MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION
1016 Union Street, #940
Oakland, CA 94607-

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

**Measure N - College & Career
Readiness - Commission**

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Memo

To	Measures N and H – College and Career Readiness Commission
From	Vanessa Sifuentes High School Network Superintendent
Board Meeting Date	
Subject	Services For: Castlemont High School

Action Requested and Recommendation	Presentation to and discussion by Measures N and H Commission of Castlemont High School Program of Study, Work-Based Learning form, Master Schedule, and proposed 2025-2026 Educational Improvement Plan, with a base allocation of $598,400.00 and a strategic carryover plan and budget of $13,031.03, in a total amount not to exceed $611,431.03.

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 and H

Attachments
1. 25-26 Proposed EIP
2. Program of study
3. Work-based learning plan
4. Master Schedule

2025-2026 MEASURE H BUDGET			
Effective: July 1, 2025 - June 30, 2026			
Resource 9339	*Allocation**	*Total Expended*	*Total Remaining*
Measure H	$598,400.00	$598,400.00	$0.00

*Funding Allocation is based on school's 2024-2025 student enrollment count, Oakland Residents only (704) 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 .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. PCN 1584 - Marvin Boomer (Salary and Benefit costs included)	$92,601.02	2305	Supervisor & Administrative Salaries	Pathway Coach	.50 FTE	Whole School
301-2	Classified Support Salaries: Hire a College & Career Readiness Specialist at .70 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. PCN 6450 - Berenice Vega (Salary and Benefit costs included)	$91,928.03	2205	Classified Support Salaries	College & Career Readiness Specialist	.70 FTE	Whole School

301-3	Classified Support Salaries: Hire a Work Based Learning Liaison, at 1.0 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. PCN 1795 - Sheree West (Salary and Benefit costs included)	$124,413.62	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Whole School
301-4	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 PCN 9500 - Miguel Rodriguez (Salary and benefits included)	$35,322.23	2205	Classified Support Salaries	Administrative Assistant Bilingual 2	0.3 FTE	Whole School
301-5	Meeting Refreshments: For industry partners who donate their time for college, career, and community events (summer fair). This is alignment with our C3 Experiences and Work-based Learning Plan. Industry partners donate thousands of dollars of in-kind support by spending at least 3 hours on commuting and supporting. Light breakfast refreshments will be provided.	$1,914.37	4311	Meeting Refreshments			Whole School
301-6	Clerical Salaries: to hire a Care Manager at .2 FTE for SUDA Pathway: Funding will be used for Care (Case) Managers to provide tier 2 and 3 support for SUDA pathway students who need wrap-around support (possibly before and after COST, SST, and SART referrals). These are students identified as chronically absent, and students identified as needing additional support. Staff will conduct in-depth community work to connect with families of these students and provide support to family based on the need to support the student in getting back on-track to graduate. Providing additional funds for intensive student supports through additional counseling and care/case-management services will increase student engagement by facilitating more one-on-one contact and support for our most at risk students so that they can be better equipped and supported. Personalized support and keeping students engaged in school aligns with pathway development. Approximately 20-50 students should be served across the school. PCN 8787 - Nadia Hassan (Salary and benefits included)	$29,651.15	2405	Clerical Salaries	Case Manager	.20 FTE	SUDA

301-7	CERTIFICATED TEACHER SALARY: CTE Teacher, at 1.0 FTE for Urban Design and Urban Ecology classes 11th and 12th grade. The teacher will provide instruction in CTE Courses Ubran Ecology and the 12th Grade Urban Design Capstone course, which provide pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the engineering industry. PCN 10795- Lillian Jacobson (Salary and benefits included)	$124,453.96	1105	Teacher Salaries	CTE Teacher	1.0 FTE	SUDA
301-8	CERTIFICATED TEACHER SALARY: CTE Teacher, at 0.62 FTE for Public Health Class classes 11th and 12th grade to teach CTE curriculum. The teacher will provide instruction in CTE Courses Public Health Slutions and the 12th Grade Public Health Advocacy Capstone course, which provide pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the public health industry. PCN 10804- Devynn Taylor (Salary and benefits included)	$98,115.62	1105	Teacher Salaries	CTE Teacher	0.62 FTE	CHEA

School Name:	Castlemont High School				Site #:	301
Pathway Name(s):	Community Health and Equity Academy (CHEA) & Sustainable Urban Design Academy (SUDA)					

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

School Demographics

2023-2024 Total Enrollment Grades 9-12	706								

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	53.3%	46.6%	98.0%	99.0%	46.9%	14.0%	28.9%	17.3%	1.1%

Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	28.8%	0.3%	1.6%	61.2%	0.6%	2.3%	1.3%	3.1%	1.0%

Focal Student Population	Which student population will you focus on in order to reduce disparities?			African American - Male					

SCHOOL PERFORMANCE GOALS AND INDICATORS
Please refer to this Data Dictionary for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	49.6%	61.3%	65.0%	68.1%	TBD	75.0%			85.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				
Four-Year Cohort Dropout Rate	46.5%	30.4%	40.0%	21.3%	TBD	30.0%			20.0%
A-G Completion Rate (12th Grade Graduates)	33.0%	32.5%	50.0%	40.0%	TBD	60.0%			75.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				
On Track to Graduate - 9th Graders	34.4%	32.0%	60.0%	46.3%	60.1%	70.0%			80.0%
9th Graders meeting A-G requirements	21.6%	21.9%	60.0%	30.7%	58.5%	70.0%			80.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	13.5%	22.7%	5.0%	46.4%	37.0%	15.0%			25.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	8.1%	21.0%	10.0%	25.5%	21.1%	20.0%			30.0%
Percentage of 10th-12th grade students in Linked Learning pathways	92.0%	94.2%	95.0%	93.6%	94.3%	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%	0.0%	0.0%	60.0%			70.0%

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	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	24.4%	26.7%	30.0%	TBD	TBD	40.0%			55.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	8.4%	17.8%	15.0%	TBD	TBD	20.0%			25.0%

Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	76.9%	76.9%	83.0%	75.0%	TBD	86.0%			90.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				
Four-Year Cohort Dropout Rate	19.2%	7.7%	17.0%	14.3%	TBD	14.0%			10.0%
A-G Completion - 12th Grade (12th Grade Graduates)	40.0%	10.0%	45.0%	23.8%	TBD	55.0%			65.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				
On Track to Graduate - 9th Graders	44.4%	30.0%	40.0%	58.3%	55.3%	50.0%			60.0%
9th Graders meeting A-G requirements	27.8%	25.0%	50.0%	41.7%	60.6%	60.0%			70.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	10.5%	28.6%	5.0%	34.5%	50.0%	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%	10.3%	14.3%	20.0%			30.0%
Percentage of 10th-12th grade students in Linked Learning pathways	83.8%	84.5%	90.0%	84.6%	86.1%	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%	0.0%	0.0%	60.0%			70.0%
CTE Participation (Continualtion)*	N/A	N/A		N/A	N/A				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	36.4%	25.0%	40.0%	TBD	TBD	50.0%			65.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	9.1%	25.0%	15.0%	TBD	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.

Indicator — 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.	Strengths — What is our site doing well that's leading to improvements in this indicator?	Challenges — What 1-2 challenges are the most significant barriers to improvements in this indicator?
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate *(Analyze these two indicators together)*	- Solidified SLCs for grade level, pathways and programs - SLC teams meet in collaborative groups weekly and during PD to address students academic and social needs. - Teachers conduct Student Needs Protocols 1-2x/each marking period to identify students who are off-track academically, behaviorally, or attendance-wise to determine the most appropriate support.	- 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 - 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.
A-G Completion - 12th Grade	- 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 - The 8 period block schedule allows for students that failed classes to retake them senior year and still take all required 12th grade classes	- The pandemic and remote learning was very difficult to keep this cohort of students engaged and on track academically. - In addition attendance issues and obstacles this and last year continued to make getting credits difficult. - Some lack of knowledge for students and staff around what A-G means
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements *(Analyze these two indicators together)*	- 9th on track to graduate rose by 10 percentage points and 9th graders that meet A-G rose by about 25 percentage points - 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	- 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 - On-campus truancy and disengagement starting to settle in with younger students earlier on
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation *(Analyze these two indicators together)*	- Hired a transition specialist to work alongside College and Career Readiness Specialist and College team to support the likelyhood of enrollment in postsecondary opportunities. Supports with making the process less intimidating	-Understanding of enrollment process and college-bound goals to be established early in high school career
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience		

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Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	- Our site is increasing our focus on seniors with free periods to get them enrolled in dual enrollment courses - 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.	- For Black boys at Castlemont, sports can sometimes be a barrier to engaging in anything more extra than their required course load. - Marketing and promotion don't always reach all students or intended audience
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

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions.** - 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? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** 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 Measure N Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
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. PCN 1584 - Marvin Boomer (Salary and Benefit costs included)	$86,848.84	2305	Supervisor & Administrative Salaries	Pathway Coach	.50 FTE	Whole School
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. PCN 6450 - Berenice Vega (Salary and Benefit costs included)	$126,715.55	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School

Classified Support Salaries: Hire a Work Based Learning Liaison, at .50 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. PCN 1795 - Angelica Rubi-Munoz (Salary and Benefit costs included)	$72,522.87	2205	Classified Support Salaries	Work Based Learning Liaison	.50 FTE	Whole School
Teacher Salaries: Hire a Pathway Capstone Teacher at .70 FTE. 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. PCN 9119 - Adedayo Adebiyi (Salary and Benefit costs included)	$80,261.03	1105	Teacher Salaries	Pathway Teacher	.70 FTE	Whole School
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. ($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			CHEA/SUDA
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. ($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
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. This expenditure will impact all 745 students in the school, as all students are/will be in pathways. ($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)	$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. 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. Student success rate depends on a few things as we see some students do great and others continue to struggle, largely with attendance. (this sheet outlines outcomes), the pass rate ranges for 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

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - 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? (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 **OUSD's Object Codes** if you have questions about which object codes to use. *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.* ***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.*	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME** **(if applicable)**	**Fully Approved** (no additional Justification Form required) *(protected cells below to be completed by MN/H staff only)*	**Conditionally Approved** (Justification Form is required) *(protected cells below to be completed by MN/H staff only)*

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. PCN 1584 - Marvin Boomer (Salary and Benefit costs included)	$63,377.74	2305	Supervisor & Administrative Salaries	Pathway Coach	.36 FTE	Whole School	Approved	
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. PCN 6450 - Berenice Vega (Salary and Benefit costs included)	$131,822.04	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School	Approved	
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. PCN 1795 - Sheree West (Salary and Benefit costs included)	$94,916.42	2205	Classified Support Salaries	Work Based Learning Liaison	.60 FTE	Whole School	Approved	
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. ($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	Approved	
Teacher Salaries Stipends: Extended Contracts for 3 teachers to provide student academic intervention. 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." ($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	Conditionally Approved	
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. This expenditure will impact all 745 students in the school, as all students are/will be in pathways. ($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	Approved	

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. 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	Conditionally Approved
Materials and supplies (4310): Materials and supplies for pathway projects, assignments, tasks, and various activities	$130,750.57	4310	Materials and supplies			CHEA/SUDA/International	Conditionally Approved
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 PCN 9500 - Miguel Rodriguez (Salary and benefits included)	$33,023.03	2205	Classified Support Salaries	Administrative Assistant Bilingual 2	0.3 FTE	Whole School	Approved
Travel for Student Field Trips 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	Conditionally Approved

2025-2026: YEAR THREE

Whole School Strategic Actions Reflection	
2024-2025 Strategic Actions	**Reflection on 2024-2025 Strategic Actions** *For the Year 2 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?
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	Are you on track? Yes. What has been done? Tightened Dual Enrollment (DE) processes, including securing teachers for support, tutoring, and regular grade checks. Connected DE classes with Work-Based Learning (WBL), internship opportunities, career fairs, and college trips. Reflection: The focus on direct support (teachers, tutoring) and real-world connections (WBL, internships) is a strong strategy. Continued monitoring of DE pass rates and student participation in WBL is essential.
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)	Are you on track? Yes, with strong supports in place. What has been done? Increased Teacher Support Assistants (TSAs) and literacy coaches. Implemented small group reading interventions and special reading intervention classes. Regular administration of i-Ready assessments. Reflection: The addition of TSAs and literacy coaches demonstrates a commitment to targeted interventions. Ensure that i-Ready data is used to inform instruction and that interventions are consistently implemented.
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	Are you on track? Progress is being made, but there's room for improvement. What has been done? Increased family communication through teacher and staff calls. Implemented new campus sweep procedures and student accountability measures. Areas for improvement: Enhance teacher classroom engagement strategies. Maintain high standards for students who leave class. Reflection: The increased accountability measures are valuable. Focus on proactive strategies to keep students engaged in the classroom. Teacher training on classroom management and engagement could be very beneficial.
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	Are you on track? Progress is evident in engagement, but data is limited. What has been done? Organized "Fresh Fridays" and assemblies to increase student engagement. Implemented "Knight Heroes" and monthly honor roll celebrations. Increased student participation in after-school programs. Areas for improvement: Increase the amount of student experience survey data collected. Reflection: The increased engagement activities are positive. Prioritize consistent administration of the student experience survey to gather more comprehensive data. Use the data to refine strategies and address specific student concerns. It is very good that after school program numbers increased.

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

2025-2026 Strategic Actions
In the Whole School tab, schools develop school wide strategic actions to support all pathways and elements of the "enabling conditions" for ongoing pathway development.
Based on a review of the challenges from the root cause analysis and updated schoolwide data above, plus a reflection on this year's strategic actions, what are 3-5 new or revised, school wide strategic actions for 25-26 that will support school-wide pathway improvement to directly address the challenges identified above?

Enhance College and Career Readiness Through Targeted Support and Real-World Connections:

Revised Strategic Action:
Maintain: Tighten Dual Enrollment (DE) processes, including securing teachers for support, tutoring, and regular grade checks.
Maintain: Connect DE classes with Work-Based Learning (WBL), internship opportunities, career fairs, and college trips.
Addition: Implement a system for tracking student participation and success in WBL activities, using data to identify barriers and improve access, especially for International Program students and focal student populations.
Addition: Ensure that all Pathways have a clear system for tracking student completion of significant projects (some integrated) with a presentation and research component, and that they use the data to improve project design and implementation.

Strengthen Student Literacy and Reaching Comprehension Through Focused Intervention and Collaborative Practices:

Revised Strategic Action:
Maintain: Develop common literacy strategies among pathway and department teams.
Maintain: Assess three times/year of i-Ready in ELA/Social Studies classes.
Maintain: Provide i-Ready fundamental skill support on Wednesdays in math (and ELA/social studies classes).
Addition: Implement pathway-specific literacy intervention plans, using i-Ready data to target support for struggling students, particularly in the International Program and focal student populations. Ensure that these plans are reviewed and adjusted regularly.
Addition: Create more consistent collaboration time for teachers to share successful literacy strategies, and to review i-Ready data.

Improve Student Period Attendance Outcomes Through Proactive Engagement and Support:

Revised Strategic Action:
Maintain: Institute pathway competitions and incentives.
Maintain: Implement student need protocols and alignment with attendance and care teams.
Maintain: Implement common classroom culture routines and strategies focused on welcoming and engaging classroom environments.
Maintain: Implement family call log and engagement strategies.
Addition: Enhance teacher training on proactive classroom engagement strategies, including culturally responsive teaching and trauma-informed practices, to create more welcoming and engaging learning environments.
Addition: Develop a better/tighter system for tracking and addressing chronic absenteeism, with a focus on early intervention and personalized support plans.

Enhance Student School Satisfaction Factors Through Consistent Data Collection and Actionable Feedback:

Revised Strategic Action:
Maintain: Coordinate school wide events to celebrate students and increase belonging and connectedness.
Maintain: Increase communication and recruitment efforts to promote in student participation in school (and after school) activities and programs.
Maintain: Implement student survey to measure student safety. The Culture Team then reflects on this data, shares it out in advisory and creates 1-2 action steps per indicator.
Maintain/strengthen: Implement a consistent and reliable system for collecting student experience survey data, ensuring high participation rates and disaggregating data by pathway and focal student populations.
Addition: Establish a process for regularly sharing survey results with pathway teams and student leadership, and for developing and implementing action plans based on student feedback.

Budget Expenditures
Effective July 1, 2025-June 20, 2026

2025-2026 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	**Fully Approved** (Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*	**Conditionally Approved** (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form **is** required along with any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification.** - 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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* **If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*								

Description	Amount	Code	Category	Position	FTE	Site	Status
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. **PCN 1584 - Marvin Boomer** (Salary and Benefit costs included)	$92,601.02	2305	Supervisor & Administrative Salaries	Pathway Coach	.50 FTE	Whole School	Approved
Classified Support Salaries: **Hire a College & Career Readiness Specialist at .70 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. **PCN 6450 - Berenice Vega** (Salary and Benefit costs included)	$91,928.03	2205	Classified Support Salaries	College & Career Readiness Specialist	.70 FTE	Whole School	Approved
Classified Support Salaries: **Hire a Work Based Learning Liaison, at 1.0 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. **PCN 1795 - Sheree West** (Salary and Benefit costs included)	$124,413.62	2205	Classified Support Salaries	Work Based Learning Liaison	1.0 FTE	Whole School	Approved
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 **PCN 9500 - Miguel Rodriguez** (Salary and benefits included)	$35,322.23	2205	Classified Support Salaries	Administrative Assistant Bilingual 2	0.3 FTE	Whole School	Approved
Meeting Refreshments: For industry partners who donate their time for college, career, and community events (summer fair). This is alignment with our C3 Experiences and Work-based Learning Plan. Industry partners donate thousands of dollars of in-kind support by spending at least 3 hours on commuting and supporting. Light breakfast refreshments will be provided.	$1,914.37	4311	Meeting Refreshments			Whole School	Conditionally Approved

Integrated Program of Study	Community Health Equity Academy (CHEA)	Program #:	N/A
Mission and Vision	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. 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.		

PATHWAY QUALITY ASSESSMENT

Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category	Evidence of Strengths	Areas For Growth	Next Steps Will any of these categories be a priority for your 3-year goals? If yes, which ones?
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	- Multiple integrated projects at each grade level - Great opportunities and connections with the community organizations - Authentic community based projects founded in community health equity and students' lives - CTE curriculum across multiple subjects/involved in different classrooms - Working on integrating a CHEA credential with many industry aligned certifications - Dual enrollment courses through Berkeley City College that lead to Early Childhood Education Certificate	- Project Exhibitions can be more frequent (each marking period), intentional, rigorous and engage students and community more. - Increase clarity and purpose of the integrated projects by improving backwards planning, integration of the various courses and messaging to students. - More engaging WBL/CTE experiences outside of class to engage students in learning, projects and launch the integrated projects. - Better utilization of outdoor classroom spaces on campus: farm, garden, fablab and healthy food design space to apply and connect what is being learned in the classrooms, exemplify sustainability and improve campus. Taking advantage of these spaces in hopes to increase student engagement and learning by bringing concepts to life with real meaning and connection - Increase enrollment for specific subgroups in dual enrollment courses (SPED, Male, and Black students)	**Curriculum and Instructional Design and Delivery** - deeper connections with core classes to CTE - incorporating partners with core classes, not only CTE - development instructional practices for more engagement, rigor, and relevance; possibly through community of practice with other public health pathway teachers? **Assessment of Learning** - continue to refine mastery based grading - more frequent and higher quality exhibitions and/or demonstrations of mastery - build more fully integrated projects, by increasing communication amongst teachers, as well as teachers--partners and teachers--couches **Early College Credit Opportunities** - getting more intentional about DE offerings and pathways into specific careers and college programs - increase visibility of college courses and do targeted outreach for SPED, Male, and Black students
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	- Summer ECCCO program has been strong - Industry-aligned internship opportunities are available (ON campus opportunities) through CastleWorks: Food as Medicine - Culinary; Art as Healing - Knight Painters; Youth Wellness Advisory Board) - Consistent Partnerships (Childrens Hospital Oakland and Public Health Institute) increased exposure in classes and with teachers - Reestablishing the Youth Leadership Council - Coordinating tours of the CHO clinic with 9th, International, and 10-12 CHEA classes - Increased participation steady climb of student participants in CastleWorks program - Many health internships in Oakland and Bay Area that students are applying for and participating in - Some CHEA related dual enrollment courses	- No real evaluation or assessement of WBL experiences - Equitable Program Access to partners and internships - not all students know what is available and when, follow through is inconsistent. Same students participate in opportunitites; we'd like to increase visibility and participation - Senior capstone is still somewhat disconnected from the Pathway experiences. Senior action projects have loose connections to community partners and work-based learning - Need for more CHEA aligned WBL opportunities and internships, especially for Int'l students. - More participation in the opportunities that do exist	**Student work based learning experiences and self assessments** - continue to develop WBL continuum into the program of study such that students are better aware and exposed to different career options. - incorporate learnings into a portfolio beginning in 9th or 10th grade; eventually building out the transition portfolio (12th grade) - Leverage partnerships to create more CHEA aligned WBL opportunities and internships, especially for Int'l students.

| **Integrated Student Supports**
College and Career Preparation and Support
Social-Emotional Skill Development
Individual Student Supports
Student Input and Validation | - COST and care management for tier 2 and tier 3 supports
- Inclusion Program that provides a co-teaching model for all core classes and additional support for elective/CTE courses
- Advisory structure for CHEA (SLC) culture and community building, wellness, and celebrations (CHEA Way Awards)
- 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 | - Clearly communicate CHEA outcomes and systems to develop student understanding and ownership.
- 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.
- Few college trips, and less involvement of future center team in 10th and 11th grade
- Experiential learning trips have been inconsistent and not always directly connected to in-class projects. Are sometimes rushed near the end of year. | **College and Career Preparation and Support**
- have Future Center team engaging with 10th and 11th grade students much earlier to prep and expose them to post-secondary options
- increase number of college and career trips
- incorporating post-secondary planning and writing into CTE and English classes

Student Input and Validation
- garnering feedback and input from students more regularly to determine project topics and project deliverables

Social-Emotional Skill Development
- focus on building coping wellness, and self-regulation through the continued use of the CHEA Way, & other culture and community building opportunities such as the CHEA Wellness Day and CHEA Day of Service
- adopting common practices horizontally across pathway to support with building culture and climate of CHEA. The practices will be incorporated into everyday classroom practice. |

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.*

Goal #1: By 2026	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.
Goal #2: By 2026	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.
Goal #3: By 2026	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.

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?

Strategic Actions for Goal #1	- 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 - Establish a community of practice (protocol) with content-alike and pathway-alike colleagues within OUSD to build stronger lessons, units, and teaching strategies. - continue to work directly with partners on planning relevant an engaging projects that prepare students for college and the workforce. - Develop and revisit course outlines that include standards and perfomance assessments with pathway team and industry partners
Strategic Actions for Goal #2	- 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 - 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. - 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.
Strategic Actions for Goal #3	- Begin portfolios in sophomore year, CTE and English class - Pathway team, capstone teacher, and transition specialist develop requirements and expectations for Transition Action Plan - Set yearly goals to accomplish - 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.

Pathway Budget Expenditures

2023-2024 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions**. - 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? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** 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 Measure N Permissible Expenses document to confirm permissibility.*	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME**
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. PCN 3897 - Vacant (Salary and Benefit costs included)	$133,773.00	1105	Teacher Salaries	Teacher, Public Health	1.0 FTE	CHEA
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. PCN xxxx - (Salary & Benefit costs included)	$25,021.00	2205	Teacher Salaries	Administrative Assistant 2 - Bilingual	.20 FTE	CHEA
Supplies & 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.	$3,566.87	4310	Supplies & Materials			CHEA
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.	$9,000.00	5826	Transportation Costs			CHEA

2024-2025: YEAR TWO

Pathway Strategic Goals	
Pathway Quality Strategic 3 Year Goal	**Check in on 3-Year Goals** *For each 3-year goal, answer:* -To what extent is the pathway on track for accomplishing this goal by 2026? -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 - Teachers are working through iterations of the program of study to include more intentional WBL, CTE integraton, partnership support, and college and career prepardness - 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 - Teachers are working through iterations of the program of study to include more intentional WBL, CTE integraton, partnership support, and college and career prepardness. 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 - Entire team has committed collaboration time in team meetings to address this goal

	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.	- Students are learning website development and resume development (through the brag sheet). On track to accomplishing this goal by 2026. - 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 trasition portfolio. Senior capstone is moving toward electronic portfolios and 10-11th will begin them next year.

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions		**Reflection on 2023-2024 Strategic Actions** *For the Strategic Action sets for each goal, 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?
23-24 Strategic Actions for Goal #1	- 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.	- CHEA Youth Leadership Council has been working to gather input and feedback on pathway activities and curriculum - Teachers attend monthly departmental professional development sessions, which enable them to share and learn ways to strengthen their lessons, units, and strategies. - 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. - 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 indsutry skills. - 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.
	- Establish a community of practice (protocol) with content-alike and pathway-alike colleagues within OUSD to build stronger lessons, units, and teaching strategies.	
	- Develop and revisit course outlines that include standards and performance assessments with pathway team and industry partners	
	- continue to work directly with partners on planning relevant and engaging projects that prepare students for college and the workforce.	
23-24 Strategic Actions for Goal #2	- 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	- Teachers are working through iterations of the program of study to include more intentional WBL, CTE integraton, 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 - 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. - College, Career, and Community (C3) team has been more engaged with systemitizing C3 supports in pathways and lower grade levels. Building out the Casltemont 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 Univeristy and more
	- 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.	
	- 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.	
23-24 Strategic Actions for Goal #3	- Begin portfolios in sophomore year, CTE and English class	- Begin portfolios in sophomore year: We are not on track to accomplsih this action because our CTE department decided to focus on bragsheets and the C3 team decided to start with teh 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. - Have not specifically looked at the pathway outcomes yet, but have been working on the graduate profile for Castlemont, which is closely related. - We are on track for accomplishing all other actions for this goal this year - We unexpectedly went without our Work-based Learnng Liaison for most of this year, which hindered the development of portfolios in 10th grade - However, our College, Career, and Communtiy (C3) team began developing the requirements for the transition action plan in alignment with the graduate profile
	- Pathway team, capstone teacher, and transition specialist develop requirements and expectations for Transition Action Plan	
	- Set yearly goals to accomplish	
	- 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.	

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?

	By 2026, CHEA core and CTE courses will have increased rigor, relevance, and student engagement with embedded connections to industry and community partners for addition ...	**New or Revised**	- 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 **semseter basis** (revised)

Goal #1: By 2026	partners as focal 'clients' in supporting school and community level change that students take ownership of.	**New or Revised Strategic Actions for Goal #1**	- Establish a community of practice (protocol) with content-alike and pathway-alike colleagues within OUSD to build stronger lessons, units, and teaching strategies. (same)
			- Develop and revisit course outlines that include standards and performance assessments with pathway team and industry partners (same)
Goal #2: By 2026	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.	**New or Revised Strategic Actions for Goal #2**	- 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 (same)
			- **Using previous years 2019-23 as guides and templates,** 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. **Giving specific time to this during end of year Professional Development** (revised)
			- 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. (same)
Goal #3: By 2026	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.	**New or Revised Strategic Actions for Goal #3**	Begin portfolios in in junior year, CTE and English class (revised)
			Pathway team, capstone teacher, C3 team develop requirements and expectations for Transition Action Plan (revised)

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

2024-2025 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - 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? (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 **OUSD's Object Codes** if you have questions about which object codes to use. *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.* ***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.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	**Fully Approved** (no additional Justification Form required) *(protected cells below to be completed by MN/H staff only)*	**Conditionally Approved** (Justification Form is required) *(protected cells below to be completed by MN/H staff only)*

2025-2026: YEAR THREE

Pathway Demographics

2024-25 Total Enrollment Grades 9-12	**#N/A**							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
Focal Student Population	**Which student population will you focus on in order to reduce disparities?**			Male					

PATHWAY PERFORMANCE GOALS AND INDICATORS
Please refer to this Data Dictionary for definitions of the Indicators.

Whole Pathway Indicator	2021-22 *Data*	2022-23 *Data*	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	51.0%	100.0%	39.4%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	31.5%	100.0%	29.7%	TBD		
A-G Completion Rate (12th Grade Graduates)	31.9%	35.8%	29.5%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		

	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
On Track to Graduate - 10th Graders	TBD	10.3%	18.6%	20.7%		
10th Graders meeting A-G requirements	TBD	10.7%	24.1%	17.0%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	10.4%	9.4%	10.9%	8.9%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	0.0%	12.5%	9.9%	8.4%		
Percentage of 10th-12th grade students in Linked Learning pathways	44.4%	TBD	TBD	TBD		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	2.4%	1.1%	0.6%	0.0%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.3%	15.8%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	14.4%	18.0%	TBD	TBD		

Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	47.1%	42.9%	30.4%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	35.3%	28.8%	32.7%	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	27.7%	25.8%	17.4%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	TBD	12.3%	15.1%	16.1%		
9th Graders meeting A-G requirements	TBD	12.3%	18.0%	11.7%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	7.6%	7.2%	9.5%	9.9%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	0.0%	13.1%	9.0%	9.6%		
Percentage of 10th-12th grade students in Linked Learning pathways	40.0%	TBD	TBD	TBD		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.4%	1.4%	0.0%	0.0%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	16.4%	13.5%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	13.8%	15.9%	TBD	TBD		

Pathway Student Data Reflection

What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

Assets	Challenges
WBL Participation (Slight Increase): There is a slight increase in the percentage of 12th graders participating in employer-evaluated internships or similar experiences. CHEA is actively working with community health partners, and is improving their work based learning opportunities. **Dual Enrollment (Consistent):** Dual enrollment participation has remained relatively consistent, indicating some level of student engagement in college-level coursework. CHEA is working to get more students involved in college and career opportunities.	**Graduation Rates (Declining):** The four-year cohort graduation rate is declining, both for the whole pathway and the focal student population. The focal student population has a lower graduation rate than the whole pathway. **Dropout Rates (Inconsistent):** Dropout rates are inconsistent and remain a concern. The focal student population has a higher dropout rate than the whole pathway in 2023-2024. **A-G Completion (Declining):** A-G completion rates are declining, indicating challenges in meeting college entrance requirements. The focal student population has a much lower A-G completion rate than the whole pathway. **On Track to Graduate (Low):** The percentage of 9th and 10th graders on track to graduate is low. The focal student population is significantly lower than the whole pathway.

What might be some root causes to help you understand those student data?

Academic Challenges:
Students face significant academic challenges, impacting graduation rates, A-G completion, and CTE completion.
Lack of Targeted Support:
Insufficient targeted support for students at risk of falling behind academically.
Socioeconomic Factors:
Socioeconomic factors may contribute to absenteeism, dropout rates, and limited access to resources.
Data Tracking and Analysis:
Inadequate data tracking and analysis systems, especially for focal student populations, hinder effective intervention and support.
Program Implementation Gaps:
Inconsistencies in program implementation and support systems contribute to fluctuating data.
Engagement and Motivation:
There could be issues with student engagement and motivation.
New Capstone Implementation:
The new capstone course has impacted the portfolio timeline.
Integrated Project Implementation Challenges:
Challenges in implementing integrated projects across pathways.
Teacher Collaboration and Training:
Inconsistent teacher collaboration and insufficient training on effective instructional strategies.

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -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.	Extent on track: The pathway is on track. Supported: CTE courses are actively engaging industry partners, and the 12th-grade capstone course is successful. There's a focus on integrated projects and aligning with standards. Hindered: The challenge is still solidifying how to effectively implement integrated projects.
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.	Extent on track: The pathway is progressing well. Supported: The program of study is becoming more institutionalized. Communication with the C3 team is strong. College field trips have occurred. There are new plans to engage 9th and 10th graders early. Hindered: Team engagement in WBL and college field trips needs improvement.
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.	Extent on track: Portfolio development is progressing, but may be slightly delayed. Supported: Progress is being made. Hindered: The new capstone course has impacted the portfolio timeline.

Pathway Strategic Actions Reflection

2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions For the Strategic Action sets for each goal, 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?
24-25 Strategic Actions for Goal #1	- 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 semester basis (revised)	Are you on track? Yes. What has been done: CHEA Youth Leadership Council is active; teachers are attending professional development.
	- Establish a community of practice (protocol) with content-alike and pathway-alike colleagues within OUSD to build stronger lessons, units, and teaching strategies. (same)	Are you on track? Yes. What has been done: Teachers attend monthly departmental professional development. The district has provided 2nd Wednesdays fotr this and HSLLO has created the Pathway Leads Community of Practice, although the LEad has not had an oppotunity to attend this yet.
	- Develop and revisit course outlines that include standards and performance assessments with pathway team and industry partners (same)	Are you on track? Mostly, but needs more focused time. What has been done: Course outlines will be reviewed at the end of the year; partners are engaged.
24-25 Strategic Actions for Goal #2	- 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 (same)	Are you on track? Yes. What has been done: Teachers are actively refining the program of study.
	- Using previous years 2019-23 as guides and templates, 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. Giving specific time to this during end of year Professional Development (revised)	Are you on track? Progress is being made. What has been done: Work is ongoing, and time is dedicated at the end of year PD.
	- 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. (same)	Are you on track? Yes. What has been done: C3 team is more engaged. Early exposure workshops are being implemented.
24-25 Strategic Actions f	Begin portfolios in in junior year, CTE and English class (revised)	Are you on track? Sort of.

Actions for Goal #3	Pathway team, capstone teacher, C3 team develop requirements and expectations for Transition Action Plan (revised)	What has been done: Plans are in place for junior portfolios.

Pathway Strategic Actions 2025-2026

2025-2026 Strategic Actions
Based on the reflection on this year's strategic actions and analyzing student data, what are **3-5 new or revised strategies and actions** (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

Goal #1: By 2026	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.	New or Revised Strategic Actions for Goal #1	Develop a system for tracking student engagement and impact of community-based projects.
			Create a "CHEA Community Advisory Board" with consistent meeting times and roles.
			Implement regular student presentations of community projects to industry partners
			Create a "CHEA Student Leadership Institute" to develop student agency
			Create integrated project rubrics that are used across multiple content areas.
Goal #2: By 2026	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.	New or Revised Strategic Actions for Goal #2	Develop a digital Program of Study with an interactive calendar for students and families.
			Create a CHEA alumni network to support mentorship and WBL opportunities
			Establish a formal process for evaluating and refining the Program of Study annually.
			Create a "CHEA partner database" that tracks partner engagement, and student outcomes.
			Increase WBL and college field trip planning and implementation
Goal #3: By 2026	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.	New or Revised Strategic Actions for Goal #3	Implement peer portfolio review sessions with industry partners.
			Create a "CHEA Portfolio Showcase" event for students and families.
			Develop portfolio reflection prompts focused on health equity and community impact
			Create a digital portfolio repository for CHEA students
			Create a clear portfolio completion timeline.

Pathway Budget Expenditures
Effective July 1, 2025 - June 30, 2026

2025-2026 Pathway Budget

BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved	Conditionally Approved
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification.** - 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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* **If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*							(Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*	(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form **is** required along with any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*
CERTIFICATED TEACHER SALARY: CTE Teacher, at 0.62 FTE for Public Health Class classes 11th and 12th grade to teach CTE curriculum. The teacher will provide instruction in CTE Courses Public Health Slutions and the 12th Grade Public Health Advocacy Capstone course, which provide pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the public health industry. PCN 10804- Devynn Taylor (Salary and benefits included)	$98,115.62	1105	Teacher Salaries	CTE Teacher	0.62 FTE	CHEA	Approved	

Pathway Name:	Sustainable Urban Design Academy (SUDA)		Program #:	N/A

Mission and Vision	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 - Sustainable Design Thinking and Social Innovation - Research and Analysis for Action - 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	**Evidence of Strengths**	**Areas For Growth**	**Next Steps** *Will any of these categories be a priority for your 3-year goals? If yes, which ones?*
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	- A school related integrated project: the Food + Culture and more action oriented and manageable with culinary collaboration. - Multiple design projects connected to outdoor classroom spaces and other spaces on campus outside of the classroom. - Coliseum Design project - 10th grade integrated project field trip launch to visit farm to school models - 10th/11th grade project event to showcase food and culture project and Resilience Hubs - Pathway Showcase - Increase of SUDA themes into content classes - SUDA Swag distribution - building sense of identity. - 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. - Increase clarity and purpose of the integrated projects by improving backwards planning, integration of the various courses and messaging to students. - Follow up with proposed solutions to problems identified through projects; taking action based on project proposals - More engaging WBL/CTE experiences outside of class to engage students in learning, projects and launch the integrated projects. - Better utilization of outdoor classroom spaces on campus: farm, garden, fablab and healthy food design space to apply and connect what is being learned in the classrooms, exemplify sustainability and improve campus. Taking advantage of these spaces in hopes to increase student engagement and learning by bringing concepts to life with real meaning and connection - Increase enrollment for specific subgroups in dual enrollment courses (SPED, Male, and Black students)	**Curriculum and Instructional Design and Delivery** - deeper connections with core classes to CTE - incorporating partners with core classes, not only CTE - build teacher capacity to plan and implement rigorous learning aligned with CA state standards, and postsecondary realities **Assessment of Learning** - continue to refine mastery based grading - more consistent and higher quality exhibitions and/or demonstrations of mastery **Early College Credit Opportunities** - getting more intentional about DE offerings and pathways into specific careers and college programs
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments 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. - Students learning technical skills such a computer programs: 3D modeling via sketchup, canvas and other software. - 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) - Increase connection with Peralta resources - Integrate CTE curriculum into other core classes. - More connection/application of content from CTE courses; identified food inequity as a topic that could help bridge SUDA and CHEA and would lead to higher student engagement.	**Student work based learning experiences and self assessments** - continue to develop WBL continuum into the program of study such that students are better aware and exposed to different career options. - incorporate learnings into a portfolio beginning in 9th or 10th grade; eventually building out the transition portfolio (12th grade)

Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	- Worked to support students through weekly meetings, student success protocol and alignment with all school PD - Celebrate students through SUDA SOUL awards - Advisory Tournaments	- Communication and follow through on student needs protocol, - communication with COST and other support services on campus. - Using tools students already use to do this, such as social media. - Collect, then incorporate student and family input into student support interventions (focus groups, student leadership, Knight ambassadors, creation of SUDA leadership council?) - Work to engage more families/guardians, including them in the school community to support with school climate and wraparound supports	**College and Career Preparation and Support** - have Future Center team engaging with 10th and 11th grade students much earlier to prep and expose them to post-secondary options - increase number of college and career trips **Student Input and Validation** - garnering feedback and input from students more regularly - Continue to develop common support systems within the team and implement more tier 1 and 2 interventions across pathway

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.*

Goal #1: 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.
Goal #2: 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.
Goal #3: 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.

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?

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

Pathway Budget Expenditures

2023-2024 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions**. - 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? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** 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 Measure N Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME

2024-2025: YEAR TWO

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals *For each 3-year goal, answer:* -To what extent is the pathway on track for accomplishing this goal by 2026? -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. - 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. - 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 Human Made
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. - 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 trasition portfolio. Senior capstone is moving toward electronic portfolios and 10-11th will begin them next year.

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions		Reflection on 2023-2024 Strategic Actions *For the Strategic Action sets for each goal, 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?
23-24 Strategic Actions for Goal #1	Teachers adopt the TIDE writing scaffold horizontally across the pathway	- 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. - 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
	Students will write using evidence in each class, and structure paragraphs in a similar fashion	
23-24 Strategic Actions for Goal #2	Pathway coach, Work-based learning Liaison, and Capstone teacher will work together to seek out and cultivate new community and industry	- We are on track for accomlishing the actions for this goal this year - 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 - Digital Fabrication is a part of our CastleWorks program support by the Crucible
	Build SUDA aligned programming into the CastleWorks (on-campus WBL) afterschool programming	
	Strategically engage advisory board and core partners to reach out to new and potential partners	- 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
23-24 Strategic Actions for Goal #3	Begin portfolios in in sophomore year, CTE and English class	- Begin portfolios in sophomore year: We are not on track to accomplsih 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. - We are on track for accomplishing all other actions for this goal this year - We unexpectedly went without our Work-based Learnng Liaison for most of this year, which hindered the development of portfolios in 10th grade - However, our College, Career, and Communtiy (C3) team began developing the requirements for the transition action plan in alignment with the graduate profile
	Pathway team, capstone teacher, and transition specialist develop requirements and expectations for Transition Action Plan	
	Set yearly goals to accomplish	

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?			
Goal #1: 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.	**New or Revised Strategic Actions for Goal #1**	Teachers will adopt the TIDE writing scaffold horizontally across the pathway (same)
			Students will write using evidence in each class, and structure paragraphs in a similar fashion (same)

Goal #2: 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.	New or Revised Strategic Actions for Goal #2	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 SUDA aligned programming into the CastleWorks (on-campus WBL) afterschool programming (same)
			Strategically engage advisory board and core partners to reach out to new and potential partners (same)
Goal #3: 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.	New or Revised Strategic Actions for Goal #3	Begin portfolios in in junior year, CTE and English class (revised)
			Pathway team, capstone teacher, C3 team will develop requirements and expectations for Transition Action Plan (revised)

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

2024-2025 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - 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? (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 **OUSD's Object Codes** if you have questions about which object codes to use. *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.* **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.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) *(protected cells below to be completed by MN/H staff only)*	Conditionally Approved (Justification Form is required) *(protected cells below to be completed by MN/H staff only)*

2025-2026: YEAR THREE

Pathway Demographics

2024-25 Total Enrollment Grades 9-12		**#N/A**							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Select Group			

PATHWAY PERFORMANCE GOALS AND INDICATORS
Please refer to this Data Dictionary for definitions of the Indicators.

Whole Pathway Indicator	*2021-22 Data*	*2022-23 Data*	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	51.0%	100.0%	39.4%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	31.5%	100.0%	29.7%	TBD		
A-G Completion Rate (12th Grade Graduates)	31.9%	35.8%	29.5%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	TBD	10.3%	18.6%	20.7%		
10th Graders meeting A-G requirements	TBD	10.7%	24.1%	17.0%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	10.4%	9.4%	10.9%	8.9%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	0.0%	12.5%	9.9%	8.4%		
Percentage of 10th-12th grade students in Linked Learning pathways	44.4%	TBD	TBD	TBD		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	2.4%	1.1%	0.6%	0.0%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		

	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.3%	15.8%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	14.4%	18.0%	TBD	TBD		
Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	TBD	TBD	TBD	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	TBD	TBD	TBD	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	TBD	TBD	TBD	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	TBD	TBD	TBD	TBD		
9th Graders meeting A-G requirements	TBD	TBD	TBD	TBD		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	TBD	TBD	TBD	TBD		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	TBD	TBD	TBD	TBD		
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	TBD	TBD		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	TBD	TBD	TBD	TBD		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	TBD	TBD	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD	TBD	TBD		

Pathway Student Data Reflection

What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

Assets	Challenges
Industry Partnerships: SUDA has strong industry partnerships, particularly in architecture and design, leading to successful collaborations like the senior project with four community partners. The Fab Lab is active and engaging students in industry-relevant projects. WBL Opportunities: SUDA is actively expanding WBL opportunities, including new partnerships in manufacturing and construction. Portfolio Implementation: The CTE teacher is successfully implementing portfolios, aligning with the C3 team's Transition Action Plan. College and Career Preparation: SUDA has strong connections with the C3 team and is actively working on college and career preparation.	Graduation Rates (Inconsistent): The four-year cohort graduation rate is inconsistent, with significant fluctuations. Dropout Rates (Inconsistent): Dropout rates are also inconsistent and concerning. A-G Completion (Low): A-G completion rates are relatively low, indicating challenges in meeting college entrance requirements. On Track to Graduate (Low): The percentage of 10th graders on track to graduate is low. Dual Enrollment (Low): Participation and success in dual enrollment courses are low. CTE Completion (Very Low): CTE completion rates are very low, suggesting difficulties in completing CTE programs. Data Gaps: There are significant data gaps, particularly for the focal student population, making it difficult to assess their specific needs. Writing Proficiency: Students need more support in writing, particularly in using evidence and the TIDE framework. Portfolio Timeline: The timeline for portfolio implementation has been adjusted, with a focus on starting with seniors.

What might be some root causes to help you understand those student data?

Academic Challenges:
Students may face academic challenges that impact graduation rates, A-G completion, and CTE completion.
Lack of Targeted Support:
Insufficient targeted support for students struggling academically, particularly in writing.
Inconsistent Program Implementation:
Fluctuations in data suggest inconsistencies in program implementation and support systems.
Data Tracking and Analysis:
Inadequate data tracking and analysis systems, especially for focal student populations, hinder effective intervention and support.
Teacher Collaboration and Training:
Inconsistent teacher collaboration and insufficient training on effective instructional strategies, particularly in writing.
Shifting Priorities:
Shifting priorities, such as the focus on "brag sheets," may have impacted progress in other areas.

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals
	For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -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.	Extent on track: Progress is still lagging. The goal remains not fully on track. Supported: There is awareness of the need for improved writing skills, and some progress has been made in CTE and English classes. Hindered: Lack of focused team-wide instructional work during pathway meetings on using evidence in writing. The TIDE framework is not consistently being used.
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.	Extent on track: The pathway is on track and making significant strides. Supported: Strong collaboration between the pathway coach, WBL liaison, and transition specialist. Successful senior project collaboration with four community partners. Activation of the Fab Lab and engagement of Advisory Board partners in CastleWorks programming. Hindered: No major hinderances are apparent.
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.	Extent on track: The pathway is on track, with adjustments to the timeline. Supported: The CTE teacher is successfully implementing portfolios, aligning with the C3 team's Transition Action Plan. Demonstrates strong collaborative effort. Hindered: Shift in focus to "brag sheets" and senior portfolios

Pathway Strategic Actions Reflection

2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions
		For the Strategic Action sets for each goal, 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?
24-25 Strategic Actions for Goal #1	Teachers will adopt the TIDE writing scaffold horizontally across the pathway (same)	Are you on track? Likely not, unless there is a very large push in the next few months. Reason: The same actions were set for the previous year and were not met. There needs to be a very strong implementation plan to make sure that this happens. Pathway meetings have not focused on instruction.
	Students will write using evidence in each class, and structure paragraphs in a similar fashion (same)	
24-25 Strategic Actions for Goal #2	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)	Are you on track? Yes, based on prior years progress. What has been done: Continued partnership building and expansion of WBL opportunities. Including the successful senior project, and Fab lab activation.
	Build SUDA aligned programming into the CastleWorks (on-campus WBL) afterschool programming (same)	Are you on track? Yes. What has been done: Continued implementation of aligned programs.
	Strategically engage advisory board and core partners to reach out to new and potential partners (same)	
24-25 Strategic Actions for Goal #3	Begin portfolios in in junior year, CTE and English class (revised)	Are you on track? Yes. What has been done: Plans are in place to begin portfolios with juniors. The CTE teacher is successfully implementing portfolios.
	Pathway team, capstone teacher, C3 team will develop requirements and expectations for Transition Action Plan (revised)	

Pathway Strategic Actions 2025-2026

2025-2026 Strategic Actions
Based on the reflection on this year's strategic actions and analyzing student data, what are **3-5 new or revised strategies and actions** (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

Goal #1: 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.	New or Revised Strategic Actions for Goal #1	Dedicated PD and Pathway Meetings: Schedule regular pathway meetings focused specifically on instructional strategies for using evidence in writing, with a focus on the TIDE scaffold.
			Instructional Coaching: Implement peer coaching or bring in a writing consultant to provide targeted support to teachers on the TIDE framework.
			Cross-Curricular Alignment: Develop specific examples of how the TIDE framework can be applied in each SUDA course and share those examples with all teachers.

			Student Writing Samples: Collect and analyze student writing samples across the pathway to identify areas of strength and weakness, and use those samples to drive pathway meeting discussions
			Create Pathway Writing Champions: Designate teachers to be writing champions, that can help to lead pathway meetings about writing, and help to implement the TIDE framework.
Goal #2: 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.	**New or Revised Strategic Actions for Goal #2**	Formalize Partnership Agreements: Develop formal partnership agreements with key industry partners to ensure long-term collaboration and sustainability.
			Expand Senior Project Model: Explore opportunities to expand the collaborative senior project model to other grade levels or projects.
			Showcase Fab Lab Projects: Organize public events or presentations to showcase student projects created in the Fab Lab, highlighting the impact of industry partnerships.
			Create a Partner Feedback Loop: Create a way for community partners to give feedback to the SUDA pathway, about how the pathway can improve.
			Track Partner Engagement: Create a system to track partner engagement, and student outcomes based on partner engagement.
Goal #3: 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.	**New or Revised Strategic Actions for Goal #3**	Portfolio Training Workshops: Conduct portfolio training workshops for students and teachers, providing clear guidelines and examples.
			Integrate Portfolio Reviews: Schedule regular portfolio review sessions with teachers, industry partners, and college representatives to provide feedback and guidance.
			Develop Portfolio Reflection Prompts: Create reflection prompts to help students articulate their learning and growth through their portfolio entries.
			Showcase Senior Portfolios: Host a senior portfolio showcase event to celebrate student achievements and demonstrate the value of the transition action plan.
			Create a Digital Portfolio Repository: Create a digital repository of student portfolios, that can be used to showcase the SUDA pathway to prospective students, and community partners.

Pathway Budget Expenditures
Effective July 1, 2025 - June 30, 2026

2025-2026 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification.** - 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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ****If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.**	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME (if applicable)**	**Fully Approved** (Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*	**Conditionally Approved** (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form **is** required along with any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*

Clerical Salaries: to hire a Care Manager at .2 FTE for SUDA Pathway: Funding will be used for Care (Case) Managers to provide tier 2 and 3 support for SUDA pathway students who need wrap-around support (possibly before and after COST, SST, and SART referrals). These are students identified as chronically absent, and students identified as needing additional support. Staff will conduct in-depth community work to connect with families of these students and provide support to family based on the need to support the student in getting back on-track to graduate. Providing additional funds for intensive student supports through additional counseling and care/case-management services will increase student engagement by facilitating more one-on-one contact and support for our most at risk students so that they can be better equipped and supported. Personalized support and keeping students engaged in school aligns with pathway development. Approximately 20-50 students should be served across the school. PCN 8787 - Nadia Hassan (Salary and benefits included)	$29,651.15	2405	Clerical Salaries	Case Manager	.20 FTE	SUDA	Approved
CERTIFICATED TEACHER SALARY: CTE Teacher, at 1.0 FTE for Urban Design and Urban Ecology classes 11th and 12th grade. The teacher will provide instruction in CTE Courses Ubran Ecology and the 12th Grade Urban Design Capstone course, which provide pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the engineering industry. PCN 10795- Lillian Jacobson (Salary and benefits included)	$124,453.96	1105	Teacher Salaries	CTE Teacher	1.0 FTE	SUDA	Approved

Pathway Name:	International SUDA / CHEA		Program #:	N/A
Mission and Vision	Castlemont Newcomer Pathway Immersion Program is a culturally sustaining, asset-based and empowering educational experience that supports multiple languages, celebrates cultures and supports students to succeed in college, career and community. The Castlemont Newcomer Pathway Integration Program engages students new to the country in a 4 year trajectory that strives to fulfill the vision. Building on the assets and experiences from the past 3 years, the program integrates with the entire Castlemont community in a variety of ways, specifically the Sustainable Urban Design Academy (SUDA) and the Community Health Equity Academy (CHEA). The program trajectory is a "progressive immersion" model where levels of scaffolding and integration are intentionally balanced to support students to fully "mainstream" by the fourth year on campus.			

PATHWAY QUALITY ASSESSMENT

Using the [2023-26 College and Career for All and Linked Learning Quality Standards,](#) self-assess in each category	Evidence of Strengths	Areas For Growth	Next Steps *Will any of these categories be a priority for your 3-year goals? If yes, which ones?*
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	- Ongoing WBL and CTE trips to Peralta institutions - continued development of pathways: SUDA and CHEA in Int'l 9th and 10th. - Increased testing for language growth & ELD placement, as well as increased numbers of students wanting to stay or join general education classes - Some CTE integration with multiple subjects/involved in different classrooms - Dual enrollment courses through Laney College for English for Speakers of Other Languages	- intentional ways to connect with the GenEd populations through social activities (Spirit Week Homecoming, Fresh Friday) and class projects - need of additional language and wraparound supports for 11th and 12th grade students as they enter and matriculate through the pathways - Project Exhibitions can be more frequent (each marking period), more intentional, more rigorous in alignment with standards, and engage students and community more. - 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 - 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	**Curriculum and Instructional Design and Delivery** - deeper connections with core classes to CTE - **Assessment of Learning** - continue to refine mastery based grading - more frequent and higher quality exhibitions and/or demonstrations of mastery - connect with general education population to sync project showcases **Early College Credit Opportunities** - increase the number of students in dual enrollment classes - increase visibility of college courses and do targeted outreach
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	- Summer ECCCO program has been strong for International students, specifically CastleWorks - Industry-aligned internship opportunities are available (ON campus opportunities) through CastleWorks: Knight Interpreters, Food as Medicine - Culinary; Art as Healing - Knight Painters; Digital Fabrication - Coordinating tours of the CHO clinic with 9th and 10th International	- more exposure to programming and increase stipends for WBL opportunities to compete with jobs, for students focused on work - build more WBL into ALL classes, earlier on because Int'l students have been more liekly to unenroll to go work - connecting partners, projects, and trips with the general education aligned courses - Equitable Program Access to partners and internships - not all students know what is available and when, follow through is inconsistent. Same students participate in opportunitites; we'd like to increase visibility and participation - strengthening partnerships, with a specific focus on WBL workplace readiness	- Consistent use of i-Ready in all ELA and/or Social studies classes to support consistent implementation
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	- COST and care management for tier 2 and tier 3 supports - Family liaisons with bilingual support - Advisory structure for team culture and community building, wellness, and honor roll celebrations - 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 - Started a community closet where students and families can get free toiletries, hygeine products, home products, and clothing	- communication with COST and other support services on campus with access for all students. - Inability to properly test (newcomer) Int'l students for SPED - Continue to develop integreated ELD practices among all teaching staff that serve these students	**College and Career Preparation and Support** - have Future Center team engaging with International students much earlier to prep and expose them to post-secondary options - continue to build relationships with local institutions in order to make a warm handoff/smooth transition **Student Input and Validation** - garnering feedback and input from students more regularly to determine project topics and project deliverables **Social-Emotional Skill Development** - build a more robust resource bank for students that are new to the country

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.*

Goal #1: By 2026	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.
Goal #2: By 2026	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.
Goal #3: 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?

Strategic Actions for Goal #1	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 programing 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
Strategic Actions for Goal #2	- 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; revist 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
Strategic Actions for Goal #3	- 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

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions**. - 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? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** 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 Measure N Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
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.	$3,164.59	4310	Supplies & Materials			International
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

2024-2025: YEAR TWO

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals
	For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -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. - 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 Human Made. 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. - 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 trasition 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. 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.

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions		Reflection on 2023-2024 Strategic Actions
		For the Strategic Action sets for each goal, 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?
23-24 Strategic Actions for Goal #1	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. - We have many, essentially equal, CastleWorks opportunities for our International studies as for our gen ed students. - International pathway leads are part of our leadership meetings and support with program quality control and equal access to school wide supports and opportunities. - Pathway advisory boards: this goal is moving along, but slowly. Our CTWI partners have reached out about the consturction trades and their accessbility 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 programing 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	
23-24 Strategic Actions for Goal #2	- 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. - College, Career, and Community (C3) team has been more engaged with systemizing C3 supports in pathways and lower grade levels. Building out the Casltemont 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. - 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 Berekely 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; revist 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	
23-24 Strategic Actions for Goal #3	- 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 SIPPs 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 POD learning cycle.
	- Instructional coaching support for all teachers (informal through programs or formal evaluation cycles)	

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?		
Goal #1: By 2026	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.	**New or Revised Strategic Actions for Goal #1**	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 programing 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)

Goal #2: By 2026	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.	New or Revised Strategic Actions for Goal #2	- 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
			- Using previous years 2019-23 as guides and templates, Team will create annual calendar with all International Program 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
			- 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)
Goal #3: 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.	New or Revised Strategic Actions for Goal #3	- Reading and literacy focus in whole school PD, **engaging the ELA specialists and ELLMA office as resources** (revised)
			- Instructional coaching support for all teachers (informal through programs or formal evaluation cycles); **using district coaches to support with capacity** (revised)

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

2024-2025 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - 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? (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 **OUSD's Object Codes** if you have questions about which object codes to use. *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.* ***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.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) (protected cells below to be completed by MN/H staff only)	Conditionally Approved (Justification Form is required) (protected cells below to be completed by MN/H staff only)
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		Conditionally Approved
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		Conditionally Approved

2025-2026: YEAR THREE

Pathway Demographics

2024-25 Total Enrollment Grades 9-12	#N/A	

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe

Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported

Focal Student Population	Which student population will you focus on in order to reduce disparities?	Select Group

PATHWAY PERFORMANCE GOALS AND INDICATORS
Please refer to this Data Dictionary for definitions of the Indicators.

Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	51.0%	100.0%	39.4%	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	31.5%	100.0%	29.7%	TBD		

	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
A-G Completion Rate (12th Grade Graduates)	31.9%	35.8%	29.5%	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	TBD	10.3%	18.6%	20.7%		
10th Graders meeting A-G requirements	TBD	10.7%	24.1%	17.0%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	10.4%	9.4%	10.9%	8.9%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	0.0%	12.5%	9.9%	8.4%		
Percentage of 10th-12th grade students in Linked Learning pathways	44.4%	TBD	TBD	TBD		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	2.4%	1.1%	0.6%	0.0%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.3%	15.8%	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	14.4%	18.0%	TBD	TBD		

Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	TBD	TBD	TBD	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	TBD	TBD	TBD	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	TBD	TBD	TBD	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	TBD	TBD	TBD	TBD		
9th Graders meeting A-G requirements	TBD	TBD	TBD	TBD		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	TBD	TBD	TBD	TBD		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	TBD	TBD	TBD	TBD		
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	TBD	TBD		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	TBD	TBD	TBD	TBD		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	TBD	TBD	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD	TBD	TBD		

Pathway Student Data Reflection	
What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?	
Assets	Challenges

College Enrollment: There is some success in college enrollment, with a noticeable percentage of students enrolling in both 2-year and 4-year colleges. Although the data is incomplete, there is a trend that shows that students are going to college. The international program has a strong focus on college and career, and the team works hard to get students to college. **WBL Participation:** Students are participating in employer-evaluated internships or similar experiences, albeit at a relatively low percentage. The international program is increasing work based learning field trips, and opportunities. **Linked Learning Pathways:** A significant percentage of students are in Linked Learning pathways, indicating engagement in career-focused programs. The international program is becoming more and more integrated into the linked learning pathways. International Program Team Strength: The International Program team is highly collaborative and dedicated, meeting regularly despite challenges. Students are making progress in ELD testing, and i-Ready testing.	**Graduation Rates:** The four-year cohort graduation rate is inconsistent and concerning, with significant fluctuations. The international program graduation rate is also inconsistent. **Dropout Rates**: Dropout rates are also inconsistent and concerning. **A-G Completion:** A-G completion rates are relatively low, indicating challenges in meeting college entrance requirements. The international program has low A-G completion rates. **Dual Enrollment:** Participation and success in dual enrollment courses are low. The international program has low dual enrollment rates. **CTE Completion:** CTE completion rates are very low, suggesting difficulties in completing CTE programs. The international program struggles with CTE completion. **Reading Proficiency:** Many students, especially in the International Program, struggle with reading proficiency. Students in the international program start with very low reading levels. **Data Gaps:** There are significant data gaps, particularly for the focal student population, making it difficult to assess their specific needs.

What might be some root causes to help you understand those student data?

Language Barriers:
For the International Program, language barriers significantly impact academic progress, especially in reading and writing.
Lack of Targeted Support:
Insufficient targeted support for students with low academic skills, especially in literacy and math.
Inconsistent Program Implementation:
Fluctuations in data suggest inconsistencies in program implementation and support systems.
Socioeconomic Factors:
Socioeconomic factors may contribute to absenteeism, dropout rates, and limited access to resources.
Lack of Early Intervention:
Lack of early intervention and support for students struggling academically, especially in foundational skills.
Data Tracking and Analysis:
Inadequate data tracking and analysis systems, especially for focal student populations, hinder effective intervention and support.
Program of Study Gaps:
The international program lacks a formal program of study.

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**Check in on 3-Year Goals** *For each 3-year goal, answer:* -To what extent is the pathway on track for accomplishing this goal by 2026? -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.	Extent on track: The pathway is strongly on track. Supported: The team is very strong, meeting regularly despite not having common prep time. Career fairs and WBL field trips have been successful. Integration with SUDA and CHEA partnerships is effective. Hindered: The need for more opportunities for students without SSNs remains, but progress is being made.
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.	Extent on track: The pathway is strongly on track. Supported: The team is actively integrating with C3 and SUDA/CHEA programs of study. Career fairs and WBL trips are happening. Early exposure to pathways is increasing. Hindered: The specific program of study for the International Program itself needs to be more formalized.
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.	Extent on track: The pathway is making significant progress, but reaching full grade-level proficiency by 12th grade remains challenging for some. Supported: Regular i-Ready testing, efforts to test out of ELD, and strong literacy PD are contributing to growth. Hindered: Many students start with very low reading levels, making rapid progress challenging.

Pathway Strategic Actions Reflection

2024-2025 Strategic Actions		**Reflection on 2024-2025 Strategic Actions** *For the Strategic Action sets for each goal, 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?
24-25 Strategic Actions for Goal #1	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)	Are you on track? Yes, very strongly. What has been done: The team is highly collaborative, and partnerships are expanding.
	Build more intentional programing into the CastleWorks (on-campus WBL) afterschool programming for international students that are aligned with their career interests and skill sets (same)	Are you on track? Yes. What has been done: CastleWorks integration is successful.
	Strategically engage pathway advisory boards and core partners to reach out to new and potential partners (same)	Are you on track? Yes. What has been done: Advisory board engagement is strong.

24-25 Strategic Actions for Goal #2	- 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 year)	Are you on track? Yes, very strongly. What has been done: Integration with C3 and SUDA/CHEA is progressing well. Are you on track? Yes. What has been done: Calendar development is ongoing.
	- 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 plan. Giving specific time to this during end of year Professional Development (revised)	Are you on track? Yes, very strongly. What has been done: Early exposure is a priority, with successful career fairs and WBL trips.
	- 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)	
24-25 Strategic Actions for Goal #3	- Reading and literacy focus in whole school PD, engaging the ELA specialists and ELLMA office as resources (revised)	Are you on track? Yes, very strongly. What has been done: Early exposure is a priority, with successful career fairs and WBL trips.
	- Instructional coaching support for all teachers (informal through programs or formal evaluation cycles); using district coaches to support with capacity (revised)	Are you on track? Yes. What has been done: Instructional coaching is provided.

Pathway Strategic Actions 2025-2026		
2025-2026 Strategic Actions		
*Based on the reflection on this year's strategic actions and analyzing student data, what are **3-5 new or revised strategies and actions** (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?*		
Goal #1: By 2026	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.	**New or Revised Strategic Actions for Goal #1**	Develop a comprehensive database of bilingual employers and internship opportunities, leveraging SUDA and CHEA partnerships.
			Expand the mentorship program, matching students with bilingual professionals from SUDA and CHEA networks.
			Create specialized workshops on navigating job applications and interviews for non-SSN holders, incorporating insights from SUDA and CHEA industry partners.
			Formalize partnerships with community organizations that support immigrant populations, aligning with SUDA and CHEA community engagement strategies.
			Create a pathway advisory board that contains community members that are bilingual, and or that have experience working with international students, and that also have strong ties to the SUDA and CHEA academies.
Goal #2: By 2026	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.	**New or Revised Strategic Actions for Goal #2**	Develop a "Transition Action Plan Toolkit" tailored to the needs of international students, incorporating resources from SUDA and CHEA transition planning.
			Create a digital portfolio platform that integrates with SUDA and CHEA portfolio systems, showcasing student skills and experiences.
			Organize career exploration workshops focused on industries with high demand for bilingual workers, leveraging SUDA and CHEA industry connections.
			Establish partnerships with community colleges and vocational programs, aligning with SUDA and CHEA post-secondary pathways.
			Formalize the international programs program of study, and make sure that it is easily accessible to students and families.
Goal #3: 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.	**New or Revised Strategic Actions for Goal #3**	Implement targeted literacy interventions based on i-Ready data, utilizing strategies from whole-school PD and ELA specialists.
			Provide bilingual literacy support and resources, incorporating successful strategies from SUDA and CHEA literacy initiatives.
			Expand the "Reading Buddies" program, pairing students with advanced readers from SUDA and CHEA pathways.
			Organize family literacy workshops, adapting best practices from SUDA and CHEA family engagement.
			Create a progress monitoring system, that tracks student growth in reading proficiency, and share that data with students and families, and make sure to include the SUDA and CHEA pathway teams.

Pathway Budget Expenditures
Effective July 1, 2025 - June 30, 2026
2025-2026 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification.** - 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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* **If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	**Fully Approved** (Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*	**Conditionally Approved** (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form **is** required along with any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*

2024-25 MEASURE H STRATEGIC CARRYOVER PLAN		
Effective: July 1, 2025 - June 30, 2026		

Name of School Site	Castlemont High School	Site #	301

Approved Strategic Carryover _(from prior years - Carryover Plan)_	$13,031.03	**In the box below, please indicate why you decided to allocate Strategic Carryover.**
Total Budgeted Amount	$13,031.03	We have reallocated funds to cover partial FTE of CHEA capstone teacher and allocated funds to extended contracts to support
Remaining Amount to Budget	$0.00	planning of pathway projects and activities.

NOTE:	Measure H funds are to be expended during the fiscal year for which the Measure H Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.
Directions:	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 H Education Improvement Plan (EIP) to support students and pathway development. **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 H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O, and Budget Modification Development document linked below.
Resources:	Measures N and H 2025-2026 Permissible Expenses
	Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development

BUDGET JUSTIFICATION **For All Budget Line Items,** enter 3-5 sentences to create a Proper Justification that answers the below questions. **For Object Codes 1120, 5825, and all FTE,** please also respond to the additional Budget Justification questions outlined in the **Measure H Instructions for a Proper Budget Justification**. - 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? (Consider how the expenditure supports your 3-year goals or 2025-26 strategic actions.) **If you have questions about which object codes to use, we encourage you to refer to this list of OUSD's object codes.** _Please note that this is NOT a comprehensive list of all OUSD's object codes, and not all are permissible uses of Measure H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility._	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning domain does this support?	**Fully Approved** (Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is required for approval) _(protected cells below are to be completed by MN/H staff only)_	**Conditionally Approved** (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form **is** required along with any other OUSD form that is required for approval) _(protected cells below are to be completed by MN/H staff only)_
CERTIFICATED TEACHER SALARY: CTE Teacher, at 0.08 FTE for Public Health Class classes 11th and 12th grade to teach CTE curriculum. The teacher will provide instruction in CTE Courses Public Health Slutions and the 12th Grade Public Health Advocacy Capstone course, which provide pathway students with the required skills aligned with industry and content standards, addresses pathway goals and is required for the additional sections related to block scheduling. Additional duties include developing and providing student access to relevant work-based learning experiences, incorporate project-based learning methods in the curriculum, and guiding students in their exploration of careers in the public health industry. PCN 10804- Devynn Taylor (Salary and benefits included)	$12,660.08	1105	Teacher Salaries	CTE Teacher	0.08	CHEA	Integrated Program of Study	Approved	

Teacher Salaries Stipends: Extended Contracts: Comprehensive Teacher Development and Student Support To ensure the highest quality of instruction and student support, we propose allocating funds for extended teacher contracts. These contracts will enable teachers to engage in a comprehensive program designed to enhance their professional capacity and directly benefit student outcomes. Approximately 150 students will be served. This program will encompass: - Proactive Student Support (Office Hours): Dedicated time for teachers to provide individualized assistance to students, addressing learning gaps and fostering academic success. - Strategic Professional Development: Focused training at the beginning of the year to align with pathway initiatives and enhance instructional practices. - Enhanced Curriculum Development and Planning: Time dedicated to refining existing curriculum, developing innovative project-based learning experiences, and aligning instruction with pathway goals. - By combining these activities into a single, cohesive program, we maximize teacher effectiveness and ensure a consistent, high-quality educational experience for all students. The accomplishment standards are for teachers to devise plans for wrap around supports and interventions for these students and the student outcomes are that more students remain connected to the school community and earn Cs or better in all classes (especially core classes: Math, Science, English, and Social Sciences). ($47.50 per hour x 7 hours total x 1 Teachers = $ + benefits = $370.95)	$370.95	1120	Teacher Stipends		WHOLE SCHOOL	Comprehensive Student Supports	Approved

Castlemont Community Health Equity Academy (CHEA) Program of Study

Industry Sector: *Public and Community Health*
Industry Partners: *PHI: CA 4Health, Children's Health Hospital, Health and Human Resource Center - Growing Together - We Lead Ours - Berkeley Medical Reserve Corps*

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Pathway Vision	Mission:
CHEA Outcomes	The Castlemont Health Equity Academy (CHEA) activates students as agents of change by 1) developing their knowledge of self, including strengths, interests, and leadership, 2) deepening their understanding of the connections between population patterns of health/disease and social systems/institutions, and 3) supporting opportunities to practice skills and apply knowledge through work-based learning and action research.

Meeting Time: [Insert Meeting Time]	9th Grade Program (Individual, Self)	10th Grade Program (School)	11th Grade Program (Community)	12th Grade Program (Specialize)	Graduate Pathway Outcomes
Academic Core = (Cohort Integrity for these courses: *English, Science, Social Studies, CTE*)	English 9 Ethnic Studies Biology CHEA/SUDA Mixer PE Art (More presentations in all classes, research, and assessment)	English 10 Biology/Physiology World History Spanish PE Elective (More presentations in all classes, research, and assessment)	English 11 Chemistry US History Spanish **Public Health Solutions** Elective Elective (More presentations in all classes, research, and assessment)	English 12 GovEcon Graduate Writing Seminar + **Public Advocacy** Senior Capstone Options: Dual or Concurrent Enrollment, Electives, Credit Recovery, Community Engagement Program. (More presentations in all classes, research, and assessment)	CHEA Outcomes **Certifications:** - Stop The Bleed - First Aid - CPR - Community Health Worker (TBD) - Food Serve Safe
Mathematics Sequence	**Algebra**	**Geometry**	**Algebra 2**	Options: - Math Analysis - Stats (DE) - Financial Math - Financial Education	
Science Sequence	**Sustainable Urban Energy**	**Biology** Sex Ed with Internal (with Anatomy, Physiology, & Hygiene) ACES + Toxic Stress	**Chemistry**		

Castlemont Community Health Equity Academy (CHEA) Program of Study

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Industry Sector: Public and Community Health
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Technical Core/Theme (CTE Sequence)	CHEA/SUDA Exploration Mixer BUILD Part 1	BUILD Part 2	**Public Health Solutions - R3040 G Elective** ● Exploring the impacts of the social determinants of health ● Needs Assessment ● Understanding the theory and frameworks ● How am "I" impacted? ● S.E.M. (interpersonal, intra personal) ● Exploring Early Childhood Education (ECE) ● Exploring Adverse Childhood Experiences (ACEs) ● Port Phase I ● Epi-Investigation (Disease States) ● First Aid ● STB ● Y-Par	**Senior Seminar** ● CHEA seniors are encouraged to address topics aligned with the pathway **Pathway Capstone** **Public Health Advocacy - R3042 B** ● Intersections of the social determinants of health ● Social Behavioral Model ● S.E.M. (Organization, Community, Policy) ● Using the research to take action ● What are the effects on community and society? ● Exploring Adverse Childhood Experiences (ACEs) + Toxic Stress ● Port Phase II ● I → A → II→ A → III → A ● CPR ● CBPR ● Youth Mental Health First Aid Topics/Skills/Specialties ● Port Phase III ● CERT Training (After School) ● EMS/EMT ● Pharm. Tech ● Radiology Tech ● Phlebotomy ● Psychology/Mental Health ● Medical Assistants	

Castlemont Community Health Equity Academy (CHEA) Program of Study

Industry Sector: *Public and Community Health*
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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Integrated Projects	In development	• My East Oakland - Asset Mapping • Water Safety Project • Early Childhood and Toxic Stress (10th or 11th) • • Community Health Fair - Disease Project Poster	• Early Childhood and Toxic Stress (10th or 11th) • Housing and Gentrification Project • Emergency Preparedness Project • Community Health Fair - Issue/Cause Website, Brochure, and Tabling	Senior Seminar and Pathway Capstone (see above)

Other Courses/ Electives	**Computer Science**
	• **Computer skills (literacy)**
	  ○ **G suite**
	  ○ **MS Suite**
	• **Digital literacy**
	PE
	Art
	Leadership
		Spanish
		PE
		Elective
			Spanish
			Elective
			Elective
				Options: Dual or Concurrent Enrollment, Electives, Credit Recovery, Community Engagement Program

Other		CHEA Wellness Days - All students participate in Wellness Activities meant to support with coping with stress and overall wellness		CHEA Wellness Days - Eligible CHEA Seniors participate or lead activities
Work Based Learning [WBL Continuum]	Castlemont Work Based Learning Plan Guest Speakers Career Exploration Trips Career Exploration Research On Campus Internships	Castlemont Work Based Learning Plan Create Resume/Brag Sheet Guest Speakers Career Exploration Research Career Exploration Trips On Campus Internships Informational Interview	Castlemont Work Based Learning Plan Update Resume Internship Mentorship Job Shadow Off Campus Internships Mock Interviews	Castlemont Work Based Learning Plan Resume (Complete) Job Shadow Apprenticeship Mentorship Off Campus Internships

Castlemont Community Health Equity Academy (CHEA) Program of Study

Industry Sector: *Public and Community Health*
Industry Partners: *PHI: CA 4Health, Children's Health Hospital, Health and Human Resource Center - Growing Together - We Lead Ours - Berkeley Medical Reserve Corps*

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Dual Enrollment	Not Available	**Berkeley City College** Sequence: Intro to Field of Education (EDUC 1) Children's Literature (ENG 47 (pre-req is Eng 1A) Criminal Investigation (ADJUS 56) Child Growth and Development (CHDEV 51) Sociology of the Family (SOC 13)	Berkeley City College Sequence: Intro to Field of Education (EDUC 1) Children's Literature (ENG 47 (pre-req is Eng 1A) Criminal Investigation (ADJUS 56) Child Growth and Development (CHDEV 51) Sociology of the Family (SOC 13) At least one course	**Berkeley City College** Sequence: Intro to Field of Education (EDUC 1) Children's Literature (ENG 47 (pre-req is Eng 1A) Criminal Investigation (ADJUS 56) Child Growth and Development (CHDEV 51) Sociology of the Family (SOC 13) At least one to two courses	
Student Leadership		**CHEA Day of Service -** *CHEA* *Students volunteer in community* 1. Youth Leadership Council (YLC) 2. Youth Wellness Advisory Board (YWAB) Leadership Course (Elective)	**CHEA Day of Service -** *CHEA* *Students volunteer in community* 1. Youth Leadership Council (YLC) 2. Youth Wellness Advisory Board (YWAB) Leadership Course (Elective)	**CHEA Day of Service -** *Eligible* *CHEA Seniors volunteer in community* 1. Youth Leadership Council (YLC) 2. Youth Wellness Advisory Board (YWAB) Leadership Course (Elective)	
Summer Bridge	Rising 9th Summer Program	Summer School Credit Recovery, ECCCO, CastleWorks, Summer Internships	Summer School Credit Recovery, ECCCO, CastleWorks, Summer Internships	Summer School Credit Recovery, ECCCO, CastleWorks, Summer Internships	
Experiences & Trips	Intro to CHEA. What is CHEA Pathway? CHO Health Clinic Outdoors (Camping, Skiing, Hiking)	CHEA Pathway Orientation CHEA Day of Service CHO Health Clinic Central Kitchen Outdoors (Camping, Skiing, Hiking)	CHEA Day of Service Highland Hospital		
College Exposure	Pathway Field Trips, Future Center Intro A-G Basics Coordinated Trips (Sac State)	Pathway Field Trips, Future Center Coordinated Trips & A-G Basics UC Berkeley Stanford San Jose State (Tech Interactive) Samuel Merritt University SF State	Pathway Field Trips, Future Center Coordinated Trips & Future Center Advisor Merritt College Sac State UC Berkeley Stanford	Pathway Field Trips, Future Center Coordinated Trips & Future Center Advisor CSUEB/Chabot CC Berkeley City College HBCU Tour (Special Populations)	

Castlemont Community Health Equity Academy (CHEA) Program of Study

Industry Sector: *Public and Community Health*
Industry Partners: **PHI:** *CA 4Health, Children's Health Hospital, Health and Human Resource Center - Growing Together - We Lead Ours - Berkeley Medical Reserve Corps*

			HBCU Tour (Special Populations)		
Advisory Structure	Once per week, 50 minutes. Grade level/pathway. Common practices/activities across the grade level	Once per week, 50 minutes. Grade level/pathway. Common practices/activities across the pathway	Once per week, 50 minutes. Grade level/pathway. Common practices/activities across the pathway	Once per week, 50 minutes. Grade level/pathway. Common practices/activities across the grade level	
Personalized Supports	CRT Instructional Focus Care Team Member at each grade level Culture Team Restorative Justice Systems Mental Health Therapists and Care management	CRT Instructional Focus Care Team Member at each grade level Culture Team Restorative Justice Systems Mental Health Therapists and Care management SSTs CHEA Way support circles	CRT Instructional Focus Care Team Member at each grade level Culture Team Restorative Justice Systems Mental Health Therapists and Care management SSTs CHEA Way support circles	CRT Instructional Focus Care Team Member at each grade level Culture Team Restorative Justice Systems Mental Health Therapists and Care management SSTs CHEA Way support circles	

Castlemont Sustainable Urban Design Academy (SUDA) Program of Study

Industry Sector: *Architecture and Engineering*
Industry Partners: *East Oakland Black Cultural Zone, Civic Design Studio, EBALDC, Local Clean Energy Alliance, African American Sports and Entertainment Group (AASEG), EBAYS, StopWaste*

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Pathway Vision					
	VISION: It is a fundamental belief that the planet is in dire need of sustainable environmental action and that justice is equity for all communities. The "Green Economy" is one that works towards both of these goals where students build skills as leaders in and for their own communities for a just and sustainable future. MISSION: Empower students through a highly rigorous, engaging and supportive learning environment to graduate prepared for college, career and life as designers and leaders of movements towards a sustainable and just world.				
Meeting Time: One Common Prep for all 10th/11th grade pathway teachers	**9th Grade Program**	**10th Grade Program**	**11th Grade Program**	**12th Grade Program**	**Graduate Pathway Outcomes**
Academic Core = (Cohort Integrity for these courses: *English, Science, Social Studies, CTE*)	English 9 Ethnic Studies Biology Computer Science PE Art	English 10 Sustainable Urban Energy (Science) World History Spanish PE Elective	English 11 Chemistry US History Spanish Elective Elective	English 12 GovEcon Graduate Writing Seminar + Senior Capstone Options: Dual or Concurrent Enrollment, Electives, Credit Recovery, Community Engagement Program.	SUDA Outcomes Certifications: Urban Agroecology Certificate of Achievement (Merritt)
Math	Algebra 1	Geometry	Algebra 2	Options: - Math Analysis - Stats (speDE)	
Technical Core/Theme (CTE Sequence)	CHEA/SUDA Exploration Mixer BUILD Part 1	SUDA: Sustainable Urban Energy BUILD Part 2	Green Urban Design Class Website (Syllabus)	Urban Ecology Class Website (Syllabus)/Capstone	
Dual Enrollment	TBD	Carpentry or Woodworking (Laney) ENVMT 003 Social Issues in Agriculture (3) ENVMT 005 Bay Area Food Culture (3)	Carpentry or Woodworking (Laney) ENVMT 003 Social Issues in Agriculture (3) ENVMT 005 Bay Area Food Culture (3)	Carpentry or Woodworking (Laney) ENVMT 003 Social Issues in Agriculture (3) ENVMT 005 Bay Area Food Culture (3)	

Castlemont Sustainable Urban Design Academy (SUDA) Program of Study

Industry Sector: *Architecture and Engineering*

Industry Partners: *East Oakland Black Cultural Zone, Civic Design Studio, EBALDC, Local Clean Energy Alliance, African American Sports and Entertainment Group (AASEG), EBAYS, StopWaste*

		ENVMT 035 Introduction to Urban Agroecology (3) ENVMT 012 or AFRAM 38 Environmental Racism and Justice (3)	ENVMT 035 Introduction to Urban Agroecology (3) ENVMT 012 or AFRAM 38 Environmental Racism and Justice (3)	ENVMT 035 Introduction to Urban Agroecology (3) ENVMT 012 or AFRAM 38 Environmental Racism and Justice (3)
Integrated Projects	In development	In development	Development without Displacement Project - Oakland Coliseum + Arroyo Viejo Creek Design	Senior Capstone
Other Electives	BUILD	BUILD pt. 2 3D Art Design (The Crucible)	3D Art Design (The Crucible)	3D Art Design (The Crucible)
Other				
Work Based Learning [WBL Continuum] FT to companies career fairs volunteering	Guest Speakers Internships - (on-campus/ CastleWorks) Resume/Brag Sheet - (BUILD) Panel Info Interview Day (during Industry Visit)	Networking Guest Speakers Internships - (on-campus/ CastleWorks) - New Voices are Rising Resume - (BUILD 2) Panel Mock Interviews (BUILD 2)	Networking Guest speakers internships - off-campus? - EBAYS - New Voices are Rising - ACE - BCZ Apprenticeships Revise Resume Mock Interview Day	Networking internships Apprenticeships Revised Resume Interviews Adulting 101
Student Leadership			Leadership Course (Elective)	Leadership Course (Elective)
Summer Bridge	Rising 9th Summer Program	Summer School Credit Recovery, Summer Internships	Summer School Credit Recovery, Summer Internships	Summer School Credit Recovery, Summer Internships
College Exposure Castlemont C3 Alignment (In progress)	Pathway Field Trips, Future Center Coordinated Trips	Pathway Field Trips, Future Center Coordinated Trips	Pathway Field Trips, Future Center Coordinated Trips	Pathway Field Trips, Future Center Coordinated Trips
Advisory Structure	Once per week, 50 minutes. Grade level/pathway. Common practices/activities across the grade level	Once per week, 50 minutes. Grade level/pathway. Common practices/activities across the pathway	Once per week, 50 minutes. Grade level/pathway. Common practices/activities across the pathway	Once per week, 50 minutes. Grade level/pathway. Common practices/activities across the grade level

Castlemont Sustainable Urban Design Academy (SUDA) Program of Study

Industry Sector: *Architecture and Engineering*
Industry Partners: *East Oakland Black Cultural Zone, Civic Design Studio, EBALDC, Local Clean Energy Alliance, African American Sports and Entertainment Group (AASEG), EBAYS, StopWaste*
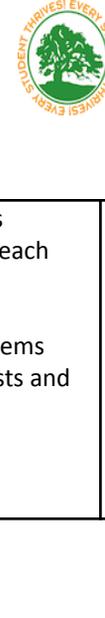
| Personalized Supports | CRT Instructional Focus Care Team Member at each grade level Culture Team Restorative Justice Systems Mental Health Therapists and Case management | CRT Instructional Focus Care Team Member at each grade level Culture Team Restorative Justice Systems Mental Health Therapists and Case management | CRT Instructional Focus Care Team Member at each grade level Culture Team Restorative Justice Systems Mental Health Therapists and Case management | CRT Instructional Focus Care Team Member at each grade level Culture Team Restorative Justice Systems Mental Health Therapists and Case management | |

Work-Based Learning Lead: Sheree West   Pathway Name: Community Health Equity Academy, Sustainable Urban Design Academy + International
Collaborators: Marvin Boomer

Central Resources
- [WBL Continuum (Linked Learning Alliance)](#)
- [WBL Plan Components (Simple prioritized checklist/rubric](#))
- [ECCCO 2022-23 timeline](#)
- [Sample Goals](#)

WBL Plan Template Options:

☐ [Calendar Template](#)

☐ [WBL Continuum Template](#)

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

1.
2.
3.

Calendaring WBL (in Program of Study):

☐ *For All-Student Experiences:* note <u>WBL experience</u>, <u>teacher</u>, and <u>class</u> for each item

☐ *For Targeted Student Experiences:* note <u>subgroup</u>, <u>WBL experience</u>, and <u>staff lead</u>

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
9	All-Students	CastleWorks C3 Fair	Brag Sheet (BUILD or CTE Exp) CastleWorks	CastleWorks	Brag Sheet (BUILD or CTE Exp) Informational Interview CastleWorks	CastleWorks CTE DAY	CastleWorks Career Fair Internship Fair Job Fair C3 Fair
	Focal students (INT'l)	INTL C3 Fair (Late Sept)	Center/Oakland Bloom (9th INT'L)		Brag Sheet (Mixer Classes) Career Fair		
10	All-Students	Brag Sheet/Resumes (BUILD 2) C3 Fair CastleWorks	Industry Visits & Informational interviews CastleWorks	Brag Sheet/Resumes (BUILD 2) CastleWorks	CastleWorks	Brag Sheet/Resumes (BUILD 2) CastleWorks CTE Day	
	SUDA/CHEA CHEA Highland hospital UCSF Related trips SUDA Headwater?		Manufacturing Day (SUDA)	Samuel Merritt University (CHEA) HumanMade (SUDA)	Samuel Merritt University (CHEA)		
	Focal students (INT'l)	INTL C3 Fair (Late Sept)	Headwater (INT'L)	Industry Visits & Informational interviews (Jan)	Career Fair (tabling)		
		Brag	Off campus	Brag Sheet/Resumes	Off campus internships	Brag Sheet/Resumes	

11	All-Students	Sheet/Resumes Off campus internships Job Fair	internships	Off campus internships	Job Shadow	Off campus internships	
	SUDA/CHEA		Cypress Mandela/Skilled Trades (SUDA) First Responder Day (CHEA) Client Site Visits (SUDA)		Cypress Mandela/Skilled Trades (SUDA) Highland Hospital Visit (CHEA)		
	Focal students ()	Job Fair (SPED)			CHO Visit (OK Program)		
12	All-Students	Brag Sheet/Resumes Off campus internships Job Fair	Off campus internships Capstone Informational Interviews Client Site Visits (CHEA/SUDA)	Brag Sheet/Resumes Off campus internships	Off campus internships Cypress Mandela/Skilled Trades (SUDA) Job Shadow	Brag Sheet/Resumes Off campus internships Resource Fair-Ropes Course?	
	Focal students ((INT'l)		CTWI - Trades trek				
Partner-Staff Engagements Advisory board meetings, externships, etc.							

General Roles/Responsibilities:

Person or Position	Responsibilities

Next Steps in Plan Development / Implementation:

-

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The plan template below is for reference as leads build out plans above OR to use in lieu of the template above. The template below mirrors the [Work-Based Learning Continuum](#).

Grade	Career Awareness: Learning ABOUT work	Career Exploration: Learning ABOUT work	Career Preparation: Learning THROUGH work	Career Training: Learning FOR work
	Groups of students	Small group or individual	Individual or small group (projects only)	Individual, over time
	- Workplace tour - Guest speaker / teacher - Career fair - Visit a workplace	- Informational interview - Job shadow - Virtual exchange with a partner	- Student-run enterprise with partner involvement - Virtual enterprise - Integrated projects with partners - Service projects - Internships	- Internship required for a credential or entry to occupation - Apprenticeship - Clinical experience - On-the-job training - Work experience
9th	College, Career, Community Advisory Xello		Castleworks Internships (Afterschool & During Summer)	
10th	College, Career, Community Advisory Pathway Specific Career Exploration Visits Pathway Themed College Visit	Career Fair	Castleworks Pathway Interdisciplinary Projects Summer ECCCO Internship Programs	
11th	College, Career, Community Advisory Manufacturing Day + Peralta CTE tour Pathway Specific Career Exploration Visits Pathway Themed College Visits		Crucible Course Pathway Interdisciplinary Projects Community Internships Summer ECCCO Internship Program	Early Childhood Ed Apprenticeship Merritt Urban Agroecology CTE Course + Castlemont Farm & Garden Internship
12th	College, Career, Community Advisory	Senior Seminar Topic Information	Senior Capstone Internships	Early Childhood Ed Apprenticeship

| | OUSD Skilled Trades Fair | Interview?

Workforce Development Panels

College | Scholars in Service

Summer ECCCO Internship Program | Merritt Urban Agroecology CTE Course + Castlemont Farm & Garden Internship |

2024-2025 C3 Experience Map

By Graduation a Castlemont Student will have:

College Experiences/Trips	Work-Based Learning Experiences/Trips

- 8 College Trips (2 per year)
  - At least 2 UC Campuses
  - At least 2 CSU Campuses
  - At least 2 community colleges
- Attended 2+ College Fairs
- Explored other postsecondary/vocational program options
	- Built a resume and brag sheet
	- 1+ Internship On-campus Opportunity
	- 1+ Off-campus Internship Opportunity
	- Conducted 2+ Informational Interviews
	- Participated in 1+ Mock Interviews
	- Attended 2+ Industry Visits
	- Attended 3+ Career/Job Fairs

12th Grade Experiences And Important Deadlines

	MP 1 (8/12-9/18)	MP 2 (9/18-11/3)	MP 3 (11/6-12/22)	MP 4 (1/9-2/15)	MP 5 (2/16-4/12)	MP 6 (4/12-5/23)
Trips		SF State (Bere reach out to One Goal to set a date) UC Merced (OKF or EOYDC) or UC Santa Cruz UC Santa Cruz (OKF Kids) - beginning of Oct.	CSUEB **Laney trip (district SOAR day) 12/5**	BCC transition workshop #1 (mid February)	Community college trips (Laney, COA, Merritt Chabot) Cypress Mandela/Skilled Trades (SUDA) -	BCC Transition Workshop #2 (end of April) Senior Trip Cypress Mandela Skills Trade Fair 04/16 - tbd
Experiences	Senior/Family Graduation Meetings Senior Timeline presentation **WBL:** - Opportunities and Job Fair (schoolwide) - On Campus Dual Enrollment - Career Aptitude Test	Future Center staff intros **WBL:** - Off campus internships		Financial Aid workshop	**WBL:** - Job Shadows	**WBL:** - Resource Fair
Important dates/deadlines	Drafting EOP Q's/PIQs Monica connect with Hart	CSU App opens Oct 1st UC App opens Nov 1st	CSU & UC deadline NOV 30th (varies in campus) Oakland Promise Scholarship opens Nov 1st Turkey Crunches (College app workshops) during Thanksgiving break M-W	Financial Aid Opens 01/01/2024 Summer Opps Fair	FAFSA/Dream Act Due March 2nd Oakland Promise Due March 8th Castlemont Alumni Scholarships	Community College apps & enrollment SIR May 1st Decision Day in May ECCO Apps Close 2nd week of May

		MP 1 (8/7-9/14)	MP 2 (9/18-11/3)	MP 3 (11/6-12/22)	MP 4 (1/9-2/15)	MP 5 (2/16-4/12)	MP 6 (4/12-5/23)
10	**CHEA Trips**		*Merritt College + Highland Hospital*	*City College and UCSF* *Dominican Univ (OKF Kids) - around Halloween*		*Samuel Merritt University*	
	SUDA Trips		***Manufacturing Day/ Laney CTE tour 10/10 (20-25 spots)***	*Dominican Univ (OKF Kids) - around Halloween*	*HumanMade*		
11	**CHEA Trips**		***First Responders Career Day 10/29***	*UC Davis* *San Jose State (OKF Kids) - first wk of Dec.*		*San Jose State + Tech Museum*	
	SUDA Trips		***Cypress Mandela Skilled Trades Fair 10/24***	*San Jose State (OKF Kids) - first wk of Dec.* *UC Davis*		*San Jose State and*	
WBL Experiences & College Readiness Workshops		*Off Campus Dual Enrollment: EMT & Basic Electricity, Healthcare Launch* *On Campus Dual Enrollment* *Transcripts/Recovery (11th)* **WBL:** - *Opportunities and Job Fair (schoolwide* - *Career Aptitude Test*	*A-G Presentation (10th)*	*Industry Visits & Informational Interviews* *CTE Day*	*Course Request Presentation* *Transcripts/Recovery Presentation*	*DualEnrollment /Course Request Presentation*	*Job Shadows*
Important dates/deadlines					*Summer Opps Fairs*	*Students Rising Above Scholarship DUE (11th grade only)* *Genesys Works app (11th grade)*	*ECCO Apps Close 2nd week of May*

Header title: **10th-11th Experiences And Important Deadlines**

International 9th-10th Grade Experiences And Important Deadlines						
	MP 1 (8/7-9/14)	MP 2 (9/18-11/3)	MP 3 (11/6-12/22)	MP 4 (1/9-2/15)	MP 5 (2/16-4/12)	MP 6 (4/12-5/23)
9th grade Trips					*UC Santa Cruz (May)*	
10th grade		*BCC/COA college trip*			*UC Santa Cruz (May)*	
WBL Experiences & College Readiness Workshops	*A-G Presentation (10)* *On Campus Dual Enrollment* *Intro to High School Presentation (9th)* *Opportunities and Job Fair (schoolwide)* *Career Aptitude Test*		*Transcript Review Presentation* *Career Meet and Greet*	*Course Request Presentation* *Summer Opps Fairs* *Transcripts/Recovery Presentation*		*A-G Presentation (10)*
Important dates/deadlines				*Summer Opps Fair*		*ECCO Apps Close 2nd week of May*

9th Grade Experiences And Important Deadlines

	MP 1 (8/7-9/14)	MP 2 (9/18-11/3)	MP 3 (11/6-12/22)	MP 4 (1/9-2/15)	MP 5 (2/16-4/12)	MP 6 (4/12-5/23)
Trips		UC Santa Cruz (EOYDC) SF State (OKF Kids) - late Sept.			CHEA & SUDA Exposure trips - SUDA- HumanMade Thurs 3/20/2025 (30 students) - CHEA- tbd skills workshop off campus (at HHREC or EOYDC)	SF State - Thurs 4/24/2025
Experiences	Intro to High School Presentation (9th) Opportunities and Job Fair (schoolwide)		College Systems + Financial Aid Overview	Summer Opps Fairs Transcripts/Recovery Presentation -	Career Aptitude Test 1	Career Meet and Greet
Important dates/deadlines				Summer Opps Fair		ECCO Apps Close 2nd week of May

SDC Experiences And Important Deadlines						
	MP 1 **(8/7-9/14)**	**MP 2** **(9/18-11/3)**	**MP 3** **(11/6-12/22)**	**MP 4** **(1/9-2/15)**	**MP 5** **(2/16-4/12)**	**MP 6** **(4/12-5/23)**
Trips			*Laney SOAR Day (all grades)*		*YAP Field trip*	
Experiences	*Opportunities and Job Fair (schoolwide)*	*DOR Enrollment*		*Young Adult Program visit and enrollment (12)*	-	-
Important dates/deadlines				*Summer Opps Fair*		*ECCO Apps Close 2nd week of May*

CHEA Pathway = Lime   SUDA Pathway = Orange

Castlemont High

Scheduling Master Schedule - Year

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Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
43 Abdool, Y.	ADVISORY, Y		CHEMISTRY P, Y	SUSTURBANENERGY, Y	CHEMISTRY P, Y	SUSTURBANENERGY, Y	CHEMISTRY P, Y	SUSTURBANENERGY, Y	
32 Acosta. A	ADVISORY, Y								
104 Adebiyi, A.	ADVISORY, Y	INTRO TO BUS, Y	INTRO TO BUS, Y	INTRO TO BUS, Y	INTRO TO BUS, Y			INTRO TO BUS, Y	INTRO TO BUS, Y
85 Alejandro, GR.	ADVISORY, Y	ENG 1 P, Y	ENG 2 P, Y		ENG 1 P, Y	ENG 2 P, Y	ENG 2 P, Y	ENG 1 P, Y	
74 Aranda, F.	ADVISORY, Y	SPANISH 1 P, Y	EPH 2 P, Y	EPH 3 P, Y	EPH 2 P, Y		EPH 2 P, Y	EPH 3 P, Y	
100 Arterberry, G	ADVISORY, Y	BUILD, Y		BUILD, Y	BUILD, Y	ONE GOAL SUCCESS, Y	BUILD, Y	BUILD, Y	
72 Barajas, L.	ADVISORY, Y	PE, Y	PE, Y		PE, Y	PE, Y	PE, Y	PE, Y	
72 Barajas, L.		PE 10, Y	PE 10, Y		PE 10, Y	PE 10, Y	PE 10, Y	PE 10, Y	
28 Berhe, A.	ADVISORY, Y	ALGEBRA 1 P, Y			ALGEBRA 1 P, Y	ALGEBRA 1 P, Y	ALGEBRA 1 P, Y	ALGEBRA 1 P, Y	ALGEBRA 1 P, Y
1 Blasher, J.	ADVISORY, Y								
63 Boomer, M									LEADERSHIP, Y
5 Bucio, J.	ADVISORY, Y	WRD HST P SEI, Y	MLT CULT SEI, Y	MLT CULT SEI, Y		WRD HST P SEI, Y	MLT CULT SEI, Y		WRD HST P SEI, Y
103 Burks, N.			ART 1 P, Y	COMP GRAPHIC 1P, Y	ART 1 P, Y		ART 1 P, Y	ART 1 P, Y	COMP GRAPHIC 1P, Y
22 Cho, M		ALGEBRA 1 P, Y	ALGEBRA 1 P, Y	GEOMETRY P, Y			GEOMETRY P, Y	GEOMETRY P, Y	ALGEBRA 1 P, Y
131 Coleman, D		Academic ELD 1, Y			ENG 1 P, Y	ENG 1 P, Y	ENG 1 P, Y	ENG 1 P, Y	ENG 1 P, Y
27 Curry. B		MULTIMEDIA I, Y	MULTIMEDIA I, Y	MULTIMEDIA I, Y	JOURNALISM P, Y	MULTIMEDIA I, Y	MULTIMEDIA I, Y		
9 Dalke, L.		SPANISH 2 P, Y	SPANISH 1 P, Y	SPANISH 2 P, Y	SPANISH 1 P, Y			SPANISH 2 P, Y	SPANISH 1 P, Y
25 Dixon, E.							CULINARY ARTS 1, Y		CULINARY ARTS 1, Y
25 Dixon, E.							CULINARY ARTS 2, Y		CULINARY ARTS 2, Y
24 Franklin, B.		ENGLISH 1 L1, Y							
24 Franklin, B.		ENGLISH 2 L1, Y							
82 Gordon-Brown, A.		ENGLISH 3 L1, Y							
82 Gordon-Brown, A.		ENGLISH 4 L1, Y							
17 Grewell, M.		ENG 3 P, Y	ENG 2 P, Y		ENG 2 P, Y	ENG 3 P, Y		ENG 3 P, Y	ENG 2 P, Y
67 Guy, J				AMER GOVT P, F	AMER GOVT P, F	AMER GOVT P, F	AMER GOVT P, F	AMER GOVT P, F	AMER GOVT P, F
67 Guy, J				ECONOMICS P, S	ECONOMICS P, S	ECONOMICS P, S	ECONOMICS P, S	ECONOMICS P, S	ECONOMICS P, S
12 Husted, E.		GEOMETRY P, Y	GEOMETRY P, Y		GEOMETRY P, Y	GEOMETRY P, Y		GEOMETRY P, Y	GEOMETRY P, Y
123 Jacobson, L.			SENIOR SEMINAR, Y	URBAN ECOLOGY, Y	SENIOR SEMINAR, Y	URBAN ECOLOGY, Y		URBAN ECOLOGY, Y	
123 Jacobson, L.				GRN URBAN DES, Y		GRN URBAN DES, Y		GRN URBAN DES, Y	
4 Liebler, T		WORLD HIST P, Y	US HISTORY P, Y	WORLD HIST P, Y	US HISTORY P, Y	WORLD HIST P, Y			US HISTORY P, Y

Castlemont High

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Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
10 McCoy, E.		ENG 2 P, Y	ENG 3 P, Y		ENG 3 P, Y	ENG 2 P, Y	ENG 3 P, Y	ENG 2 P, Y	
15 Mostaghimi, A.			BIOLOGY P, Y	SUSTURBANENERGY, Y		SUSTURBANENERGY, Y	BIOLOGY P, Y	SUSTURBANENERGY, Y	BIOLOGY P, Y
13 Nelson, P.			MSTR AAF CUL ID, Y				MSTR AAF CUL ID, Y		
90 Nichols, C.		MATH 9 L2, Y	ENGLISH 1 L2, Y	SCIENCE 9 L2, Y	HISTORY 9 L2, Y	LIFE SKL 9 L2, Y	SOC SKL 9 L2, Y		
90 Nichols, C.		MATH 10 L2, Y	ENGLISH 2 L2, Y	SCIENCE 10 L2, Y	HISTORY 10 L2, Y	LIFE SKL 10 L2, Y	SOC SKL 10 L2, Y		
90 Nichols, C.		MATH 11 L2, Y	ENGLISH 3 L2, Y	SCIENCE 11 L2, Y	HISTORY 11 L2, Y	LIFE SKL 11 L2, Y	SOC SKL 11 L2, Y		
90 Nichols, C.		MATH 12 L2, Y	ENGLISH 4 L2, Y	SCIENCE 12 L2, Y	HISTORY 12 L2, Y	LIFE SKL 12 L2, Y	SOC SKL 12 L2, Y		
96 Osborne, N.		LIFE SKL 9 L2, Y	MATH 9 L2, Y	ENGLISH 1 L2, Y	SCIENCE 9 L2, Y	HISTORY 9 L2, Y	SOC SKL 9 L2, Y		
96 Osborne, N.		LIFE SKL 10 L2, Y	MATH 10 L2, Y	ENGLISH 2 L2, Y	SCIENCE 10 L2, Y	HISTORY 10 L2, Y	SOC SKL 10 L2, Y		
96 Osborne, N.		LIFE SKL 11 L2, Y	MATH 11 L2, Y	ENGLISH 3 L2, Y	SCIENCE 11 L2, Y	HISTORY 11 L2, Y	SOC SKL 11 L2, Y		
96 Osborne, N.		LIFE SKL 12 L2, Y	MATH 12 L2, Y	ENGLISH 4 L2, Y	SCIENCE 12 L2, Y	HISTORY 12 L2, Y	SOC SKL 12 L2, Y		
66 Reaves, S		DRAMA P PA, Y	ADV DRAMA P, Y			DRAMA P PA, Y	DANCE BEG, Y	DRAMA P PA, Y	DANCE BEG, Y
80 Samhan, C		US HISTORY P, Y	WORLD HIST P, Y	US HISTORY P, Y	WORLD HIST P, Y	US HISTORY P, Y	WORLD HIST P, Y		
7 Soto, T		PE, Y		PE, Y	PE, Y		PE, Y	PE, Y	PE, Y
7 Soto, T		PE 10, Y		PE 10, Y	PE 10, Y		PE 10, Y	PE 10, Y	PE 10, Y
106 Stoneham, V.			GRAD WRITE SEM, Y	GRAD WRITE SEM, Y	GRAD WRITE SEM, Y	GRAD WRITE SEM, Y	GRAD WRITE SEM, Y	GRAD WRITE SEM, Y	
118 Tatum, J.		ETHNIC STDS P, Y		PSYCHOLOGY P, Y	ETHNIC STDS P, Y	ETHNIC STDS P, Y	ETHNIC STDS P, Y		ETHNIC STDS P, Y
107 Taylor, D.			SENIOR SEMINAR, Y	PUBLIC ADVOCACY, Y	SENIOR SEMINAR, Y	PUBLIC ADVOCACY, Y		PUBLIC ADVOCACY, Y	SENIOR SEMINAR, Y
102 Thompson, J.		SCIENCE 9 L2, Y	MATH 9 L2, Y	ENGLISH 1 L2, Y	SOC SKL 9 L2, Y	HISTORY 9 L2, Y	LIFE SKL 9 L2, Y		
102 Thompson, J.		SCIENCE 10 L2, Y	MATH 10 L2, Y	ENGLISH 2 L2, Y	SOC SKL 10 L2, Y	HISTORY 10 L2, Y	LIFE SKL 10 L2, Y		
102 Thompson, J.		SCIENCE 11 L2, Y	MATH 11 L2, Y	ENGLISH 3 L2, Y	SOC SKL 11 L2, Y	HISTORY 11 L2, Y	LIFE SKL 11 L2, Y		
102 Thompson, J.		SCIENCE 12 L2, Y	MATH 12 L2, Y	ENGLISH 4 L2, Y	SOC SKL 12 L2, Y	HISTORY 12 L2, Y	LIFE SKL 12 L2, Y		
87 Toutjian, N.				ART 1 P, Y	ART 1 P, Y	ART 1 P, Y	ART 1 P, Y	ART 2 P, Y	ART 1 P, Y
29 Uranga, A								POST-SEC EDUC 1, Y	POST-SEC EDUC 1, Y
42 Vacancy A				ENG 4 P, Y	ENG 4 P, Y	ENG 4 P, Y	ENG 4 P, Y	ENG 4 P, Y	ENG 4 P, Y
39 Vacancy M		ALGEBRA 2 P, Y	ALGEBRA 2 P, Y		ALGEBRA 2 P, Y	ALGEBRA 2 P, Y	ALGEBRA 2 P, Y	ALGEBRA 2 P, Y	
49 Vacancy S				BIOLOGY P, Y	BIOLOGY P, Y	ENVR SCIENCES, Y	BIOLOGY P, Y	BIOLOGY P, Y	BIOLOGY P, Y

Castlemont High

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75 Villalobos, J.					ONE GOAL SUCCES, Y				
64 Wise, W.			PHYSIOLOGY P, Y	CHEMISTRY P, Y	PHYSIOLOGY P, Y	CHEMISTRY P, Y		CHEMISTRY P, Y	PHYSIOLOGY P, Y
79 Zamudio Guzman, E.			BAND BEG P, Y	GUITAR P, Y	BAND ADV P, Y	MUSIC PROD, Y	PIANO BEG P, Y	BAND BEG P, Y	