



**College &  
Career for  
All Fund**

Established by Measure N



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Castlemont High School

## 2024-2025 Measure Education Improvement Plan Presentation



Presented to Measures N and H Commission

April 24, 2024

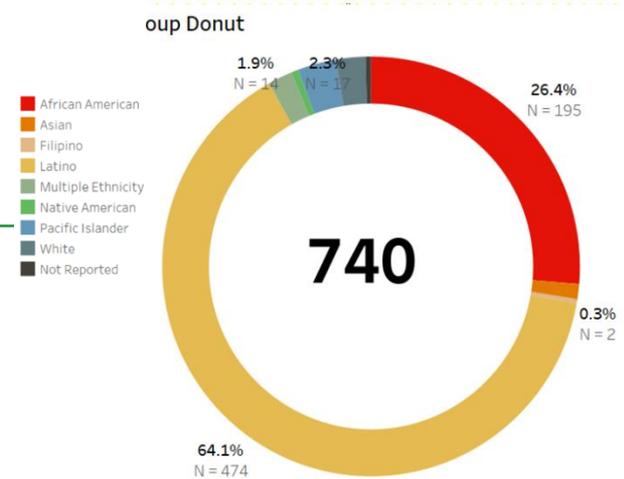
[www.ousd.org](http://www.ousd.org)



@OUSDnews

# Castlemont Overview

- Castlemont serves 725-770 students from grades 9-12
- Graduation requirements are aligned with A-G requirements as well as our graduate profile
- 5 SLCs: International, 9th Grade, SUDA, CHEA, 12th Grade



**Our Mission:** 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 Community Health Equity academies 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.

# Snapshot: Graduation and Post Secondary

---

## **A-G**

- GRADUATION **91%** of our Seniors graduated last year (137/151) up from 82%
- CTE: 60% of students during the 22/23 school year participated in a CTE program

## **Post High School Transitions**

- 46 Seniors are enrolled in 1 college unit of General Work Experience college credit for work and internships through BCC and over 100 Seniors participated in at least one Postsecondary Transition Workshop at BCC
- 86% of Seniors from the class of 2023 completed Financial Aid (no data yet for Class of 2024)
- 54 Students applied to CSU

## **Dual Enrollment (C OR HIGHER):**

- 75% Pass Rate Fall 24
- 76 students participated in DE in Fall 24

## **Post Secondary Plan(s)**

- In 2024, 96% of graduates had an identified postsecondary goal with 85% of graduates who completed a postsecondary program application

## **Work Based Learning**

- 300 students participating in Castleworks Paid internships

# Focal Student Highlight: AA Males

---

OK Program

My Other Brother

AA Male Advisory Classes

Focal work with Transition Specialist

- UCSF Children's Hospital Black Male Doctors and Practitioners
- Visit to Fire Station 20 on 98th and International



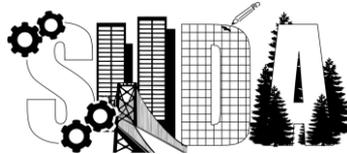
# SUDA Pathways Enrollment

## Pathway/SLC Demographics

Select Academic Year Multiple values  
 Select School All  
 Select Pathway/SLC Castlemont - Sust..  
 Select Grade Level Multiple values  
 View by Subgroup Ethnicity-Gender  
 Select Subgroup All



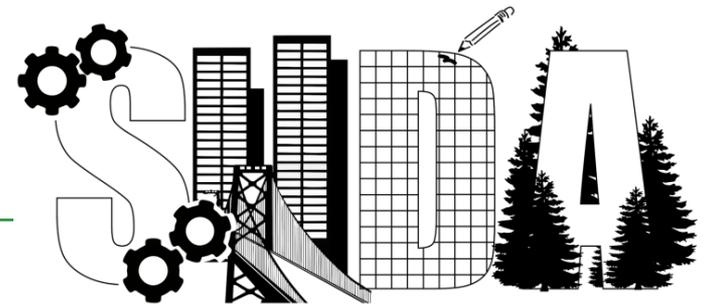
## Pathway by Ethnicity-Gender - Grade 10, 11, 12



Sustainable Urban Design Academy

# SUDA Goals

---



Sustainable Urban Design Academy

<b>Goal #1:</b> 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>Goal #2:</b> By 2026	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.
<b>Goal #3:</b> By 2026	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.

# Sustainable Urban Design Academy (SUDA)

## Reflections on 2024-2025 so far



### Progress: evidence of progress in *pathway development*

Goal 1: Clear arguments and writing with evidence

Goal 2: Deepen industry and community partnerships, specifically in urban planning and design

Goal 3: Electronic Portfolios

- 9th-grade sampler integrated intentional experiences to help choose the pathway best fit
- Senior Capstone CTE Experience
  - Increased partnerships
  - Deeper learning and action orientation
  - Data creation and analysis
- New/expanding partnerships makes year to year planning more predictable
- FabLab/Learning Lab (SUDA)
  - More space for career exploration
- Master scheduling has supported parallel experiences for International and Gen Ed
- Dual Enrollment + Pre-apprenticeship (Construction Trades Workforce Initiative)
- We have stayed on track with our C3 plans
- CTE teacher is successfully implementing digital portfolios, aligning with the C3 team's Transition Action Plan.

# SUDA Reflections on 2024-25 so far



## Challenges:

- **Integration between Senior Seminar research paper and CTE Action project**
  - Solutions: Dedicated planning/collaboration time to align paper and project timelines
- **More students ARE getting into the trades and digital manufacturing, BUT still not as many entering design and policy professions**
  - Solutions: building connections to architects and real estate professionals of color
- **10th Grade Pathway experience feels less concrete this year due to the transition in the science course sequence**
  - Solutions: Next year, 10th graders will have Sustainable Urban Energy
  - Incorporating design thinking ideas into 10th grade BUILD course

# Sustainable Urban Design Academy

## Looking Ahead to 25-26



Creating opportunities for students to experience post-secondary pathways into architecture and design field

Earlier field trip/exposure experiences for SUDA-related professions (fabrication, design, trades) - specifically in 9th and 10th grade

Measure N/H continues to pay for salaries for CTE, WBL, Pathway Coach, etc.

Provides transportation and access to explore the world from deep East Oakland

# SUDA Senior Capstone Site Visits

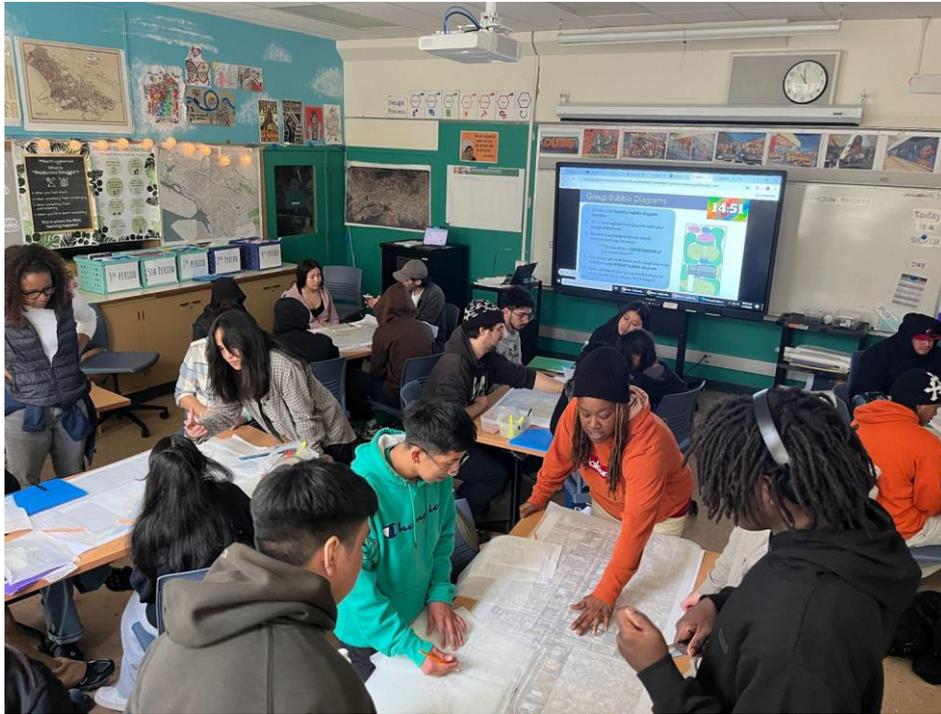


- 73rd and Mac
- International corridor
- MLK Shoreline

## Partners:

- East Oakland Black Cultural Zone
- Homies Empowerment
- Hood Planning Group
- Ninth Root
- Environmental Science Associates
- Civic Design

# SUDA Senior Capstone Design Proces



# SUDA Liberation Park + RYSE Center Field Trip



## Partners:

- East Oakland Black Cultural Zone
- Architects from Community Arts Stabilization Trust
- RYSE Center Resilience Hub



# SUDA Design and Water Quality Testing Field Trip



- Leona Canyon
- Oakland Coliseum/Arena
- MLK Shoreline Park

## Partners:

- African American Sports and Entertainment Group
- Roots Soccer Club



# SUDA Coliseum Client Interview



Client Interview for Coliseum Design Project with:

- Ray Bobbitt: CEO of AASEG
- Lydia Tan: Chief Real Estate Officer for the Oakland Roots Soccer Club



Sustainable Urban Design Academy

# SUDA Coliseum + Arroyo Viejo Creek Integrated Project

- CTE: 2D + 3D Digital Design
- Chemistry: Water Quality testing + analysis
- Algebra: Community Survey Data Analysis
- English: Policy Advocacy Writing
- US History: Labor history and job creation proposal

## OAKLAND COLISEUM + Arroyo Viejo Creek Redesign



### CONTEXT + DESIGN PROCESS

The Oakland Coliseum is an important site for east Oakland because it offers affordable housing, open space, jobs for residents and a development without displacement. These elements will solve many issues like unemployment, displacement, gentrification and pollution.

We explored the Oakland Coliseum and tested the water so we could understand more the design process. We talked to the clients and made sure we meet the expectations they want for the Oakland Coliseum.

Ray Bobbit founder of AAEG, East Oakland Cultural Zone and The City Councilmember Kevin Jenkins...

Our main goal was to know their top priorities in the site which was entertainment, affordable housing and restaurants and make sure we meet the requirements.



### WATER QUALITY ANALYSIS

We collect water samples from Leona Canyon, Arroyo Viejo Park, and the Oakland Coliseum.

The chemicals we used are Nitrate, Phosphates and Oxygen. Nitrate and phosphates in high amounts can lead to eutrophication causing depletion of oxygen, insufficient oxygen levels can harm aquatic life leading to fish kills.

The location that is most likely to sustain aquatic life is Location 1 with [3.73]

Location 1 has a better chance of Aquatic Life, oxygen and Nitrate are stable and Phosphate increases lightly, Location 2 has no chance in aquatic life because oxygen is better 1 and the Phosphate increases. Location 3 has the worst water quality, oxygen almost no existence and increase in Phosphate and Nitrate.

This information relates to environmental racism because low income communities usually get the worst part and having bad water quality can lead to health problems and harm aquatic life while other rich communities get cleaner water quality.



This photo was taken in Leona Canyon and this is natural channel.

### COMMUNITY INPUT

In the community survey residents were asked if the coliseum site were redeveloped, what would you like to see there in which most residents responded with Food, entertainment and Affordable Housing.

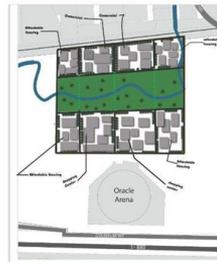
Since most people requested Food, entertainment and affordable housing we decided to add everything and add restaurants, shopping centers and affordable housing to the site.



In community survey residents were also asked What kinds of outdoor spaces would you like those at the Coliseum Site? In which residents responded with safe parks, plaza, trees and landscaping.

In response to the people's request, we decided to include a shopping center, safe parks and a creek in the site.

### PROPOSED SITE PLAN



The land uses that we chose were Residential, Open Space, and Commercial because of the comfort of our homes, the protection of the community in our environment and improved quality of life.

Other design features that we include were local business, safe parks, and shopping centers. This will help create safe gathering spaces for all ages, support the community development and provide jobs and generate economic growth.

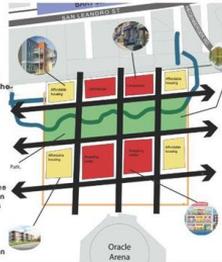
We decided to place the creek in the middle so we can have a natural curve and make sure the water stays clean from industrial manufacturing. This would also give an even side to both sides of the site.

Development without Displacement Policies:

- Policy 1: In the redesign of the coliseum, the African American Sports Entertainment Group will provide residents with cheap housing.
- Policy 2: In the redesign of the coliseum, the African American Sports Entertainment Group will offer jobs for residents and decrease crime.

We include Permeable Paving Features because it will help to reduce the amount of water flowing into storm drains, and alleviate the pressure on sewer infrastructure. Also, we include Green Roofs because it provides rainwater, saves energy and encourages biodiversity in the city.

The permeable paving will eliminate and reduce the use of pesticides, herbicides and chemicals before the water arrives into the creek. We could connect our project site to MLK Shoreline using a new station of BART. We would make playground areas and some fields to play soccer or basketball to make people visit MLK Shoreline more.



### PROPOSED 3D MODEL



This image shows overall of our map in a way this will benefit the community adding affordable housing, a community college and entertainment.

This image shows public transportation. This is going to benefit our community because busses reduce pollution and traffic, this makes the traffic moves smoothly.

This image shows the BART station. This is going to benefit the community because we are going to connect the BART and we are going to have a shopping center.

# SUDA Field Trip to HumanMade



# SUDA STUDENT REFLECTIONS



# CHEA Goals

<p><b>Goal #1:</b> By 2026</p>	<p>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.</p>
<p><b>Goal #2:</b> By 2026</p>	<p>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.</p>
<p><b>Goal #3:</b> By 2026</p>	<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>

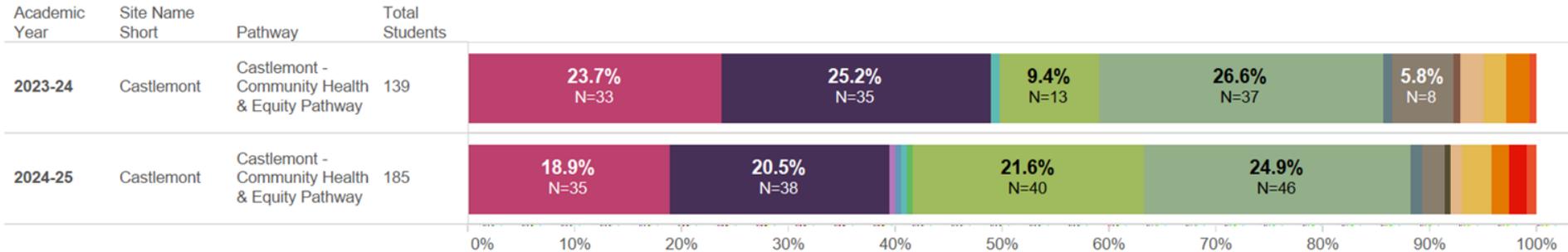
# CHEA Pathways Enrollment

## Pathway/SLC Demographics

Select Academic Year: Multiple values  
 Select School: All  
 Select Pathway/SLC: Castlemont - Com..  
 Select Grade Level: Multiple values  
 View by Subgroup: Ethnicity-Gender  
 Select Subgroup: All

- AfrAmer-F
- AfrAmer-M
- Asian-F
- Asian-M
- Filipino-F
- Filipino-M
- Latino-F
- Latino-M
- Multi-F
- Multi-M
- NatAm-F
- NotRep-F

### Pathway by Ethnicity-Gender - Grade 10, 11, 12



Community Health Equity Academy

# Community Health Equity Academy (CHEA) Reflections on 2024-2025 so far



## Progress: evidence of progress in *pathway development*

Goal 1: Core and CTE course have increase rigor, relevance, and client/partner embeddedness

Goal 2: Institutionalize major projects, WBL, and experiences 9-12

Goal 3: Electronic Portfolios

- Intentional connection to community partners with real world solutions.
- Connection to the community: CHEA day of service, activism day, advocacy day
- 9th grade sampler integrated intentional experiences to help choose the best fit
- Extended Capstone class/experience
- Health Learning lab
- Master scheduling, parallel experiences for international and gen Ed
- New/expanding partnerships-more predictable
- Working on DE pre-apprenticeship for Child Development
- HEALTHED DE Course
- Highway To Healthcare DE/Internship
- On track with C3 plans

# CHEA Reflections on 2024-25 so far



## Challenges:

- **Consistency of industry partners for major benchmark skill sets, change from year to year**
  - Solution/idea: Train the trainer courses to have an embedded professional in house
- **More intentional about the engagement of community partners for advisory board**
  - Solution/idea: Creating a more robust advisory board where we meet quarterly
- **More access to opportunities that will help build the skills students need. *Ex: Fire, emt, healthoc, heal takes a handful of students***
  - Solution/idea: Connecting with WBL to build mentors for each student to connect to their preferred health field
- **Integration of CTE themes into core classes and buy-in from teachers**
  - Solution/idea: Starting with 9th grade: build out internships and exploration; More PD on the positive and benefits of collaboration as a pathway
- **Desire to institutionalize more health related into the CTE and Sciences classes**
  - Solution/idea: making sure we are pushing CTE skills and programming into GE science classes

# Community Health Equity Academy

## Looking Ahead to 25-26



Creating opportunities for students to experience post-secondary pathways into health fields earlier

Earlier field trip/exposure experiences for CHEA-related professions specifically in 9th and 10th grade

Measure N/H continues to pay for salaries for CTE, WBL, Pathway Coach, etc.

Provides transportation and access to explore the world from deep East Oakland

# Public Health - Activism Day



**Identifies one of the many ways to promote activism (Tabling)**

**Students identify solutions to address health disparities in their community based on the Alameda County Community Needs Assessment**

**Students;**

- Research and provide recommendations
- Create brochures in (Canva)
- Tabling to the Castlemont community

# Public Health - Career & Technical Education Day



**Career & Technical Education Day allows student to explore multiple careers in the healthcare field**

**Students explore careers Like;**

- Orthopedic Technician
- Emergency Medical Technician
- Phlebotomy
- Radiology Technician



Some workshops were led by recent Castlemont graduates that have entered health related careers

# Air Quality & Climate Justice - Box Fan Project



The AQCJ Project engages student in using both a social justice lens and STEM reasoning to address the issues surrounding the climate change phenomena

Students identify and provide solutions to the;

- Inequalities in health outcomes (neighborhood-scaled)

Students also engage in hands-on modeling activities related to climate change and provide practical solutions to the problem in their community

# CHEA Student Reflection



# Questions?

# EVERY STUDENT THRIVES!



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

1000 Broadway, Suite 680, Oakland, CA 94607

[www.ousd.org](http://www.ousd.org)



@OUSDnews

Contact us for additional information [optional contact area]  
Phone: 510.555.5555 | Email: [info@ousd.org](mailto:info@ousd.org)