        | 21.9%               | 60.0%                    | 35.2%               | 70.0%                    |                     | 80.0%                             |
| <a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>  | 3.1%                         | 9.8%                | 5.0%                     | TBD                 | 15.0%                    |                     | 25.0%                             |
| <a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>  | 8.1%                         | 19.9%               | 10.0%                    | 22.5%               | 20.0%                    |                     | 30.0%                             |
| <a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>  | 92.0%                        | 94.2%               | 95.0%                    | 92.4%               | 95.0%                    |                     | 95.0%                             |
| <a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</a> | 0.0%                         | 0.0%                | 50.0%                    | TBD                 | 60.0%                    |                     | 70.0%                             |
| <a href="#">College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation</a>  | 21.9%                        | TBD                 | 30.0%                    | TBD                 | 40.0%                    |                     | 55.0%                             |

|   |                              |                     |                          |                     |                          |                     |                                   |
|---|------------------------------|---------------------|--------------------------|---------------------|--------------------------|---------------------|-----------------------------------|
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation  | 8.6%                         | TBD                 | 15.0%                    | TBD                 | 20.0%                    |                     | 25.0%                             |
| <b>Focal Student Population Indicator</b>   | <b>2021-22 Baseline Data</b> | <b>2022-23 Data</b> | <b>2023-24 Benchmark</b> | <b>2023-24 Data</b> | <b>2024-25 Benchmark</b> | <b>2024-25 Data</b> | <b>2025-26 Goal (3-Year Goal)</b> |
| Four-Year Cohort Graduation Rate  | 76.9%                        | 76.9%               | 83.0%                    | TBD                 | 86.0%                    |                     | 90.0%                             |
| Four-Year Cohort Dropout Rate   | 19.2%                        | 7.7%                | 17.0%                    | TBD                 | 14.0%                    |                     | 10.0%                             |
| A-G Completion - 12th Grade (12th Grade Graduates)  | 38.1%                        | 10.0%               | 45.0%                    | TBD                 | 55.0%                    |                     | 65.0%                             |
| On Track to Graduate - 9th Graders  | 44.4%                        | 30.0%               | 40.0%                    | 29.2%               | 50.0%                    |                     | 60.0%                             |
| 9th Graders meeting A-G requirements  | 27.8%                        | 25.0%               | 50.0%                    | 20.8%               | 60.0%                    |                     | 70.0%                             |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience  | 2.6%                         | 20.0%               | 5.0%                     | TBD                 | 15.0%                    |                     | 25.0%                             |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better  | 10.5%                        | 21.4%               | 10.0%                    | 6.7%                | 20.0%                    |                     | 30.0%                             |
| Percentage of 10th-12th grade students in Linked Learning pathways  | 83.8%                        | 84.5%               | 90.0%                    | 84.3%               | 95.0%                    |                     | 95.0%                             |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 0.0%                         | 0.0%                | 50.0%                    | TBD                 | 60.0%                    |                     | 70.0%                             |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation  | 36.4%                        | TBD                 | 40.0%                    | TBD                 | 50.0%                    |                     | 65.0%                             |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation  | 9.1%                         | TBD                 | 15.0%                    | TBD                 | 20.0%                    |                     | 25.0%                             |

### ROOT CAUSE ANALYSIS

Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

| <b>Indicator</b>   | <b>Strengths</b>   | <b>Challenges</b>   |
|--|--|---|
| <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i> | <i>What is our site doing well that's leading to improvements in this indicator?</i>   | <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>   |
| <b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> (Analyze these two indicators together)  | <ul style="list-style-type: none"> <li>- Solidified SLCs for grade level, pathways and programs</li> <li>- SLC teams meet in collaborative groups weekly and during PD to address students academic and social needs.</li> <li>- Teachers conduct Student Needs Protocols 1-2x/each marking period to identify students who are off-track academically, behaviorally, or attendance-wise to determine the most appropriate support.</li> </ul> | <ul style="list-style-type: none"> <li>- About half of students graduate after 4 years, and the other half dropout. This could speak to engagement in school, impacts of the pandemic, or a wealth of challenges. One barrier is the perceived lack of value of school and especially higher education</li> <li>- 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.</li> </ul> |
| <b>A-G Completion - 12th Grade</b>   | <ul style="list-style-type: none"> <li>- For 12th grade students that received a D or F in an A-G course they are being prioritized to either retake the needed course or enroll in our credit recovery classes with CAR</li> <li>- The 8 period block schedule allows for students that failed classes to retake them senior year and still take all required 12th grade classes</li> </ul>   | <ul style="list-style-type: none"> <li>- The pandemic and remote learning was very difficult to keep this cohort of students engaged and on track academically.</li> <li>- In addition attendance issues and obstacles this and last year continued to make getting credits difficult.</li> <li>- Some lack of knowledge for students and staff around what A-G means</li> </ul>  |
| <b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> (Analyze these two indicators together)   | <ul style="list-style-type: none"> <li>- 9th on track to graduate rose by 10 percentage points and 9th graders that meet A-G rose by about 25 percentage points</li> <li>- 9th grade team has implemented Knight Initiation (a 9th grade bridge program for the first 2 weeks of school), as well as whole grade parent conferences while engaging the youth in extracurricular activities with campus and community partners</li> </ul>       | <ul style="list-style-type: none"> <li>- Some lack of knowledge for 9th grade students and staff around what A-G and graduation requirements, and how important the foundational classes are in long-term high school success</li> <li>- On-campus truancy and disengagement starting to settle in with younger students earlier on</li> </ul>  |
| <b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation</b> (Analyze these two indicators together)   | <ul style="list-style-type: none"> <li>- Hired a transition specialist to work alongside College and Career Readiness Specialist and College team to support the likelihood of enrollment in postsecondary opportunities. Supports with making the process less intimidating</li> </ul>  | <ul style="list-style-type: none"> <li>- Understanding of enrollment process and college-bound goals to be established early in high school career</li> </ul>   |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience   |  |   |
| Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12   | <ul style="list-style-type: none"> <li>- Our site is increasing our focus on seniors with free periods to get them enrolled in dual enrollment courses</li> <li>- Site has 2 pathway aligned dual enrollment sets of courses that lead to industry-aligned certifications that can allow students to get into entry level careers upon completion.</li> </ul>  | <ul style="list-style-type: none"> <li>- For Black boys at Castlemont, sports can sometimes be a barrier to engaging in anything more extra than their required course load.</li> <li>- Marketing and promotion don't always reach all students or intended audience</li> </ul>   |
| Percentage of 10th-12th grade students in Linked Learning pathways   |  |   |

CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course

**2023-2024: YEAR ONE ANALYSIS**

**Whole School Strategic Actions (to address enabling conditions for high quality pathway development)**

**2023-24 Strategic Actions**  
*Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?*

Training and exposure for teachers and students on A-G and graduation requirements to build capacity and awareness, with the intent of all parties having higher regard and increased urgency in first-time passing of classes.

Building in more credit recovery options, not only through the 8 period schedule, but also with Credit Academic Recovery Team being on site offering more opportunities. Continue that work and Summer HAcK

Increase the enrichment and remediation opportunities through in person tutoring after school, including peer tutoring. Continue using online platforms through iReady, iXL, and other digital resources.

**Budget Expenditures**

**2023-2024 Budget: Enabling Conditions Whole School**

| <p><b>BUDGET JUSTIFICATION</b><br/>                     For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.<br/>                     For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a>.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p> | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) |
|--|------|-------------|-------------------------|----------------|-----|------------------------------|
|--|------|-------------|-------------------------|----------------|-----|------------------------------|

|   |             |      |                                      |               |         |              |
|---|-------------|------|--------------------------------------|---------------|---------|--------------|
| <p><b>Supervisor &amp; Administrative Salaries: Hire a Pathway Coach, at .50 FTE.</b><br/>                     The Pathway Coach will guide the 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 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 contacts, industry partners and community partners to develop project based learning and pathway program development.<br/>                     PCN 1584 - Marvin Boomer<br/>                     (Salary and Benefit costs included)</p> | \$86,848.84 | 2305 | Supervisor & Administrative Salaries | Pathway Coach | .50 FTE | Whole School |
|---|-------------|------|--------------------------------------|---------------|---------|--------------|

|   |              |      |                             |                                       |         |              |
|---|--------------|------|-----------------------------|---------------------------------------|---------|--------------|
| <p><b>Classified Support Salaries: Hire a College &amp; Career Readiness Specialist at 1.0 FTE.</b><br/>                     The CCRS will coordinate postsecondary planning for all students, including assistance with college, scholarship, and financial aid applications. CCRS will work through the senior capstone course to engage all seniors, and with pathway leads to develop plans for connecting with all pathway students via advisory sessions that are tied to specific postsecondary readiness outcomes, including A-G awareness, the various college options, and transcript reviews that build students' capacity to monitor their own on-track to graduation progress. CCRS will work with other college access partners to leverage support for students in grade 9, and will coordinate with the Newcomer Coordinator to ensure grade 9 &amp; 10 newcomer students are supported to meet the same outcomes.<br/>                     PCN 6450 - Berenice Vega<br/>                     (Salary and Benefit costs included)</p> | \$126,715.55 | 2205 | Classified Support Salaries | College & Career Readiness Specialist | 1.0 FTE | Whole School |
|---|--------------|------|-----------------------------|---------------------------------------|---------|--------------|

|   |             |      |                             |                             |         |              |
|---|-------------|------|-----------------------------|-----------------------------|---------|--------------|
| <p><b>Classified Support Salaries: Hire a Work Based Learning Liaison, at .50 FTE.</b><br/>The WBL Liaison will 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.<br/>PCN 1795 - Angelica Rubi-Munoz<br/>(Salary and Benefit costs included)</p>  | \$72,522.87 | 2205 | Classified Support Salaries | Work Based Learning Liaison | .50 FTE | Whole School |
| <p><b>Teacher Salaries: Hire a Pathway Capstone Teacher at .70 FTE.</b><br/>The teacher will teach an additional pathway capstone course for seniors. This teacher is distinct from the graduate writing seminar in which students write their senior thesis; it is action oriented and project-based. This course will guide students through an applied pathway project that will be grounded in work-based learning, career exploration, and service to their school and local community. Pathway Capstone teacher will connect with the Work-Based Learning Liaison to ensure that every 12th grade student is engaged with a community-based organization, enrolled in a college course, or participating in an internship that is aligned with their senior thesis project. Pathway Capstone Teacher will serve as a project manager for student's projects, and work very closely with their community mentors and instructors. Pathway Capstone Teacher will support students in obtaining soft-skills, technological skills, and other 21st century skills necessary to see a project from conception to completion, all while building their transition portfolio.<br/>PCN 9119 - Adedayo Adebisi<br/>(Salary and Benefit costs included)</p> | \$80,261.03 | 1105 | Teacher Salaries            | Pathway Teacher             | .70 FTE | Whole School |
| <p><b>Teacher Salaries Stipends: Extended Contracts for 3 Small Learning Community (SLC) leads</b> to attend additional, regular meetings after school, facilitated by the pathway coach and school administration so they facilitate horizontal alignment across SLCs (pathways) and vertical alignment within the pathways from 9th through 12th grade. Topics might include preparation for senior capstone (aligning skills and expectations), college and career exposure, work-based learning, pedagogical teaching practices, and more. These teachers also spend additional time after school setting up advisory programs, connecting students to resources within in each pathway to make them stronger. All 12th grade students, approximately 750 students, benefit from this action.<br/>(\$38.50 per hour x 50 hours total + 25% benefit costs = \$2,406.25 x 3 Teacher Leads = \$7,218.75)</p>   | \$7,218.75  | 1120 | Teacher Salaries Stipends   |                             |         | CHEA/SUDA    |
| <p><b>Teacher Salaries Stipends: Extended Contracts for 3 after school program teachers to provide after school intervention classes for credit recovery.</b><br/>As we recover from the pandemic, we are seeing more gaps in students' mastery related to our pathway and core academic classes. This after school intervention would pay for three teachers so that 100 students can be supported in passing their classes. This would directly reduce our dropout rate and improve students' academic college and career readiness. We will also offer an additional science course that is not on our master schedule. These funds would make it possible for us to ensure that students are not falling further behind in classes that support pathway development and completion.<br/>(\$38.50 per hour x 60 hours total + 25% benefit costs = \$2,887.50 x 3 teachers = \$8,662.50)</p>  | \$8,662.50  | 1120 | Teacher Salaries Stipends   |                             |         | Whole School |
| <p><b>Teacher Salaries Stipends: Extended Contracts for 2 pathway leads</b> 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.<br/>This expenditure will impact all 745 students in the school, as all students are/will be in pathways.<br/>(\$38.50 per hour x 3 hrs per week for 36 weeks (108 hrs total) = \$4,158.00 + 25% (benefit costs) = \$5,197.50 x 2 teachers = \$10,395.00)</p>  | \$10,395.00 | 1120 | Teacher Salaries Stipends   |                             |         | Whole School |

**2024-2025: YEAR TWO**

**Strategic Actions**

2023-2024 Strategic Actions

Reflection on 2023-2024 Strategic Actions

*For the Year 1 Strategic Actions, answer:*

- Are you on track for accomplishing the actions for the related goal this school year?
- If so, what has been done or will be done by the end of the year to accomplish it?
- If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?

|   |  |
|---|--|
| Training and exposure for teachers and students on A-G and graduation requirements to build capacity and awareness, with the intent of all parties having higher regard and increased urgency in first-time passing of classes. | We conduct grade checks every marking period for students to reflect on grades/attendance and inform families. Each pathway SLC conducts a D/F grade mark analysis once per semester and develops action plans to increase on track measures. Family Conferences are also held once/semester to inform families of status and increase family engagement around A-G/on track to graduate measures and supports.<br>For A-G training we hold SLC leads meeting to review our grade analysis work and then leads facilitate the process in pathway teams/SLCs. There is some discussion with counselors about the need to students to get Cs or better. As well as some conversation during staff meetings on this topic |
| Building in more credit recovery options, not only through the 8 period schedule, but also with Credit Academic Recovery Team being on site offering more opportunities. Continue that work and Summer HAcK                     | We have students recovering credits in with the CAR team, retaking classes at counselor urging (D or below), completing independent studies with teachers, and enrolling students in summer school or CBO opportunities. We have many students who are staying on track, but need to continue to support attendance efforts, even with recovery options.<br><br>Student success rate depends on a few things as we see some students do great and others continue to struggle, largely with attendance. (this <a href="#">sheet outlines outcomes</a> ), the pass rate ranges fro 47% to 91%   |
| Increase the enrichment and remediation opportunities through in person tutoring after school, including peer tutoring. Continue using online platforms through iReady, iXL, and other digital resources.                       | Office hours with teachers weekly have supported students who take advantage of this opportunity. Some of our student athletes benefit from mandatory study halls through MOB/S and OK program facilitation. Some ELD classes are using FEV tutoring to have live online supports in class or after school. In addition Math and Social studies classes use i-Ready on Wednesdays to support with foundational knowledge in math and reading skills. We are also using Wayfinder activities, though students don't interact with the platform as much  |

**Whole School Strategic Actions (to address enabling conditions for high quality pathway development)**

**2024-2025 Strategic Actions**  
 In the Whole School tab, schools develop school wide strategic actions. These actions are meant to be in support of all pathways and are elements of the "enabling conditions" for ongoing pathway development.  
*Based on a review of the challenges from the root cause analysis (rows 39-48 above) and reflection on this year's strategic actions (rows 82-88), what are 3-5 new or revised, school wide strategic actions for 24-25 that will support school-wide improvement to directly address the challenges identified above?*

**Increase college and career readiness through a few focal factors and aligned actions:**  
 - Number of Dual Enrollment classes passed/taken  
 - On track to graduate (D/Fs) at semester mark. Pathway teams conduct family conferences, grade checks, grade analysis protocols, common teaching practices,  
 - Completion of internships, job shadowing, career fairs, and college campus visits  
 - Completion of significant projects (some integrated) with a presentation and research component

**Increase student literacy and reaching comprehension:**  
 - Common literacy strategies among pathway and department teams  
 - Assessed three times/year of i-Ready in ELA/Social Studies classes  
 - i-Ready fundamental skill support on Wednesdays in math (and ELA/social studies classes)

**Increase student period attendance outcomes:**  
 - Pathway competitions and incentives  
 - Student need protocols and alignment with attendance and care teams  
 - Common classroom culture routines and strategies focused on welcoming and engaging classroom environments  
 - Family call log and engagement strategies

**Increase in student school satisfaction factors:**  
 - Increase in student belonging and connectedness (CHKS categories) - some aligned actions are school wide events to celebrate, Honor Roll/Knight Heros, and more intentional care management for at needs students  
 - Increase in students participating in school (and after school) activities and programs  
 - Increase in student safety and respect factors as measured by our student experience survey - The Culture Team then reflects on this data, shares it out in advisory and creates 1-2 action steps per indicator. For example, student bathroom environments are big issues so we are working with Real Hard to keep them cleaner and have student posters up to encourage students to take care of the space.  
 - Teacher trainings around classroom engagement and Restorative/Trauma informed practices  
 - Honor roll celebrations every marking period  
 - Field trips and experiential learning projects for students to engage in

**Budget Expenditures**  
**Effective July 1, 2024 - June 30, 2025**

**2024-2025 Budget: Enabling Conditions Whole School**

| <b>BUDGET JUSTIFICATION</b>  |             |                         |                |     |                              |   |  |
|--|-------------|-------------------------|----------------|-----|------------------------------|---|--|
| For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.<br>Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification.<br>For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> . |             |                         |                |     |                              |   |  |
| - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br><br>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)   |             |                         |                |     |                              |   |  |
| We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>   |             |                         |                |     |                              |   |  |
| <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>  |             |                         |                |     |                              |   |  |
| COST   | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) | Fully Approved (no additional Justification Form required)<br><br><i>(protected cells below to be completed by MN/H staff only)</i> | Conditionally Approved (Justification Form is required)<br><br><i>(protected cells below to be completed by MN/H staff only)</i> |

|   |              |      |                                      |                                       |         |              |          |                        |
|---|--------------|------|--------------------------------------|---------------------------------------|---------|--------------|----------|------------------------|
| <p><b>Supervisor &amp; Administrative Salaries: Hire a Pathway Coach, at .36 FTE.</b><br/> The Pathway Coach will guide the 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 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 contacts, industry partners and community partners to develop project based learning and pathway program development.<br/> PCN 1584 - Marvin Boomer<br/> (Salary and Benefit costs included)</p> | \$63,377.74  | 2305 | Supervisor & Administrative Salaries | Pathway Coach                         | .36 FTE | Whole School | Approved |                        |
| <p><b>Classified Support Salaries: Hire a College &amp; Career Readiness Specialist at 1.0 FTE.</b><br/> The CCRS will coordinate postsecondary planning for all students, including assistance with college, scholarship, and financial aid applications. CCRS will work through the senior capstone course to engage all seniors, and with pathway leads to develop plans for connecting with all pathway students via advisory sessions that are tied to specific postsecondary readiness outcomes, including A-G awareness, the various college options, and transcript reviews that build students' capacity to monitor their own on-track to graduation progress. CCRS will work with other college access partners to leverage support for students in grade 9, and will coordinate with the Newcomer Coordinator to ensure grade 9 &amp; 10 newcomer students are supported to meet the same outcomes.<br/> PCN 6450 - Berenice Vega<br/> (Salary and Benefit costs included)</p>   | \$131,822.04 | 2205 | Classified Support Salaries          | College & Career Readiness Specialist | 1.0 FTE | Whole School | Approved |                        |
| <p><b>Classified Support Salaries: Hire a Work Based Learning Liaison, at .60 FTE.</b><br/> The WBL Liaison will 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.<br/> PCN 1795 - Sheree West<br/> (Salary and Benefit costs included)</p>   | \$94,916.42  | 2205 | Classified Support Salaries          | Work Based Learning Liaison           | .60 FTE | Whole School | Approved |                        |
| <p><b>Teacher Salaries Stipends: Extended Contracts for 3 Small Learning Community (SLC) leads to attend additional, regular meetings after school, facilitated by the pathway coach and school administration so they facilitate horizontal alignment across SLCs (pathways) and vertical alignment within the pathways from 9th through 12th grade. Topics might include preparation for senior capstone (aligning skills and expectations), college and career exposure, work-based learning, pedagogical teaching practices, and more. These teachers also spend additional time after school setting up advisory programs, connecting students to resources within in each pathway to make them stronger. All 12th grade students, approximately 750 students, benefit from this action.<br/> (\$38.50 per hour x 50 hours total + 25% benefit costs = \$2,406.25 x 3 Teacher Leads = \$7,218.75)</b></p>  | \$7,218.75   | 1120 | Teacher Salaries Stipends            |                                       |         | Whole School | Approved |                        |
| <p><b>Teacher Salaries Stipends: Extended Contracts for 3 teachers to provide student academic intervention.</b><br/> As we recover from the pandemic, student performance data from pathway classes indicate that students have significant learning gaps. We propose to offer direct support to approximately 100 students who are not achieving mastery in their required pathway classes. Intervention support will be provided after school."<br/> (\$38.50 per hour x 60 hours total + 25% benefit costs = \$2,887.50 x 3 teachers = \$8,662.50)</p>  | \$8,662.50   | 1120 | Teacher Salaries Stipends            |                                       |         | Whole School |          | Conditionally Approved |
| <p><b>Teacher Salaries Stipends: Extended Contracts for 2 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.</b><br/> This expenditure will impact all 745 students in the school, as all students are/will be in pathways.<br/> (\$38.50 per hour x 3 hrs per week for 36 weeks (108 hrs total) = \$4,158.00 + 25% (benefit costs) = \$5,197.50 x 4 teachers = \$20,790.00)</p>  | \$20,790.00  | 1120 | Teacher Salaries Stipends            |                                       |         | Whole School | Approved |                        |

|   |              |      |                             |                                      |         |                         |          |                        |
|---|--------------|------|-----------------------------|--------------------------------------|---------|-------------------------|----------|------------------------|
| <p><b>Conferences Expenses: Conference and travel expenses for the Pathway teachers to attend Professional Development opportunities to build capacity in project-based learning and standards-based practices.</b><br/> Potential conferences include UnboundED Standards Institute, Educating for Careers, The PBL Leadership Academy, and Linked Learning Alliance. As teachers are better able to prepare high quality projects, our belief is that by integrating curriculum between academic classes and CTE students will be more engaged, projects and tasks will be more clear, and student work in classrooms will become more relevant and aligned to the pathway theme.</p> | \$20,000.00  | 5220 | Conference Expenses         |                                      |         | Whole School            |          | Conditionally Approved |
| <p><b>Materials and supplies (4310):</b><br/> Materials and supplies for pathway projects, assignments, tasks, and various activities</p>   | \$130,750.57 | 4310 | Materials and supplies      |                                      |         | CHEA/SUDA/International |          | Conditionally Approved |
| <p><b>Classified Support Salaries: Hire a Administrative Asst Bilingual 2, at .3 FTE.</b><br/> Supports with administrative duties (reporting, budgeting/Escape, coordinating field trips, etc) for pathways<br/><br/> PCN 9500 - Miguel Rodriguez<br/> (Salary and benefits included)</p>  | \$33,023.03  | 2205 | Classified Support Salaries | Administrative Assistant Bilingual 2 | 0.3 FTE | Whole School            | Approved |                        |
| <p><b>Travel for Student Field Trips</b><br/> Field trip busses for SUDA and CHEA pathway experiences in and around the Bay Area to support college visits, project based learning, and setting up internship and job opportunities for students</p>  | \$64,138.95  | 5826 | Transportation Costs        |                                      |         | SUDA/CHEA/International |          | Conditionally Approved |



|                      |  |                   |            |
|----------------------|--|-------------------|------------|
| <b>Pathway Name:</b> | <b>Sustainable Urban Design Academy (SUDA)</b> | <b>Program #:</b> | <b>N/A</b> |
|----------------------|--|-------------------|------------|

|                           |  |
|---------------------------|--|
| <b>Mission and Vision</b> | 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. |
|                           | 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.  |
|                           | SUDA Outcomes<br>- Sustainable Design Thinking and Social Innovation<br>- Research and Analysis for Action<br>- Interpersonal and Critical Thinking Skills   |

**PATHWAY QUALITY ASSESSMENT**

*Using the [2023-26 College and Career for All and Linked Learning Quality Standards](#), self-assess in each category*

|  | <b>Evidence of Strengths</b>   | <b>Areas For Growth</b>  | <b>Next Steps</b><br><i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>   |
|--|--|--|---|
| <b>Integrated Program of Study</b><br>Equitable Admissions<br>Cohort Structure<br>Curriculum and Instructional Design and Delivery<br>Assessment of Learning<br>Early College Credit Opportunities<br>Partner Input and Validation | - A school related integrated project: the Food + Culture and more action oriented and manageable with culinary collaboration.<br>- Multiple design projects connected to outdoor classroom spaces and other spaces on campus outside of the classroom.<br>- Coliseum Design project<br>- 10th grade integrated project field trip launch to visit farm to school models<br>- 10th/11th grade project event to showcase food and culture project and Resilience Hubs<br>- Pathway Showcase<br>- Increase of SUDA themes into content classes<br>- SUDA Swag distribution - building sense of identity.<br>- Dual Enrolment CTE course: Bay Area Food Systems and Urban Agroecology | - Final Project Exhibitions can be more intentional, rigorous and engage students and community more.<br>- Increase clarity and purpose of the integrated projects by improving backwards planning, integration of the various courses and messaging to students.<br>- Follow up with proposed solutions to problems identified through projects; taking action based on project proposals<br>- More engaging WBL/CTE experiences outside of class to engage students in learning, projects and launch the integrated projects.<br>- Better utilization of outdoor classroom spaces on campus: farm, garden, fablab and healthy food design space to apply and connect what is being learned in the classrooms, exemplify sustainability and improve campus. Taking advantage of these spaces in hopes to increase student engagement and learning by bringing concepts to life with real meaning and connection<br>- Increase enrollment for specific subgroups in dual enrollment courses (SPED, Male, and Black students) | <b>Curriculum and Instructional Design and Delivery</b><br>- deeper connections with core classes to CTE<br>- incorporating partners with core classes, not only CTE<br>- build teacher capacity to plan and implement rigorous learning aligned with CA state standards, and postsecondary realities<br><br><b>Assessment of Learning</b><br>- continue to refine mastery based grading<br>- more consistent and higher quality exhibitions and/or demonstrations of mastery<br><br><b>Early College Credit Opportunities</b><br>- getting more intentional about DE offerings and pathways into specific careers and college programs |
| <b>Work Based Learning</b><br>Work Based Learning Plans<br>Student Work Based Learning Experiences and Self Assessments<br>Work Based Learning Provider Assessment of Student Workplace Readiness                                  | - Students presentations to industry/ community, industry and community stakeholders directly involved in project creation and implementation.<br>- Students learning technical skills such a computer programs: 3D modeling via sketchup, canvas and other software.<br>- Field trips to manufacturing day, skills trades fair, and site visits with partners during project-based learning   | - Increase WBL experiences in all classes to expose students to industry knowledge and skills used within each discipline, and transferrable within and across the sector (s)<br>- Increase connection with Peralta resources<br>- Integrate CTE curriculum into other core classes.<br>- 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.   | <b>Student work based learning experiences and self assessments</b><br>- continue to develop WBL continuum into the program of study such that students are better aware and exposed to different career options.<br>- incorporate learnings into a portfolio beginning in 9th or 10th grade; eventually building out the transition portfolio (12th grade)   |



|  |  |   |   |
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| <p><b>Integrated Student Supports</b><br/>College and Career Preparation and Support<br/>Social-Emotional Skill Development<br/>Individual Student Supports<br/>Student Input and Validation</p> | <ul style="list-style-type: none"> <li>- Worked to support students through weekly meetings, student success protocol and alignment with all school PD</li> <li>- Celebrate students through SUDA SOUL awards</li> <li>- Advisory Tournaments</li> </ul> | <ul style="list-style-type: none"> <li>- Communication and follow through on student needs protocol,</li> <li>- communication with COST and other support services on campus.</li> <li>- Using tools students already use to do this, such as social media.</li> <li>- Collect, then incorporate student and family input into student support interventions (focus groups, student leadership, Knight ambassadors, creation of SUDA leadership council?)</li> <li>- Work to engage more families/guardians, including them in the school community to support with school climate and wraparound supports</li> </ul> | <p><b>College and Career Preparation and Support</b></p> <ul style="list-style-type: none"> <li>- have Future Center team engaging with 10th and 11th grade students much earlier to prep and expose them to post-secondary options</li> <li>- increase number of college and career trips</li> </ul> <p><b>Student Input and Validation</b></p> <ul style="list-style-type: none"> <li>- garnering feedback and input from students more regularly</li> <li>- Continue to develop common support systems within the team and implement more tier 1 and 2 interventions across pathway</li> </ul> |
|--|--|---|---|

**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goals**  
Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

|                                    |  |
|------------------------------------|--|
| <p><b>Goal #1:</b><br/>By 2026</p> | <p>By 2026, <b>100%</b> of SUDA students will be able to write clear arguments and support it with evidence, using in text citations and proper APA format.</p>  |
| <p><b>Goal #2:</b><br/>By 2026</p> | <p>By 2026 SUDA will <b>deepen industry and community partnerships</b> on and off campus to create more aligned work-based learning opportunities, specifically urban planning and design related internships and apprenticeships so that all students have true access to pathways to that career path.</p>   |
| <p><b>Goal #3:</b><br/>By 2026</p> | <p>By 2026 all students in the Sustainable Urban Design Academy will have <b>electronic portfolios</b> that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. As seniors, the portfolio will become their <b>Transition Action Plan</b> which will serve as a major artifact in their graduate capstone.</p> |

**Pathway Strategic Actions**

**Strategic Actions for 2023-24**  
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

|   |   |
|---|---|
| <p><b>Strategic Actions for Goal #1</b></p> | <p>Teachers adopt the TIDE writing scaffold horizontally across the pathway<br/>Students will write using evidence in each class, and structure paragraphs in a similar fashion</p>   |
| <p><b>Strategic Actions for Goal #2</b></p> | <p>Pathway coach, Work-based learning Liaison, and Capstone teacher will work together to seek out and cultivate new community and industry partnerships<br/>Build SUDA aligned programming into the CastleWorks (on-campus WBL) afterschool programming<br/>Strategically engage advisory board and core partners to reach out to new and potential partners</p> |
| <p><b>Strategic Actions for Goal #3</b></p> | <p>Begin portfolios in in sophomore year, CTE and English class<br/>Pathway team, capstone teacher, and transition specialist develop requirements and expectations for Transition Action Plan<br/>Set yearly goals to accomplish</p>   |

**Pathway Budget Expenditures**

**2023-2024 Pathway Budget**

| BUDGET JUSTIFICATION  | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME |
|---|------|-------------|-------------------------|----------------|-----|--------------|
| <p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.</p> <p>For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a>.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p> |      |             |                         |                |     |              |

**2024-2025: YEAR TWO**

| Pathway Strategic Goals   |  |
|---|--|
| <b>Pathway Quality Strategic 3 Year Goal</b>  | <b>Check in on 3-Year Goals</b><br><i>For each 3-year goal, answer:</i><br>-To what extent is the pathway on track for accomplishing this goal by 2026?<br>-What has supported or hindered progress towards each goal this year?   |
| By 2026, 100% of SUDA students will be able to write clear arguments and support it with evidence, using in text citations and proper APA format.   | - Students are growing in their writing. The extent that the pathway is on track is not known, because there has not been a clear tracking system.<br>- Teachers have not yet been collaborating using the TIDE writing scaffold this school year  |
| By 2026 SUDA will deepen industry and community partnerships on and off campus to create more aligned work-based learning opportunities, specifically urban planning and design related internships and apprenticeships so that all students have true access to pathways to that career path.  | - Industry and community partnerships are growing and going deeper in the SUDA pathway. On track to accomplishing this goal by 2026.<br>- Pathway coach, Work-based Learning Liaison, and Transition Specialist have worked closely to introduce new opportunities to students in manufacturing. Castlemont is introducing a Construction, Trades workforce Initiative (CTWI), re-introducing Intro to Skilled Trades dual enrollment course with Laney, and building a deep relationship with Humanmade |
| By 2026 all students in the Sustainable Urban Design Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone. | - Students are learning website development and resume development (through the brag sheet). On track to accomplishing this goal by 2026.<br>- The CTE department will be adopting the use of a "brag sheet" that will support with the development of student resumes, which will be translated into their transition portfolio. Senior capstone is moving toward electronic portfolios and 10-11th will begin them next year.  |

| Pathway Strategic Actions Reflection  |  |
|---|--|
| <b>2023-2024 Strategic Actions</b>  |  |
| <b>Reflection on 2023-2024 Strategic Actions</b><br><i>For the Strategic Action sets for each goal, answer:</i><br>-Are you on track for accomplishing the actions for the related goal this school year?<br>-If so, what has been done or will be done by the end of the year to accomplish it?<br>-If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?   |  |
| <b>23-24 Strategic Actions for Goal #1</b>  | <p>Teachers adopt the TIDE writing scaffold horizontally across the pathway</p> <p>Students will write using evidence in each class, and structure paragraphs in a similar fashion</p>   |
| <b>23-24 Strategic Actions for Goal #2</b>  | <p>Pathway coach, Work-based learning Liaison, and Capstone teacher will work together to seek out and cultivate new community and industry</p> <p>Build SUDA aligned programming into the CastleWorks (on-campus WBL) afterschool programming</p> <p>Strategically engage advisory board and core partners to reach out to new and potential partners</p> |
| <b>23-24 Strategic Actions for Goal #3</b>  | <p>Begin portfolios in in sophomore year, CTE and English class</p> <p>Pathway team, capstone teacher, and transition specialist develop requirements and expectations for Transition Action Plan</p> <p>Set yearly goals to accomplish</p>  |
| <p>- We are not on track for accomplishing the actions for this goal this year. Students are not writing with evidence in each class, however it is happening in CTE and in English.</p> <p>- New leadership on the pathway team, and two teachers being out on parternal leave hindered making progress toward this goal because there was little capacity to take it on as planned</p> <p>- We are on track for accomlishing the actions for this goal this year</p> <p>- Pathway coach, Work-based Learning Liaison, and Transition Specialist have worked closely to introduce new opportunities to students in manufacturing. Castlemont is introducing a Construction, Trades workforce Initiative (CTWI), re-introducing Intro to Skilled Trades dual enrollment course with Laney, and building a deep relationship with Humanmade; Are actively working on updating the Program of Study</p> <p>- Digital Fabrication is a part of our CastleWorks program support by the Crucible</p> <p>- Civic Design Studio is supporting in connecting additional partners, such as the Lawrence Hall of Science, The Crucible, and PROPA. Continuing to introduce new partners and opportunities</p> <p>- Begin portfolios in sophomore year: We are not on track to accomplih this action because our CTE department decided to focus on bragsheets and the C3 team decided to start with teh 12th grade (graduate profile). Will move backwards to 11th, and then 10th in the coming years. It is hard to focus on so many things at once.</p> <p>- We are on track for accomplishing all other actions for this goal this year</p> <p>- We unexpectedly went without our Work-based Learning Liaison for most of this year, which hindered the development of portfolios in 10th grade</p> <p>- However, our College, Career, and Community (C3) team began developing the requirements for the transition action plan in alignment with the graduate profile</p> |  |

| Pathway Strategic Actions 2024-2025   |   |   |  |
|---|---|---|--|
| <b>2024-2025 Strategic Actions</b>  |   |   |  |
| <i>Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?</i> |   |   |  |
| <b>Goal #1:</b><br>By 2026  | By 2026, 100% of SUDA students will be able to write clear arguments and support it with evidence, using in text citations and proper APA format. | <b>New or Revised Strategic Actions for Goal #1</b> | Teachers will adopt the TIDE writing scaffold horizontally across the pathway (same)<br>Students will write using evidence in each class, and structure paragraphs in a similar fashion (same) |



|  |  |  |  |            |
|--|--|--|--|------------|
| <b>Integrated Program</b>  | <b>Community Health Equity Academy (CHEA)</b>  |  | <b>Program #:</b>  | <b>N/A</b> |
| <b>Mission and Vision</b>  | <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>   |  |  |            |
| <b>PATHWAY QUALITY ASSESSMENT</b>  |  |  |  |            |
| <i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>  | <b>Evidence of Strengths</b>   | <b>Areas For Growth</b>  | <b>Next Steps</b><br><i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>  |            |
| <b>Integrated Program of Study</b><br>Equitable Admissions<br>Cohort Structure<br>Curriculum and Instructional Design and Delivery<br>Assessment of Learning<br>Early College Credit Opportunities<br>Partner Input and Validation | <ul style="list-style-type: none"> <li>- Multiple integrated projects at each grade level</li> <li>- Great opportunities and connections with the community organizations</li> <li>- Authentic community based projects founded in community health equity and students' lives</li> <li>- CTE curriculum across multiple subjects/involved in different classrooms</li> <li>- Working on integrating a CHEA credential with many industry aligned certifications</li> <li>- Dual enrollment courses through Berkeley City College that lead to Early Childhood Education Certificate</li> </ul>  | <ul style="list-style-type: none"> <li>- Project Exhibitions can be more frequent (each marking period), intentional, rigorous and engage students and community more.</li> <li>- Increase clarity and purpose of the integrated projects by improving backwards planning, integration of the various courses and messaging to students.</li> <li>- More engaging WBL/CTE experiences outside of class to engage students in learning, projects and launch the integrated projects.</li> <li>- Better utilization of outdoor classroom spaces on campus: farm, garden, fablab and healthy food design space to apply and connect what is being learned in the classrooms, exemplify sustainability and improve campus. Taking advantage of these spaces in hopes to increase student engagement and learning by bringing concepts to life with real meaning and connection</li> <li>- Increase enrollement for specific subgroups in dual enrollment courses (SPED, Male, and Black students)</li> </ul> | <b>Curriculum and Instructional Design and Delivery</b> <ul style="list-style-type: none"> <li>- deeper connections with core classes to CTE</li> <li>- incorporating partners with core classes, not only CTE</li> <li>- development instructional practices for more engagement, rigor, and relevance; possibly through community of practice with other public health pathway teachers?</li> </ul> <b>Assessment of Learning</b> <ul style="list-style-type: none"> <li>- continue to refine mastery based grading</li> <li>- more frequent and higher quality exhibitions and/or demonstrations of mastery</li> <li>- build more fully integrated projects, by increasing communication amongst teachers, as well as teachers--partners and teachers--couches</li> </ul> <b>Early College Credit Opportunities</b> <ul style="list-style-type: none"> <li>- getting more intentional about DE offerings and pathways into specific careers and college programs</li> <li>- increase visibility of college courses and do targeted outreach for SPED, Male, and Black students</li> </ul> |            |
| <b>Work Based Learning</b><br>Work Based Learning Plans<br>Student Work Based Learning Experiences and Self Assessments<br>Work Based Learning Provider Assessment of Student Workplace Readiness                                  | <ul style="list-style-type: none"> <li>- Summer ECCCO program has been strong</li> <li>- Industry-aligned internship opportunities are available (ON campus opportunities) through CastleWorks: Food as Medicine - Culinary; Art as Healing - Knight Painters; Youth Wellness Advisory Board)</li> <li>- Consistent Partnerships (Childrens Hospital Oakland and Public Health Institute) increased exposure in classes and with teachers</li> <li>- Reestablishing the Youth Leadership Council</li> <li>- Coordinating tours of the CHO clinic with 9th, International, and 10-12 CHEA classes</li> <li>- Increased participation steady climb of student participants in CastleWorks program</li> <li>- Many health internships in Oakland and Bay Area that students are applying for and participating in</li> <li>- Some CHEA related dual enrollment courses</li> </ul> | <ul style="list-style-type: none"> <li>- No real evaluation or assesement of WBL experiences</li> <li>- Equitable Program Access to partners and internships - not all students know what is available and when, follow through is inconsistent. Same students participate in opportunities; we'd like to increase visibility and participation</li> <li>- Senior capstone is still somewhat disconnected from the Pathway experiences. Senior action projects have loose connections to community partners and work-based learning</li> <li>- Need for more CHEA aligned WBL opportunities and internships, especially for Int'l students.</li> <li>- More participation in the opportunities that do exist</li> </ul>  | <b>Student work based learning experiences and self assessments</b> <ul style="list-style-type: none"> <li>- continue to develop WBL continuum into the program of study such that students are better aware and exposed to different career options.</li> <li>- incorporate learnings into a portfolio beginning in 9th or 10th grade; eventually building out the transition portfolio (12th grade)</li> </ul> <ul style="list-style-type: none"> <li>- Leverage partnerships to create more CHEA aligned WBL opportunities and internships, especially for Int'l students.</li> </ul>   |            |

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| <p><b>Integrated Student Supports</b><br/>College and Career Preparation and Support<br/>Social-Emotional Skill Development<br/>Individual Student Supports<br/>Student Input and Validation</p> | <ul style="list-style-type: none"> <li>- COST and care management for tier 2 and tier 3 supports</li> <li>- Inclusion Program that provides a co-teaching model for all core classes and additional support for elective/CTE courses</li> <li>- Advisory structure for CHEA (SLC) culture and community building, wellness, and celebrations (CHEA Way Awards)</li> <li>- Engaging field trips - academic: related to pathway themes; community and culture building: connected with wellness and service to the school and local East Oakland Community</li> </ul> | <ul style="list-style-type: none"> <li>- Clearly communicate CHEA outcomes and systems to develop student understanding and ownership.</li> <li>- A real need to revisit core CHEA pedagogies, such as the CHEA Way and Youth Participatory Action Research to learn while doing, especially in the field.</li> <li>- Few college trips, and less involvement of future center team in 10th and 11th grade</li> <li>- Experiential learning trips have been inconsistent and not always directly connected to in-class projects. Are sometimes rushed near the end of year.</li> </ul> | <p><b>College and Career Preparation and Support</b></p> <ul style="list-style-type: none"> <li>- have Future Center team engaging with 10th and 11th grade students much earlier to prep and expose them to post-secondary options</li> <li>- increase number of college and career trips</li> <li>- incorporating post-secondary planning and writing into CTE and English classes</li> </ul> <p><b>Student Input and Validation</b></p> <ul style="list-style-type: none"> <li>- garnering feedback and input from students more regularly to determine project topics and project deliverables</li> </ul> <p><b>Social-Emotional Skill Development</b></p> <ul style="list-style-type: none"> <li>- focus on building coping wellness, and self-regulation through the continued use of the CHEA Way, &amp; other culture and community building opportunities such as the CHEA Wellness Day and CHEA Day of Service</li> <li>- adopting common practices horizontally across pathway to support with building culture and climate of CHEA. The practices will be incorporated into everyday classroom practice.</li> </ul> |
|--|---|--|---|

**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goals**  
Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

|                                    |   |
|------------------------------------|---|
| <p><b>Goal #1:</b><br/>By 2026</p> | <p>By 2026, CHEA core and CTE courses will have <b>increased rigor, relevance, and student engagement</b> with embedded connections to industry and community partners as focal 'clients' in supporting school and community level change that <b>students take ownership</b> of.</p>   |
| <p><b>Goal #2:</b><br/>By 2026</p> | <p>By 2026, through the Program of Study, we will have <b>institutionalized all major projects (and exhibitions), experiential learning, work-based learning, and college and career trips</b> the entire 9th-12th CHEA experience. Through additional pathway development sessions (11-month contract and extended contracts i.e. summer months), the team will collaborate with partners to refine program of study each year.</p>  |
| <p><b>Goal #3:</b><br/>By 2026</p> | <p>By 2026 all students in the Community Health Equity Academy will have <b>electronic portfolios</b> that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. Content area teachers will use rubrics and checklists to assess student progress. As seniors, the portfolio will become their <b>Transition Action Plan</b> which will serve as a major artifact in their graduate capstone.</p> |

**Pathway Strategic Actions**

**Strategic Actions for 2023-24**  
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

|   |   |
|---|---|
| <p><b>Strategic Actions for Goal #1</b></p> | <ul style="list-style-type: none"> <li>- Solicit and incorporate student feedback and student outcomes into decision making for curriculum, projects, and pedagogy. Feedback will be solicited through circles, google forms, and CHEA youth leadership council on a 6-week basis</li> <li>- Establish a community of practice (protocol) with content-alike and pathway-alike colleagues within OUSD to build stronger lessons, units, and teaching strategies.</li> <li>- continue to work directly with partners on planning relevant an engaging projects that prepare students for college and the workforce.</li> <li>- Develop and revisit course outlines that include standards and performance assessments with pathway team and industry partners</li> </ul>             |
| <p><b>Strategic Actions for Goal #2</b></p> | <ul style="list-style-type: none"> <li>- Strengthen WBL contiuum and college, career, and community (C3) into program of study, which will be reflected in core content and CTE courses where students are more engaged and excited about community health careers</li> <li>- Team will create annual calendar with all CHEA experiences by grade level; revist and refine calendar of events each year. This will allow teachers to have more time to plan assessments of student learning and allow students to know what to look forward to, which helps them follow along with the plan.</li> <li>- Engage with College and Career team much earlier (9th and 10th grade). Earlier exposure will impact student urgency and interest in college and certain careers.</li> </ul> |
| <p><b>Strategic Actions for Goal #3</b></p> | <ul style="list-style-type: none"> <li>- Begin portfolios in sophomore year, CTE and English class</li> <li>- Pathway team, capstone teacher, and transition specialist develop requirements and expectations for Transition Action Plan</li> <li>- Set yearly goals to accomplish</li> <li>- will improve student learning outcomes, with very clear industry and content area skills and goals that are specified for each year. Tracking progress for each student through the plan checklist will ensure more students will be on track.</li> </ul>   |

**Pathway Budget Expenditures**

**2023-2024 Pathway Budget**

| <b>BUDGET JUSTIFICATION</b><br>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.<br>For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .<br><br>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br><br>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)<br><br>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> , if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i> | COST         | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE                            | FTE     | PATHWAY NAME |
|--|--------------|-------------|-------------------------|---|---------|--------------|
| <b>Teacher Salaries: Hire a 9th Grade CHEA Teacher, at 1.0 FTE.</b><br>The teacher will teach an introductory CTE course aligned with Community Health Equity Academy for GenEd/International 9th grade. Teacher will collaborate with 9th grade team, design and implement CHEA curriculum aligned to Program of Study and CHEA Outcomes.<br>PCN 3897 - Vacant<br>(Salary and Benefit costs included)   | \$133,773.00 | 1105        | Teacher Salaries        | Teacher, Public Health                    | 1.0 FTE | CHEA         |
| <b>Classified Salaries: Hire Administrative Assistant II Bilingual, at .20 FTE, to support with Measure N specific logistical, administrative, and overall coordination of the CHEA pathway programming.</b><br>These field trips, projects, and experiences directly relate to pathway development, and are intentionally built to increase student engagement. Combined programs, we hope to serve ~300 students. The clerical supports will be essential to the daily logistics of bringing these programs together and will include logistical support for teachers and admin.<br>PCN xxxx -<br>(Salary & Benefit costs included)  | \$25,021.00  | 2205        | Teacher Salaries        | Administrative Assistant 2<br>- Bilingual | .20 FTE | CHEA         |
| <b>Supplies &amp; Materials: Purchase supplies and materials for the CHEA pathway classes to create Project Based Learning experiences,</b> integrated projects in class and final project exhibitions to demonstrate and apply student learning of pathway outcomes. The exhibition projects will also be industry and community engagement opportunities.  | \$3,566.87   | 4310        | Supplies & Materials    |   |         | CHEA         |
| <b>Transportation Costs: Charter Bus rentals for 9th-12th grade students in the CHEA pathway.</b> The WBL and CTE based field trips will support real world application and experiences of pathway themes, content and skills. The field trips will provide opportunities for students to apply knowledge and skills to real world experiences and in turn enhance classroom engagement. This will support student leadership and engagement in CHEAway and CHEA Outcomes in an experiential meaningful way.   | \$9,000.00   | 5826        | Transportation Costs    |   |         | CHEA         |

**2024-2025: YEAR TWO**

| <b>Pathway Strategic Goals</b>   |  |
|--|--|
| <b>Pathway Quality Strategic 3 Year Goal</b>   | <b>Check in on 3-Year Goals</b><br><i>For each 3-year goal, answer:</i><br>-To what extent is the pathway on track for accomplishing this goal by 2026?<br>-What has supported or hindered progress towards each goal this year?   |
| By 2026, CHEA core and CTE courses will have increased rigor, relevance, and student engagement with embedded connections to industry and community partners as focal 'clients' in supporting school and community level change that students take ownership of.   | - Pathway is on track to accomplish this goal by 2026<br>- Teachers are working through iterations of the program of study to include more intentional WBL, CTE integraton, partnership support, and college and career prepartdness<br>- Teachers are attending conferenes to learn best practices from other practitioners in order to better strengthen the work at Castlemont  |
| By 2026, through the Program of Study, we will have institutionalized all major projects (and exhibitions), experiential learning, work-based learning, and college and career trips the entire 9th-12th CHEA experience. Through additional pathway development sessions (11-month contract and extended contracts i.e. summer months), the team will collaborate with partners to refine program of study each year. | - Pathway is on track to accomplish this goal by 2026<br>- Teachers are working through iterations of the program of study to include more intentional WBL, CTE integraton, partnership support, and college and career prepartdness. Pathway leads have done pull out days to connect with CTE Coach, Pathway Coach, and community partners to bring the program of study more current and relevant<br>- Entire team has committed collaboration time in team meetings to address this goal |

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| <p>By 2026 all students in the Community Health Equity Academy will have electronic portfolios that capture their content, knowledge, industry-aligned and 21st century skills obtained, as well as work-based learning opportunities through their pathway experience. Content area teachers will use rubrics and checklists to assess student progress. As seniors, the portfolio will become their Transition Action Plan which will serve as a major artifact in their graduate capstone.</p> | <ul style="list-style-type: none"> <li>- Students are learning website development and resume development (through the brag sheet). On track to accomplishing this goal by 2026.</li> <li>- The CTE department will be adopting the use of a "brag sheet" that will support with the development of student resumes, which will be translated into their transition portfolio. Senior capstone is moving toward electronic portfolios and 10-11th will begin them next year.</li> </ul> |
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**Pathway Strategic Actions Reflection**

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| <p><b>2023-2024 Strategic Actions</b></p> | <p><b>Reflection on 2023-2024 Strategic Actions</b><br/> <i>For the Strategic Action sets for each goal, answer:</i><br/>         -Are you on track for accomplishing the actions for the related goal this school year?<br/>         -If so, what has been done or will be done by the end of the year to accomplish it?<br/>         -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p> |
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| <p><b>23-24 Strategic Actions for Goal #1</b></p> | <ul style="list-style-type: none"> <li>- Solicit and incorporate student feedback and student outcomes into decision making for curriculum, projects, and pedagogy. Feedback will be solicited through circles, google forms, and CHEA youth leadership council on a 6-week basis.</li> <li>- Establish a community of practice (protocol) with content-alike and pathway-alike colleagues within OUSD to build stronger lessons, units, and teaching strategies.</li> <li>- Develop and revisit course outlines that include standards and performance assessments with pathway team and industry partners</li> <li>- continue to work directly with partners on planning relevant an engaging projects that prepare students for college and the workforce.</li> </ul> | <ul style="list-style-type: none"> <li>- CHEA Youth Leadership Council has been working to gather input and feedback on pathway activities and curriculum</li> <li>- Teachers attend monthly departmental professional development sessions, which enable them to share and learn ways to strengthen their lessons, units, and strategies.</li> <li>- Have not yet reviewed course outlines, but will be doing so at the end of the year during our last week of PD. This will also include the new iteration of senior capstone focused on health topics, taught by Pub Health teacher.</li> <li>- Partners have been engaged continuously, and will be going deeper in partnership with those that have capacity to serve as advisory members. Going deeper means to engage with them more intentionally and deeply. Instead of just having them speak or host a workshop, deeper might look like them helping to create rubrics or working directly with students to develop industry skills.</li> <li>- We are mostly on track with these actions this year, but need to refocus some time and energy on revisiting course outlines including standards and performance assessments.</li> </ul> |
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| <p><b>23-24 Strategic Actions for Goal #2</b></p> | <ul style="list-style-type: none"> <li>- Strengthen WBL continuum and college, career, and community (C3) into program of study, which will be reflected in core content and CTE courses where students are more engaged and excited about community health careers</li> <li>- Team will create annual calendar with all CHEA experiences by grade level; revisit and refine calendar of events each year. This will allow teachers to have more time to plan assessments of student learning and allow students to know what to look forward to, which helps them follow along with the plan.</li> <li>- Engage with College and Career team much earlier (9th and 10th grade). Earlier exposure will impact student urgency and interest in college and certain careers.</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers are working through iterations of the program of study to include more intentional WBL, CTE integration, partnership support, and college and career preparedness. Pathway leads have done pull out days to connect with CTE Coach, Pathway Coach, and community partners to bring the program of study more current and relevant</li> <li>- Annual calendar with all experiences and events: We have been working on this, but it is coming together at a slow pace. Integrated projects and planning other events took some precedent over the institutionalization of the CHEA calendar in the Fall semester. However, the work on the Program of Study had been fruitful, and will guide much of what will go on the calendar.</li> <li>- College, Career, and Community (C3) team has been more engaged with systemizing C3 supports in pathways and lower grade levels. Building out the Castlemont graduate profile and allowing teams to have input on the pathway C3 experiences has allowed the team to bring more meaningful experiences to CHEA and the school at large. Students will attend College trips to Sac State, San Jose State, Laney, College of Alameda, Merritt College, Samuel Merritt University and more</li> </ul> |
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| <p><b>23-24 Strategic Actions for Goal #3</b></p> | <ul style="list-style-type: none"> <li>- Begin portfolios in sophomore year, CTE and English class</li> <li>- Pathway team, capstone teacher, and transition specialist develop requirements and expectations for Transition Action Plan</li> <li>- Set yearly goals to accomplish</li> <li>- will improve student learning outcomes, with very clear industry and content area skills and goals that are specified for each year. Tracking progress for each student through the plan checklist will ensure more students will be on track.</li> </ul> | <ul style="list-style-type: none"> <li>- Begin portfolios in sophomore year: We are not on track to accomplish this action because our CTE department decided to focus on bragsheets and the C3 team decided to start with the 12th grade (OUSD graduate profile). Will move backwards to 11th, and then 10th in the coming years. It is hard to focus on so many things at once.</li> <li>- Have not specifically looked at the pathway outcomes yet, but have been working on the graduate profile for Castlemont, which is closely related.</li> <li>- We are on track for accomplishing all other actions for this goal this year</li> <li>- We unexpectedly went without our Work-based Learning Liaison for most of this year, which hindered the development of portfolios in 10th grade</li> <li>- However, our College, Career, and Community (C3) team began developing the requirements for the transition action plan in alignment with the graduate profile</li> </ul> |
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**Pathway Strategic Actions 2024-2025**

**2024-2025 Strategic Actions**  
*Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?*

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| <p>By 2026, CHEA core and CTE courses will have increased rigor, relevance, and student engagement with embedded connections to industry and community</p> | <p><b>New or Revised</b></p> | <ul style="list-style-type: none"> <li>- Solicit and incorporate student feedback and student outcomes into decision making for curriculum, projects, and pedagogy. Feedback will be solicited through circles, google forms, and CHEA youth leadership council on a <b>semester basis</b> (revised)</li> </ul> |
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| <b>Pathway Name:</b>   | <b>International SUDA / CHEA</b>  |  | <b>Program #:</b>   | <b>N/A</b> |
| <b>Mission and Vision</b>  | <p>Castlemont Newcomer Pathway Immersion Program is a culturally sustaining, asset-based and empowering educational experience that supports multiple languages, celebrates cultures and supports students to succeed in college, career and community.</p> <p>The Castlemont Newcomer Pathway Integration Program engages students new to the country in a 4 year trajectory that strives to fulfill the vision. Building on the assets and experiences from the past 3 years, the program integrates with the entire Castlemont community in a variety of ways, specifically the Sustainable Urban Design Academy (SUDA) and the Community Health Equity Academy (CHEA). The program trajectory is a "progressive immersion" model where levels of scaffolding and integration are intentionally balanced to support students to fully "mainstream" by the fourth year on campus.</p> |  |   |            |
| <b>PATHWAY QUALITY ASSESSMENT</b>  |   |  |   |            |
| <i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>  |   |  |   |            |
|  | <b>Evidence of Strengths</b>  | <b>Areas For Growth</b>  | <b>Next Steps</b><br><i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>   |            |
| <b>Integrated Program of Study</b><br>Equitable Admissions<br>Cohort Structure<br>Curriculum and Instructional Design and Delivery<br>Assessment of Learning<br>Early College Credit Opportunities<br>Partner Input and Validation | <ul style="list-style-type: none"> <li>- Ongoing WBL and CTE trips to Peralta institutions</li> <li>- continued development of pathways: SUDA and CHEA in Int'l 9th and 10th.</li> <li>- Increased testing for language growth &amp; ELD placement, as well as increased numbers of students wanting to stay or join general education classes</li> <li>- Some CTE integration with multiple subjects/involved in different classrooms</li> <li>- Dual enrollment courses through Laney College for English for Speakers of Other Languages</li> </ul>  | <ul style="list-style-type: none"> <li>- intentional ways to connect with the GenEd populations through social activities (Spirit Week Homecoming, Fresh Friday) and class projects</li> <li>- need of additional language and wraparound supports for 11th and 12th grade students as they enter and matriculate through the pathways</li> <li>- Project Exhibitions can be more frequent (each marking period), more intentional, more rigorous in alignment with standards, and engage students and community more.</li> <li>- More engaging WBL/CTE experiences outside of class to engage students in learning, projects and launch the integrated projects. As well as connecting industry partners inside of the classroom</li> <li>- Better utilization of outdoor classroom spaces on campus: farm, garden, fablab and healthy food design space to <b>apply and connect what is being learned in the classrooms, exemplify sustainability and improve campus.</b> Taking advantage of these spaces in hopes to increase student engagement and learning by bringing concepts to life with real meaning and connection</li> </ul> | <b>Curriculum and Instructional Design and Delivery</b><br><ul style="list-style-type: none"> <li>- deeper connections with core classes to CTE</li> </ul> <b>Assessment of Learning</b><br><ul style="list-style-type: none"> <li>- continue to refine mastery based grading</li> <li>- more frequent and higher quality exhibitions and/or demonstrations of mastery</li> <li>- connect with general education population to sync project showcases</li> </ul> <b>Early College Credit Opportunities</b><br><ul style="list-style-type: none"> <li>- increase the number of students in dual enrollment classes</li> <li>- increase visibility of college courses and do targeted outreach</li> </ul>   |            |
| <b>Work Based Learning</b><br>Work Based Learning Plans<br>Student Work Based Learning Experiences and Self Assessments<br>Work Based Learning Provider Assessment of Student Workplace Readiness                                  | <ul style="list-style-type: none"> <li>- Summer ECCCO program has been strong for International students, specifically CastleWorks</li> <li>- Industry-aligned internship opportunities are available (ON campus opportunities) through CastleWorks: Knight Interpreters, Food as Medicine - Culinary; Art as Healing - Knight Painters; Digital Fabrication</li> <li>- Coordinating tours of the CHO clinic with 9th and 10th International</li> </ul>   | <ul style="list-style-type: none"> <li>- more exposure to programming and increase stipends for WBL opportunities to compete with jobs, for students focused on work</li> <li>- build more WBL into ALL classes, earlier on because Int'l students have been more likely to unenroll to go work</li> <li>- connecting partners, projects, and trips with the general education aligned courses</li> <li>- Equitable Program Access to partners and internships - not all students know what is available and when, follow through is inconsistent. Same students participate in opportunities; we'd like to increase visibility and participation</li> <li>- strengthening partnerships, with a specific focus on WBL workplace readiness</li> </ul>   | <ul style="list-style-type: none"> <li>- Consistent use of i-Ready in all ELA and/or Social studies classes to support consistent implementation</li> </ul>   |            |
| <b>Integrated Student Supports</b><br>College and Career Preparation and Support<br>Social-Emotional Skill Development<br>Individual Student Supports<br>Student Input and Validation  | <ul style="list-style-type: none"> <li>- COST and care management for tier 2 and tier 3 supports</li> <li>- Family liaisons with bilingual support</li> <li>- Advisory structure for team culture and community building, wellness, and honor roll celebrations</li> <li>- Lots of engaging field trips - academic: related to pathway themes; community and culture building: connected with wellness and service to the school and local East Oakland Community</li> <li>- Started a community closet where students and families can get free toiletries, hygiene products, home products, and clothing</li> </ul>   | <ul style="list-style-type: none"> <li>- communication with COST and other support services on campus with access for all students.</li> <li>- Inability to properly test (newcomer) Int'l students for SPED</li> <li>- Continue to develop integrated ELD practices among all teaching staff that serve these students</li> </ul>   | <b>College and Career Preparation and Support</b><br><ul style="list-style-type: none"> <li>- have Future Center team engaging with International students much earlier to prep and expose them to post-secondary options</li> <li>- continue to build relationships with local institutions in order to make a warm handoff/smooth transition</li> </ul> <b>Student Input and Validation</b><br><ul style="list-style-type: none"> <li>- garnering feedback and input from students more regularly to determine project topics and project deliverables</li> </ul> <b>Social-Emotional Skill Development</b><br><ul style="list-style-type: none"> <li>- build a more robust resource bank for students that are new to the country</li> </ul> |            |

**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goals**  
 Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

|                            |   |
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| <b>Goal #1:</b><br>By 2026 | By 2026 the International Team will <b>deepen industry and community partnerships</b> on and off campus in connection with both SUDA and CHEA to create more aligned work-based learning opportunities, specifically internships and apprenticeships that have bilingual programming or staff so that all students have true access to pathways to that career path.  |
| <b>Goal #2:</b><br>By 2026 | By 2026, through the Program of Study, we will have <b>institutionalized all major work-based learning, and college and career trips</b> for the entire International experience, including plans to support early exits into the workforce. We will help students create <b>transition action plans</b> which will serve as a major artifact in their graduate capstone, and a guide for planning their next steps after Castlemont. |
| <b>Goal #3:</b><br>By 2026 | By 2026, 12th grade students who started in our International academy will reach grade level reading proficiency or have increase reading proficiency by five years as measured by the i-Ready.   |

**Pathway Strategic Actions**

**Strategic Actions for 2023-24**  
 What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

|                                      |  |
|--------------------------------------|--|
| <b>Strategic Actions for Goal #1</b> | Pathway coach, Work-based learning Liaison, and Capstone teacher will work together to seek out and cultivate new community and industry partnerships                                  |
|                                      | Build more intentional programming into the CastleWorks (on-campus WBL) afterschool programming for international students that are aligned with their career interests and skill sets |
|                                      | Strategically engage pathway advisory boards and core partners to reach out to new and potential partners  |
| <b>Strategic Actions for Goal #2</b> | - Strengthen WBL continuum and college, career, and community (C3) into program of study, with a heavy emphasis on career exploration  |
|                                      | - Team will create annual calendar with all CHEA experiences by grade level; revisit and refine calendar of events each year   |
|                                      | - Engage with College and Career team very early on, because some students enter the program at older ages   |
| <b>Strategic Actions for Goal #3</b> | - Reading and literacy focus in whole school PD  |
|                                      | - Instructional coaching support for all teachers (informal through programs or formal evaluation cycles)  |
|                                      |  |

**Pathway Budget Expenditures**

**2023-2024 Pathway Budget**

| <b>BUDGET JUSTIFICATION</b><br>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.<br>For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .<br><br>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br><br>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)<br><br>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i> | <b>COST</b> | <b>OBJECT CODE</b> | <b>OBJECT CODE DESCRIPTION</b> | <b>POSITION TITLE</b> | <b>FTE</b> | <b>PATHWAY NAME</b> |
|--|-------------|--------------------|--------------------------------|-----------------------|------------|---------------------|
| <b>Supplies &amp; Materials: Purchase supplies and materials for the International (Newcomer) pathway classes to create PBL experiences</b> , integrated projects in class and final project exhibitions to demonstrate and apply student learning of pathway outcomes. This will support students early exposure to the pathway programs in 9th and 10th grade and prepare them to fully integrate in the 11th and 12th grade.  | \$3,164.59  | 4310               | Supplies & Materials           |                       |            | International       |
| <b>Transportation Costs: Transportation for Work Based Learning &amp; CTE field trips aligned to pathway themes, content and skill.</b> The field trips will provide opportunities for students to apply knowledge and skills to real world experiences and in turn enhance classroom engagement.  | \$10,000.00 | 5826               | Transportation Costs           |                       |            | International       |

**2024-2025: YEAR TWO**

**Pathway Strategic Goals**

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| <b>Pathway Quality Strategic 3 Year Goal</b>  |   | <b>Check in on 3-Year Goals</b><br><i>For each 3-year goal, answer:</i><br>-To what extent is the pathway on track for accomplishing this goal by 2026?<br>-What has supported or hindered progress towards each goal this year?   |   |
| By 2026 the International Team will deepen industry and community partnerships on and off campus in connection with both SUDA and CHEA to create more aligned work-based learning opportunities, specifically internships and apprenticeships that have bilingual programming or staff so that all students have true access to pathways to that career path.   |   | - Industry and community partnerships are growing and going deeper in the SUDA and CHEA pathways, but we still want more opportunities for students without SSNs. On track to accomplishing this goal by 2026.<br>- Pathway coach, Work-based Learning Liaison, and Transition Specialist have worked closely to introduce new opportunities to students in manufacturing. Castlemont is introducing a Construction, Trades workforce Initiative (CTWI), re-introducing Intro to Skilled Trades dual enrollment course with Laney, and building a deep relationship with Humanmade. We have also been working on increasing the type of health-related internships that do not require SSNs  |   |
| By 2026, through the Program of Study, we will have institutionalized all major work-based learning, and college and career trips for the entire International experience, including plans to support early exits into the workforce. We will help students create transition action plans which will serve as a major artifact in their graduate capstone, and a guide for planning their next steps after Castlemont. |   | - Students are learning website development and resume development (through the brag sheet). On track to accomplishing this goal by 2026.<br>- The CTE department will be adopting the use of a "brag sheet" that will support with the development of student resumes, which will be translated into their transition portfolio. Senior capstone is moving toward electronic portfolios and 10-11th will begin them next year.  |   |
| By 2026, 12th grade students who started in our International academy will reach grade level reading proficiency or have increase reading proficiency by five years as measured by the i-Ready.   |   | - Student literacy will continue to be priority. At this rate students in our International program are not on track to be on grade level reading by 12th grade. However, there has been significant growth and will adjust the goal to be growth oriented.<br>A significant reality is that many of these students are starting at 1st/2nd grade levels for reading in 9th grade and jumping 10 reading levels in four years isn't always realistic depending on the students experience with formal education settings and reading level in their home language.   |   |
| <b>Pathway Strategic Actions Reflection</b>   |   |  |   |
| <b>2023-2024 Strategic Actions</b>  |   | <b>Reflection on 2023-2024 Strategic Actions</b><br><i>For the Strategic Action sets for each goal, answer:</i><br>-Are you on track for accomplishing the actions for the related goal this school year?<br>-If so, what has been done or will be done by the end of the year to accomplish it?<br>-If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?  |   |
| <b>23-24 Strategic Actions for Goal #1</b>  | Pathway coach, Work-based learning Liaison, and Capstone teacher will work together to seek out and cultivate new community and industry partnerships   | - These goals are largely being met. A significant hindrance was our WBLL position being vacant for nearly 4 months of the school year.<br>- We have many, essentially equal, CastleWorks opportunities for our International studies as for our gen ed students.<br>- International pathway leads are part of our leadership meetings and support with program quality control and equal access to school wide supports and opportunities.<br>- Pathway advisory boards: this goal is moving along, but slowly. Our CTWI partners have reached out about the construction trades and their accessibility to students with no SSNs. Genesys works, a new partner is trying to work with all students, but has limitations because of the partner corporations that they work with. Health sector partners sometimes run into barriers because of the need for SSNs.                      |   |
|   | Build more intentional programming into the CastleWorks (on-campus WBL) afterschool programming for international students that are aligned with their career interests and skill sets  |  |   |
|   | Strategically engage pathway advisory boards and core partners to reach out to new and potential partners   |  |   |
| <b>23-24 Strategic Actions for Goal #2</b>  | - Strengthen WBL continuum and college, career, and community (C3) into program of study, with a heavy emphasis on career exploration   | - Annual calendar with all experiences and events: Teachers have been working on this and implementing new experiences for field trips.<br>- College, Career, and Community (C3) team has been more engaged with systemizing C3 supports in pathways and lower grade levels. Building out the Castlemont graduate profile and allowing teams to have input on the pathway C3 experiences has allowed the team to bring more meaningful experiences to CHEA and the school at large.<br>- C3 Team has worked closely with International team to provide experiences that will support with keeping them engaged and in school, even as they age toward and past 18 years old. Students go to College of Alameda, Merritt College, Laney College and Berkeley City College and some 4 year institutions. Students also get C3 programming in Advisory and take tours of the Future Center. |   |
|   | - Team will create annual calendar with all CHEA experiences by grade level; revisit and refine calendar of events each year  |  |   |
|   | - Engage with College and Career team very early on, because some students enter the program at older ages  |  |   |
| <b>23-24 Strategic Actions for Goal #3</b>  | - Reading and literacy focus in whole school PD   | Literacy PD this year has been a strength with teachers reviewing strategies, peer observing and better implementation school wide. We are deepening our practice of student talk and will continue to hone in on SIPP's implementation for ELLs that are reading multiple years below grade level. There have been school-wide learning walks and teachers have recorded themselves teaching and supporting student talk. These are revisited in a PD learning cycle.   |   |
|   | - Instructional coaching support for all teachers (informal through programs or formal evaluation cycles)   |  |   |
| <b>Pathway Strategic Actions 2024-2025</b>  |   |  |   |
| <b>2024-2025 Strategic Actions</b><br><i>Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?</i>   |   |  |   |
| <b>Goal #1:<br/>By 2026</b>   | By 2026 the International Team will deepen industry and community partnerships on and off campus in connection with both SUDA and CHEA to create more aligned work-based learning opportunities, specifically internships and apprenticeships that have bilingual programming or staff so that all students have true access to pathways to that career path. | <b>New or Revised Strategic Actions for Goal #1</b>  | Pathway coach, Work-based learning Liaison, Transition Specialist, and Capstone teacher will work together to seek out and cultivate new community and industry partnerships (revised)        |
|   |   |  | Build more intentional programming into the CastleWorks (on-campus WBL) afterschool programming for international students that are aligned with their career interests and skill sets (same) |
|   |   |  | Strategically engage pathway advisory boards and core partners to reach out to new and potential partners (same)  |

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| <p><b>Goal #2:</b><br/>By 2026</p> | <p>By 2026, through the Program of Study, we will have institutionalized all major work-based learning, and college and career trips for the entire International experience, including plans to support early exits into the workforce. We will help students create transition action plans which will serve as a major artifact in their graduate capstone, and a guide for planning their next steps after Castlemont.</p> | <p><b>New or Revised Strategic Actions for Goal #2</b></p> | <p>- Strengthen WBL continuum and college, career, and community (C3) into program of study, with a heavy emphasis on career exploration (same). Our work-based learning Plan and C3 Experience maps will reflect the new plans. The plans will outline the scope and sequence of what WBL activities will happen in each year, and ideally where they will fall (class and time of)</p> <p>- Using previous years 2019-23 as guides and templates. Team will create annual calendar with all International Program experiences by grade level; revisit and refine calendar of events each year. This will allow teachers to have more time to plan assessments of student learning and allow students to know what to look forward to, which helps them follow along with the</p> <p>- Engage with College and Career team much earlier (9th and 10th grade). Earlier exposure will impact student urgency and interest in college and certain careers. Staff will receive specific resources to support C3 activities through advisory and in the classroom. The college and work-based trips will be strategically planned out to align with SLC needs and pathways (revised)</p> |
| <p><b>Goal #3:</b><br/>By 2026</p> | <p>By 2026, 12th grade students who started in our International academy will reach grade level reading proficiency or have increase reading proficiency by five years as measured by the i-Ready.</p>   | <p><b>New or Revised Strategic Actions for Goal #3</b></p> | <p>- Reading and literacy focus in whole school PD, <b>engaging the ELA specialists and ELLMA office as resources</b> (revised)</p> <p>- Instructional coaching support for all teachers (informal through programs or formal evaluation cycles); <b>using district coaches to support with capacity</b> (revised)</p>   |

**Pathway Budget Expenditures**  
*Effective July 1, 2024 - June 30, 2025*

| <p><b>2024-2025 Pathway Budget</b></p>  |                    |                           |                                       |                              |                   |  |   |  |
|---|--------------------|---------------------------|---------------------------------------|------------------------------|-------------------|--|---|--|
| <p><b>BUDGET JUSTIFICATION</b><br/>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.<br/>Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification.<br/>For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.<br/><br/>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br/><br/>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)<br/><br/>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i><br/><br/><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p> | <p><b>COST</b></p> | <p><b>OBJECT CODE</b></p> | <p><b>OBJECT CODE DESCRIPTION</b></p> | <p><b>POSITION TITLE</b></p> | <p><b>FTE</b></p> | <p><b>PATHWAY NAME (if applicable)</b></p> | <p><b>Fully Approved</b><br/>(no additional Justification Form required)<br/><br/><i>(protected cells below to be completed by MN/H staff only)</i></p> | <p><b>Conditionally Approved</b><br/>(Justification Form is required)<br/><br/><i>(protected cells below to be completed by MN/H staff only)</i></p> |
| <p><b>Supplies &amp; Materials: Purchase supplies and materials for the International (Newcomer) pathway classes to create PBL experiences</b>, integrated projects in class and final project exhibitions to demonstrate and apply student learning of pathway outcomes. This will support students early exposure to the pathway programs in 9th and 10th grade and prepare them to fully integrate in the 11th and 12th grade.</p>   | <p>\$3,500.00</p>  | <p>4310</p>               | <p>Supplies &amp; Materials</p>       |                              |                   | <p>International</p>                       |   | <p>Conditionally Approved</p>  |
| <p><b>Transportation Costs: Transportation for Work Based Learning &amp; CTE field trips</b> aligned to pathway themes, content and skill. The field trips will provide opportunities for students to apply knowledge and skills to real world experiences and in turn enhance classroom engagement.</p>  | <p>\$10,000.00</p> | <p>5826</p>               | <p>Transportation Costs</p>           |                              |                   | <p>International</p>                       |   | <p>Conditionally Approved</p>  |

**MEASURE N 2022-2023 CARRYOVER PLAN**

|  |   |  |                     |
|--|---|--|---------------------|
| <b>School Name</b>   | <b>CASTLEMONT HIGH SCHOOL</b>   | <b>Site Number</b>   | <b>301</b>          |
| <b>Why were you unable to expend all your funds in the 2022-2023 school year?</b>  | Much of our carryover this year came from the inability to fill the 9th grade Public Health position last year. Although we found several suitable candidates, life's challenges and onboarding woes prohibited us from keeping them around. In addition to the human resources trouble, the teacher strike happened at a time when there were a few projects and field trips in the planning. Upon our return to normal classes after the strike, we made decisions to cancel or do without some of the things that we might have done (purchasing supplies for projects, paying for buses and admission fees). We did this as an attempt to prevent and relieve pressure from teachers and students |  |                     |
| <b>Total Measure N Funds Received in Fiscal Year 2022-2023</b><br><i>(including accumulated carryover from previous years)</i> | \$777,353.48  | <b>Projected Carryover Amount from Fiscal Year 2022-2023</b> | <b>\$157,926.83</b> |
| <b>Projected Carryover Amount from Fiscal Year 2022-2023</b>   | \$157,926.83  | <b>Total Budgeted Amount</b>                                 | \$157,926.83        |
| <b>Percentage of 2022-2023 Carryover to Measure N Funds</b>  | 20.3%   | <b>Remaining Amount</b>                                      | \$0.00              |

|                    |   |
|--------------------|---|
| <b>NOTE:</b>       | Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.   |
| <b>Directions:</b> | Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development.<br>**Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N/H Justification Examples - A Resource for EIP Development document linked below. |
| <b>Resources:</b>  | <a href="#">2023-2024 Measures N and H Permissible Expenses</a><br><a href="#">Measures N and H Justification Examples - A Resource for EIP Development</a>   |

| <b>BUDGET JUSTIFICATION</b><br>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.<br>For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Budget Expenditure Instructions</a>   |                    |                                |                                    |              |                                     |  |  |
|--|--------------------|--------------------------------|------------------------------------|--------------|-------------------------------------|--|--|
| - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.   |                    |                                |                                    |              |                                     |  |  |
| - How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions?   |                    |                                |                                    |              |                                     |  |  |
| We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the <a href="#">Measures N and H Permissible Expenses</a> document to confirm permissibility. |                    |                                |                                    |              |                                     |  |  |
| <b>COST</b>  | <b>OBJECT CODE</b> | <b>OBJECT CODE DESCRIPTION</b> | <b>POSITION TITLE &amp; NUMBER</b> | <b>FTE %</b> | <b>WHOLE SCHOOL OR PATHWAY NAME</b> | <b>Which Linked Learning pillar does this support?</b> |  |
| \$15,159.38  | 1120               | Teacher Salaries Stipends      |                                    |              | Whole School                        | Integrated Student Supports                            |  |

**Teacher Salaries Stipends: Extended Contracts to pay 9 Teachers to provide After School tutoring and Pathway Integration, through June 30, 2024.**  
This after school intervention would pay for 9 teachers so that 450-600 students can be supported in passing their classes. We are still seeing many gaps in students' mastery related to our pathway classes. This would directly reduce our dropout rate and improve students' academic college and career readiness. These funds would make it possible for us to ensure that students are not falling further behind in classes that support pathway development and completion.  
This will also be funding for extended planning time for teachers to integrate the pathway theme into their core content curriculum and align across pathways during the school year. This extra time will be used to calibrate student experiences across pathways to ensure equitable alignment in all pathways. This will improve student engagement by supporting the teachers to be aligned within and across the pathways, and to support the teachers in building their capacity to engage students more deeply and effectively. This will serve all Castlemont students (~750).  
Accomplishment Standards: The planned student outcomes for this expenditure are increased engagement within their pathways and for students to have more equitable experiences across pathways. With this work, we hope to increase teacher capacity, further integrate pathway themes into the core curriculum, further into the pathway with the intended outcome for students of improved academic and pathway support from their teachers.  
Budget: 35 hrs at \$38.50 per hour + 25% benefit costs = \$1,684.38 x 9 teachers = \$15,159.38.  
(Salary & Benefit Costs included)

|   |             |      |                                      |  |  |              |   |
|---|-------------|------|--------------------------------------|--|--|--------------|---|
| <p><b>Meeting Refreshments: Refreshments for a series of pathway and college and career readiness events for family engagement and pathway knowledge sharing.</b><br/>Meeting refreshments will make the meetings more community-oriented, increase turnout, and be able to include families in more planning processes for students' pathway engagement and planning. We currently have a lack of family engagement around our pathways and this would be an opportunity to share the pathway experience and requirements. This will allow for each grade level to have their own community engagement session. This includes our end of year pathway showcase. There will be nearly 400 students through these combined events.</p>   | \$9,995.00  | 4311 | Meeting Refreshments                 |  |  | SUDA/CHEA    | Enabling Conditions                     |
| <p><b>COMPUTERS: Purchase MS Surface Pro (PCs with Windows) for the FabLab to support the unique required softwares; Design software - SketchUp Pro, Fusion 360, Adobe Creative Suite, Prusa Slicer, Makerbot Software.</b><br/>These design softwares will be used by students of all grade levels in wall to wall pathways. These will be used by students during and after school learning 3D printing, Laser Cutting, CNC machining, and vinyl cutting. We will purchase about 16 devices (\$1,250 x 16 = \$20,000 tax included). Students served: ~150 per year.</p>   | \$20,000.00 | 4420 | Computer <\$5,000                    |  |  | Whole School | Rigorous Academics (Integrated Program) |
| <p><b>Professional Contracted Bus Services: Charter buses for students to attend Work-Based Learning &amp; Career Technical Education trips aligned to pathway themes, content and skill.</b><br/>Trips will provide opportunities for students to apply knowledge and skills to real world experiences and in turn enhance classroom engagement. Students will explore pathways outside of our walls, engage in hands-on activities, interact with industry professionals, see the relevance/application of their school work. 9-12th grade students will participate in these trips. This will serve all students and will include about 700 students. These field trips allow students to gain real-work experience to prepare for the workforce beyond high school. These exposure opportunities allow students to build a stronger sense around different career pathways and postsecondary plans. Buses average about \$1,250 each, so this allocation would cover nearly 16 trips, or 3-4 trips for each small learning community/pathway.</p> | \$20,000.00 | 5826 | Professional Contracted Bus Services |  |  | Whole School | Work-Based Learning                     |
| <p><b>Consultant Contracts: Contract with Oakland Kids First (OKF) to pay out Student Stipends for the 2024 Summer ECCCO Program for Castlemont students participating in summer internships, through June 30, 2024.</b><br/>This money will be distributed through the Oakland Kids First and the money will be used to issue student stipends for the 2024 summer internships coordinated with ECCCO partnership and each pathway. Providing students with real world experience directly related to their pathway focused academics directly aligns with pathway development. Prioritizing the needs of our students to receive stipends for their work and increasing their access to industry partners and work based learning opportunities is an intentional choice to increase student engagement. This is a strong need for our students so they better connect their in-class learning to their life and future. Budget: with these funds we hope to serve approximately 50 students. (Admin Fees Included)</p>                             | \$30,000.00 | 5825 | Consultant Contracts                 |  |  | Whole School | Work-Based Learning                     |
| <p><b>Conferences Expenses: Conference and travel expenses for the Pathway teachers to attend Professional Development opportunities to build capacity in project-based learning and standards-based practices.</b><br/>Potential conferences include UnboundED Standards Institute, Educating for Careers, The PBL Leadership Academy, and Linked Learning Alliance. As teachers are better able to prepare high quality projects, our belief is that by integrating curriculum between academic classes and CTE students will be more engaged, projects and tasks will be more clear, and student work in classrooms will become more relevant and aligned to the pathway theme.</p>  | \$10,000.00 | 5220 | Conference Expenses                  |  |  | CHEA/SUDA    | Rigorous Academics (Integrated Program) |

|   |             |             |                                  |  |  |              |                             |
|---|-------------|-------------|----------------------------------|--|--|--------------|-----------------------------|
| <p><b>Consultant Contracts: Contract with Oakland Kids First (OKF) to subcontract with Arthur McDade IV, as the Farm Manager for SUDA &amp; CHEA Pathways, through June 30, 2024.</b></p> <p>The Farm Manager is responsible for leading food production activities, support of hands-on education and training programs, hosting after school programming two days per week, and communications with other entities using the farm. Collaborative community engagement, program and partner development. Farm Manager will provide support with application of pathway themes, content and skills through industry and community partnership. Farm Manager will integrate into Sustainable Urban Design (SUDA) and CHEA through classroom projects particularly Sustainable food systems, Food as Medicine, Farm to School, and Culinary CTE connections. Will also support with dual enrollment and work-based learning opportunities around agroecology.<br/>(Admin Fees Included)</p> | \$35,000.00 | 5285        | Consultant Contracts             |  |  | Whole School | Integrated Student Supports |
| <p><b>Consultant Contracts: Contract with Public Health Institute's (PHI) CA 4 Health for the CHEA Pathway, through June 30, 2024.</b></p> <p>This is a contract with PHI for services in collaboration with teachers, develops project-based learning, experiential learning and partnership coordination specific to public and community health for 200 Community Health and Education (CHEA) pathway 10/11th and senior seminar students. PHI will bring in Public Health Competencies and Skills through in-class workshops and trainings to build advocacy and awareness; support CHEA leadership development and direction of the CHEA team of teachers; and assist teacher leadership in coordinating CHEA Youth Advisory Council building leadership and other transferable skills.<br/>(Admin Fees Included)</p>  | \$17,767.45 | 5825        | Consultant Contracts             |  |  | Whole School | Integrated Student Supports |
| <p><b>Correcting Negatives in Measure N &amp; H accounts:</b></p> <p>These funds are to offset all of the negatives in Measure N - Resource 9333 &amp; Measure H - Resource 9339.</p> <p>The negatives are usually the result of cost differences between what was initially budgeted by the site and the actual Salary &amp; Benefit Costs, as well as Mid-Year Salary Adjustments.</p> <p>This justification is to cover negatives in the 1xxx-3xxx object codes only, throughout the 2023-24 fiscal year.</p>  | \$5.00      | 1xxx & 3xxx | Salary & Benefit Costs Negatives |  |  | Whole School | Enabling Conditions         |

## MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN

(for Fiscal Year 2023-24)

|   |                        |   |     |
|---|------------------------|---|-----|
| <b>Name of School Site</b>  | Castlemont High School | <b>Site #</b>   | 301 |
| <b>Approved Strategic Carryover</b><br><small>(from prior years - Carryover Plan)</small> | <b>\$14,505.11</b>     | <b>In the box below, please indicate why you decided to allocate Strategic Carryover.</b>   |     |
| <b>Total Budgeted Amount</b>  | <b>\$14,505.11</b>     | We decided to allocate strategic carryover, because we identified a few areas of overallocation or purchases that we decided to forgo. Allocating those funds to Strategic Carryover was a move for fiscal responsibility, understanding that intentionally setting it aside for the next year was better than spending it just to spend it. The funds will be allocated to salary for our Work-Based Learning Liaison. |     |
| <b>Remaining Amount to Budget</b>   | <b>\$0.00</b>          |   |     |

|                    |   |
|--------------------|---|
| <b>NOTE:</b>       | Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.   |
| <b>Directions:</b> | Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development.<br>**Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N Justification Examples - A Resource for EIP Development document linked below. |
| <b>Resources:</b>  | <a href="#">Measure N 2022-2023 Permissible Expenses</a><br><a href="#">Measure N Justification Examples - A Resource for EIP Development</a>   |

| <b>BUDGET JUSTIFICATION</b><br><b>For All Budget Line Items</b> , enter 3-5 sentences to create a Proper Justification that answers the below questions.<br><b>For Object Codes 1120, 5825 and all FTE</b> , please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .<br><br>- What is the specific expenditure or service type?<br>Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br><br>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)<br><br>We encourage you to refer to this list <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use.<br><i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i> | COST        | OBJECT CODE | OBJECT CODE DESCRIPTION     | POSITION TITLE & NUMBER                | FTE %   | WHOLE SCHOOL OR PATHWAY NAME | Which Linked Learning pillar does this support? |
|---|-------------|-------------|-----------------------------|--|---------|------------------------------|---|
| <b>Classified Support Salaries: Hire a Work Based Learning Liaison, at .10 FTE.</b><br>The WBL Liaison will continue developing WBL opportunities for students, co-planning with both pathway teams, coordinating with the International 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, ECCCO summer internships and Dual Enrollment.<br>This action is to increase the FTE for this position (also budgeted in the Whole School Tab) from .50 to .60 FTE. The combined FTE for this PCN is not to exceed .60 FTE for FY 2023-24.<br>PCN 1795 - Angelica Rubi-Munoz<br>(Salary and Benefit costs included)   | \$14,505.11 | 2205        | Classified Support Salaries | Work Based Learning Liaison - PCN 1795 | .10 FTE | WHOLE SCHOOL                 | Work-Based Learning                             |



# Measures N and H 2024-2025 Education Improvement Plan Assessment (Year Two of Three-Year Cycle)

[[Castlemont HS](#)]

## Checklist of Required Elements:

- ✓ Submitted Measures N and H Education Improvement Plan
- ✓ Submitted Three Domains of Linked Learning (one per pathway)

| <b>Criterion 1: Measures N and H Pathway Improvement Progress Reflection:</b> To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2022-23) and Year 2 (2023-24)?<br><small>(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</small> |  |                          |                        |                       |
|---|--|--------------------------|------------------------|-----------------------|
| Category  | Comprehensive Analysis<br>4  | Developing Analysis<br>3 | Emergent Analysis<br>2 | Unclear Analysis<br>1 |
| <p><b>Evidence of Progress toward Pathway Program(s)' <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a></b></p> <p><i>Instructions:</i> Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:</p> <ul style="list-style-type: none"> <li>Meaningful reflection about progress toward strategic goals (whole school and pathway)</li> <li>Clear articulation of connections between these reflections and new or adapted strategic actions</li> <li>Evidence of progress toward pathway programs' quality standards</li> </ul>          | <p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Reflections suggest that greater clarity of vision may benefit the school and its pathways.</li> <li>Pathways are in the process of addressing pathway program quality standards.</li> <li>There is evidence that the school continues to offer a wide range of supports and meaningful experiences to students. However, there is a need for greater coherence and focus. How can the school achieve greater alignment between student opportunities and pathway themes/programming?</li> <li>The EIP reflects efforts to address lagging student performance; yet, it is unclear how the strategies relate to or are held within the pathway structures.</li> <li>The EIP and EIP presentation indicate disparate teaming structures (5 SLCs, 2 pathways, various leadership teams). It is unclear how these groups intersect and what unique role they play in promoting student success.</li> </ul> |                          |                        |                       |

|  |  |
|--|--|
|  | <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• Deepen strategic integration of CTE standards and skills into core academics.</li> <li>• Integrate work-based learning and internship preparation within pathway classes.</li> <li>• Expand industry partnerships in SUDA and CHEA.</li> <li>• Leverage pathway structures to foster a culture of rigor, high expectations, care, and readiness for post-secondary life. Include structures within each pathway to measure and monitor progress in a systematic way (implement a regular cadence).</li> <li>• Define and refine programmatic visions of the school and its specific pathways.</li> <li>• Attending to analyzing programming and structures and reflecting on current conditions before creating or adding additional interventions, teams, programs, and structures is encouraged.</li> </ul> |
|--|--|

**Criterion 2: Measures N and H Pathway Improvement Plan (Actions): In what ways does the EIP clearly articulate new or revised actions that are grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions?**

| Category   | Excelling<br>4  | Meeting<br>3 | Approaching<br>2 | Beginning<br>1 |
|--|---|--------------|------------------|----------------|
| <p><b>Strategic Actions</b></p> <ul style="list-style-type: none"> <li>• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning <ul style="list-style-type: none"> <li>• Integrated Program of Study</li> <li>• Work-Based Learning</li> <li>• Integrated Student Support</li> </ul> </li> <li>• Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals</li> <li>• Coherence is evident as a clear theory of action that bridges their reflection logically into their actions</li> </ul> | <p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• The school has school-wide goals specific to student outcomes. Efforts to improve graduation and A-G rates, decrease chronic absenteeism, and promote literacy skills are evident but it remains unclear how this work is taking place in pathway teams.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• Structures in the school are nebulous. Based on the EIP and EIP presentation, it appears that the school has many disparate priorities (5 SLCs, 2 academic pathways, International and 9th grade, extracurricular activities).</li> <li>• The school may benefit from engaging in mapping out, clarifying, and streamlining systems.</li> </ul> |              |                  |                |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Embed ongoing analysis of student data into pathway team meetings to increase alignment of pathway teachers, counselors, and case managers around strategic interventions.</li> <li>• Develop a shared theory of action around how pathways will address core issues related to disengagement.</li> </ul> |
|--|--|

| Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan   |  |                                    |                                   |                               |
|---|--|------------------------------------|-----------------------------------|-------------------------------|
| Category  | Strategic & Aligned<br>4   | Partially Strategic & Aligned<br>3 | Unclear Strategy & Alignment<br>2 | Missing or Non-Compliant<br>1 |
| <p><b>Instructions:</b> Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2024-25.</p> <p><b>Budget</b></p> <ul style="list-style-type: none"> <li>• A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan</li> <li>• Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning</li> <li>• Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)</li> </ul> | <p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• The budget addresses challenges identified in the plan and includes justifications.</li> <li>• Expenditures are directly linked to student needs, yet greater clarity on ways in which expenditures are leveraged to improve Linked Learning pathways is needed.</li> </ul> |                                    |                                   |                               |

| Final Recommendation   |
|--|
| <p><b>Instructions:</b> Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.</p> |

### Rating<sup>1</sup>: Approved

- School is **actively developing and implementing** Linked Learning, as evidenced by the establishment of all three domains of Linked Learning: Integrated Program (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School is focused on the continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes

### Strengths:

- Castlemont's EIP reflects a strong commitment to meeting a wide range of student needs.
- Castlemont staff engage community organizations to supplement school-provided student interventions.
- Teams have a regular meeting cadence and are working towards adopting structures that will allow them to maximize time (committee model).
- Teams are reflective and open to making adjustments that facilitate improvement.

### Key Questions:

- How do pathways intentionally inform the school's instructional vision?
- How will the school work closely with pathways to create aligned school and pathway visions?
- How can pathways reimagine capstone to celebrate student growth over time?
- How will the school sustain and make progress towards a specific plan over time?

### Budget Feedback:

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### <sup>1</sup>Fully Approved

- *School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning as evidenced for all students: Integrated Program of Study (a distinct CTE program plus integrated and cohorted core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)*
- *School is deeply engaged in the strategic continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways*

### Approved

- *School is **actively developing and implementing** a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)*
- *School has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways*

### Conditionally Approved

- *School is **actively developing** a whole-school pathways model as evidenced by early implementation of key elements of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)*
- *School does not demonstrate continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways*



- Consider how to leverage Measure N/H funds to increase rigor and relevance in core academic classes and CTE-theme integration
- How can Measure N/H be employed to improve/strengthen pathways and their impact?

**Next Steps (for Conditionally Approved Sites)** - add rows as needed

| What | Suggested Lead | Deliverable | Date |
|------|----------------|-------------|------|
|      |                |             |      |