

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

1016 Union Street, #940  
Oakland, CA 94607



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H –**

**College & Career Readiness Commission**

**Louise Waters**, Chairperson  
louise.bay.waters@gmail.com

**David Kakishiba**, Vice Chair  
kakishiba@gmail.com

**Marc Tafolla**, Secretary  
marctafolla@gmail.com

**James. Harris**, Member  
james@510media.com

**Katy Nuñez-Adler**, Member  
katynunez.adler@gmail.com

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Enactment Date	

# Memo

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

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

**Board Meeting Date** \_\_\_\_\_

**Subject** 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment  
Services For: Castlemont High School

**Action Requested and Recommendation** Adoption by the Measures N and H – College and Career Readiness Commission of the 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for Castlemont High School as “Approved,” with a base allocation of \$577,150.00 and a strategic carryover allocation of \$14,505.11 for a total allocation not to exceed \$591,655.11.

**Background**

*(Why do we need these services? Why have you selected this vendor?)*

**Competitively Bid**

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

**Fiscal Impact**

Funding resource(s): Measure N  
Measure H

**Attachments**

- 2023-2024 Measure N/Measure H Education Improvement Plan
- 2023-2024 Measure N/Measure H Education Improvement Plan Assessment

**2023-2024 MEASURE N BUDGET**

Effective July 1, 2023 - June 30, 2024

School: **CASTLEMONT HIGH SCHOOL**

Site #: **301**

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

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

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
301-1	Supervisor & Administrative Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will guide the design, implementation and evaluation of pathway programs and schoolwide efforts to support (and be supported by) pathway initiatives. Support pathway lead and pathway team capacity development. Provide one-one coaching support to leads and teachers as needed and requested. Plan with school leadership to draft and facilitate team processes around pathway planning, budgeting and reporting. Support budgeting, purchasing and follow through on experiences, supplies and materials for pathway programs. Coordinate with with community and school stakeholders to align programs and projects along pathway pillars. Support all faculty Professional Learning as pertaining to pathway collaborative work and projects and connecting school wide literacy and SEL initiatives to pathway designs. Engage in contacts, industry partners and community partners to develop project based learning and pathway program development. PCN 1584 - Marvin Boomer (Salary and Benefit costs included)	\$86,848.84	2305	Supervisor & Administrative Salaries	Pathway Coach	.50 FTE	Whole School
301-2	Classified Support Salaries: Hire a College & Career Readiness Specialist at 1.0 FTE. The CCRS will coordinate postsecondary planning for all students, including assistance with college, scholarship, and financial aid applications. CCRS will work through the senior capstone course to engage all seniors, and with pathway leads to develop plans for connecting with all pathway students via advisory sessions that are tied to specific postsecondary readiness outcomes, including A-G awareness, the various college options, and transcript reviews that build students' capacity to monitor their own on-track to graduation progress. CCRS will work with other college access partners to leverage support for students in grade 9, and will coordinate with the Newcomer Coordinator to ensure grade 9 & 10 newcomer students are supported to meet the same outcomes. 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

301-3	<p>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)</p>	\$72,522.87	2205	Classified Support Salaries	Work Based Learning Liaison	.50 FTE	Whole School
301-4	<p>Teacher Salaries: Hire a Pathway Capstone Teacher at .70 FTE.                  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 Adebiji                  (Salary and Benefit costs included)</p>	\$80,261.03	1105	Teacher Salaries	Pathway Teacher	.70 FTE	Whole School
301-5	<p>Teacher Salaries Stipends: Extended Contracts for 3 Small Learning Community (SLC) leads to attend additional, regular meetings after school, facilitated by the pathway coach and school administration so they facilitate horizontal alignment across SLCs (pathways) and vertical alignment within the pathways from 9th through 12th grade. Topics might include preparation for senior capstone (aligning skills and expectations), college and career exposure, work-based learning, pedagogical teaching practices, and more. These teachers also spend additional time after school setting up advisory programs, connecting students to resources within in each pathway to make them stronger. All 12th grade students, approximately 750 students, benefit from this action.                  (\$38.50 per hour x 50 hours total + 25% benefit costs = \$2,406.25 x 3 Teacher Leads = \$7,218.75)</p>	\$7,218.75	1120	Teacher Salaries Stipends			CHEA/SUDA
301-6	<p>Teacher Salaries Stipends: Extended Contracts for 3 after school program teachers to provide after school intervention classes for credit recovery. As we recover from the pandemic, we are seeing more gaps in students' mastery related to our pathway and core academic classes. This after school intervention would pay for three teachers so that 100 students can be supported in passing their classes. This would directly reduce our dropout rate and improve students' academic college and career readiness. We will also offer an additional science course that is not on our master schedule. These funds would make it possible for us to ensure that students are not falling further behind in classes that support pathway development and completion.                  (\$38.50 per hour x 60 hours total + 25% benefit costs = \$2,887.50 x 3 teachers = \$8,662.50)</p>	\$8,662.50	1120	Teacher Salaries Stipends			Whole School

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

<b>School Name:</b>	<b>Castlemont High School</b>	<b>Site #:</b>	<b>301</b>
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<b>Pathway Name(s):</b>	<b>Community Health and Equity Academy (CHEA) &amp; Sustainable Urban Design Academy (SUDA)</b>
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**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**

<b>2022-23 Total Enrollment Grades 9-12</b>									<b>% Current Newcomers</b>
<b>694</b>									21.9%
<b>Special Populations</b>	<b>% Male</b>	<b>% Female</b>	<b>% Oakland Residents</b>	<b>% LCFF</b>	<b>% English Learners</b>	<b>% LTEL</b>	<b>% SPED RSP</b>	<b>% SPED Mild-Moderate</b>	<b>% SPED Severe</b>
	55.8%	44.2%	97.8%	96.8%	47.0%	16.0%	4.3%	3.3%	1.6%
<b>Student Population by Race/Ethnicity</b>	<b>% African-American</b>	<b>% Native American</b>	<b>% Asian</b>	<b>% Hispanic/Latino</b>	<b>% Filipino</b>	<b>% Pacific Islander</b>	<b>% White</b>	<b>% Multiple Ethnicity</b>	<b>% Not Reported</b>
	27.4%	0.1%	1.3%	62.7%	0.1%	2.3%	0.4%	2.9%	2.7%
<b>Focal Student Population</b>	<b>Which student population will you focus on in order to reduce disparities?</b>					<b>African American - Male</b>			

**SCHOOL PERFORMANCE GOALS AND INDICATORS**

Please refer to this [Data Dictionary](#) for definitions of the Indicators.

<b>Whole School Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>
<a href="#">Four-Year Cohort Graduation Rate</a>	49.6%	TBD	65%		75.00%		85.00%
<a href="#">Four-Year Cohort Dropout Rate</a>	46.5%	TBD	40%		30.00%		20.00%
<a href="#">A-G Completion Rate (12th Grade Graduates)</a>	31.7%	TBD	50.00%		60.00%		75.00%

On Track to Graduate - 9th Graders	34.4%	44.7%	60.00%		70.00%		80.00%
9th Graders meeting A-G requirements	21.6%	46.6%	60.00%		70.00%		80.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	3.1%	TBD	5.00%		15.00%		25.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	1.8%	8.1%	10.00%		20.00%		30.00%
Percentage of 10th-12th grade students in Linked Learning pathways	92.0%	93.1%	95.00%		95.00%		95.00%
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%	TBD	50.00%		60.00%		70.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	21.9%	TBD	30.00%		40.00%		55.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	8.6%	TBD	15.00%		20.00%		25.00%
<b>Focal Student Population Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>
Four-Year Cohort Graduation Rate	76.9%	TBD	83.00%		86.00%		90.00%
Four-Year Cohort Dropout Rate	19.2%	TBD	17.00%		14.00%		10.00%
A-G Completion - 12th Grade (12th Grade Graduates)	38.1%	TBD	45.00%		55.00%		65.00%
On Track to Graduate - 9th Graders	44.4%	31.6%	40.00%		50.00%		60.00%
9th Graders meeting A-G requirements	27.8%	33.3%	50.00%		60.00%		70.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	2.6%	TBD	5.00%		15.00%		25.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	0.0%	0.0%	10.00%		20.00%		30.00%
Percentage of 10th-12th grade students in Linked Learning pathways	83.8%	85.7%	90.00%		95.00%		95.00%
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%	TBD	50.00%		60.00%		70.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	36.4%	TBD	40.00%		50.00%		65.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	9.1%	TBD	15.00%		20.00%		25.00%

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

<b>Indicator</b> <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<b>Strengths</b> <i>What is our site doing well that's leading to improvements in this indicator?</i>	<b>Challenges</b> <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> <i>(Analyze these two indicators together)</i>	<ul style="list-style-type: none"> <li>- Solidified SLCs for grade level, pathways and programs</li> <li>- SLC teams meet in collaborative groups weekly and during PD to address students academic and social needs.</li> <li>- Teachers conduct Student Needs Protocols 1-2x/each marking period to identify students who are off-track academically, behaviorally, or attendance-wise to determine the most appropriate support.</li> </ul>	<ul style="list-style-type: none"> <li>- About half of students graduate after 4 years, and the other half dropout. This could speak to engagement in school, impacts of the pandemic, or a wealth of challenges. One barrier is the perceived lack of value of school and especially higher education</li> <li>- In addition to students who choose to leave school for work upon turning 18, on campus truancy and student disengagement with coursework and teachers lead to high fail rates of core courses, thereby impacting students' graduation eligibility.</li> </ul>

<p><b>A-G Completion - 12th Grade</b></p>	<ul style="list-style-type: none"> <li>- For 12th grade students that received a D or F in an A-G course they are being prioritized to either retake the needed course or enroll in our credit recovery classes with CAR</li> <li>- The 8 period block schedule allows for students that failed classes to retake them senior year and still take all required 12th grade classes</li> </ul>	<ul style="list-style-type: none"> <li>- The pandemic and remote learning was very difficult to keep this cohort of students engaged and on track academically.</li> <li>- In addition attendance issues and obstacles this and last year continued to make getting credits difficult.</li> <li>- Some lack of knowledge for students and staff around what A-G means</li> </ul>
<p><b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> <i>(Analyze these two indicators together)</i></p>	<ul style="list-style-type: none"> <li>- 9th on track to graduate rose by 10 percentage points and 9th graders that meet A-G rose by about 25 percentage points</li> <li>- 9th grade team has implemented Knight Initiation (a 9th grade bridge program for the first 2 weeks of school), as well as whole grade parent conferences while engaging the youth in extracurricular activities with campus and community partners</li> </ul>	<ul style="list-style-type: none"> <li>- Some lack of knowledge for 9th grade students and staff around what A-G and graduation requirements, and how important the foundational classes are in long-term high school success</li> <li>- On-campus truancy and disengagement starting to settle in with younger students earlier on</li> </ul>
<p><b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation</b> <i>(Analyze these two indicators together)</i></p>	<ul style="list-style-type: none"> <li>- Hired a transition specialist to work alongside College and Career Readiness Specialist and College team to support the likelihood of enrollment in postsecondary opportunities. Supports with making the process less intimidating</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding of enrollment process and college-bound goals to be established early in high school career</li> </ul>
<p>Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</p>		
<p>Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12</p>	<ul style="list-style-type: none"> <li>- Our site is increasing our focus on seniors with free periods to get them enrolled in dual enrollment courses</li> <li>- Site has 2 pathway aligned dual enrollment sets of courses that lead to industry-aligned certifications that can allow students to get into entry level careers upon completion.</li> </ul>	<ul style="list-style-type: none"> <li>- For Black boys at Castlemont, sports can sometimes be a barrier to engaging in anything more extra than their required course load.</li> <li>- Marketing and promotion don't always reach all students or intended audience</li> </ul>
<p>Percentage of 10th-12th grade students in Linked Learning pathways</p>		
<p>CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</p>		
<p><b>2023-2024: YEAR ONE ANALYSIS</b></p>		
<p><b>Whole School Strategic Actions (to address enabling conditions for high quality pathway development)</b></p>		
<p><b>2023-24 Strategic Actions</b>  <i>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?</i></p>		
<p>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.</p>		
<p>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</p>		
<p>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.</p>		
<p><b>Budget Expenditures</b></p>		
<p><b>2023-2024 Budget: Enabling Conditions Whole School</b></p>		



<p><b>BUDGET JUSTIFICATION</b>                      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 <a href="#">EIP Budget Justification Instructions</a>.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<p><b>Supervisor &amp; Administrative Salaries: Hire a Pathway Coach, at .50 FTE.</b>                      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)</p>	\$86,848.84	2305	Supervisor & Administrative Salaries	Pathway Coach	.50 FTE	Whole School
<p><b>Classified Support Salaries: Hire a College &amp; Career Readiness Specialist at 1.0 FTE.</b>                      The CCRS will coordinate postsecondary planning for all students, including assistance with college, scholarship, and financial aid applications. CCRS will work through the senior capstone course to engage all seniors, and with pathway leads to develop plans for connecting with all pathway students via advisory sessions that are tied to specific postsecondary readiness outcomes, including A-G awareness, the various college options, and transcript reviews that build students' capacity to monitor their own on-track to graduation progress. CCRS will work with other college access partners to leverage support for students in grade 9, and will coordinate with the Newcomer Coordinator to ensure grade 9 &amp; 10 newcomer students are supported to meet the same outcomes.                      PCN 6450 - Berenice Vega                      (Salary and Benefit costs included)</p>	\$126,715.55	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School
<p><b>Classified Support Salaries: Hire a Work Based Learning Liaison, at .50 FTE.</b>                      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)</p>	\$72,522.87	2205	Classified Support Salaries	Work Based Learning Liaison	.50 FTE	Whole School

<p><b>Teacher Salaries: Hire a Pathway Capstone Teacher at .70 FTE.</b>                  The teacher will teach an additional pathway capstone course for seniors. This teacher is distinct from the graduate writing seminar in which students write their senior thesis; it is action oriented and project-based. This course will guide students through an applied pathway project that will be grounded in work-based learning, career exploration, and service to their school and local community. Pathway Capstone teacher will connect with the Work-Based Learning Liaison to ensure that every 12th grade student is engaged with a community-based organization, enrolled in a college course, or participating in an internship that is aligned with their senior thesis project. Pathway Capstone Teacher will serve as a project manager for student's projects, and work very closely with their community mentors and instructors. Pathway Capstone Teacher will support students in obtaining soft-skills, technological skills, and other 21st century skills necessary to see a project from conception to completion, all while building their transition portfolio.</p> <p>PCN 9119 - Adedayo Adebiji                  (Salary and Benefit costs included)</p>	<p>\$80,261.03</p>	<p>1105</p>	<p>Teacher Salaries</p>	<p>Pathway Teacher</p>	<p>.70 FTE</p>	<p>Whole School</p>
<p><b>Teacher Salaries Stipends: Extended Contracts for 3 Small Learning Community (SLC) leads</b> to attend additional, regular meetings after school, facilitated by the pathway coach and school administration so they facilitate horizontal alignment across SLCs (pathways) and vertical alignment within the pathways from 9th through 12th grade. Topics might include preparation for senior capstone (aligning skills and expectations), college and career exposure, work-based learning, pedagogical teaching practices, and more. These teachers also spend additional time after school setting up advisory programs, connecting students to resources within in each pathway to make them stronger. All 12th grade students, approximately 750 students, benefit from this action.                  (\$38.50 per hour x 50 hours total + 25% benefit costs = \$2,406.25 x 3 Teacher Leads = \$7,218.75)</p>	<p>\$7,218.75</p>	<p>1120</p>	<p>Teacher Salaries Stipends</p>			<p>CHEA/SUDA</p>
<p><b>Teacher Salaries Stipends: Extended Contracts for 3 after school program teachers to provide after school intervention classes for credit recovery.</b>                  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)</p>	<p>\$8,662.50</p>	<p>1120</p>	<p>Teacher Salaries Stipends</p>			<p>Whole School</p>
<p><b>Teacher Salaries Stipends: Extended Contracts for 2 pathway leads</b> to engage with leadership for pathway design and implementation, support the development of the pathway teams through facilitation, one-one support and advocacy whole school, develop curriculum for integrated projects, support infrastructure of the pathways, balance whole school vs. pathway needs, support the development of PD as pertaining to pathway pillars, engage with school stakeholders and partners in all things pathway.                  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)</p>	<p>\$10,395.00</p>	<p>1120</p>	<p>Teacher Salaries Stipends</p>			<p>Whole School</p>

<b>Pathway Name:</b>	<b>Community Health Equity Academy (CHEA)</b>			<b>Program #:</b>	<b>N/A</b>
<b>Mission and Vision</b>	<p>According to research the single most effective intervention to improve a child’s social and academic outcomes is a caring adult. CHEA team members will work to ensure educators have the resources and support they need to be fully present and sustain caring relationships with students.</p> <p>CHEA believes a relevant and rigorous education that emphasizes relationships is an important determinant of health because it both shapes and reflects many factors that will impact our students life chances. Like CHEA, many public health advocates believe investing in education is the single most effective intervention we can make to improve health outcomes and tackle inequities.</p>				
<b>PATHWAY QUALITY ASSESSMENT</b>					
<p><i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i></p>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>		
<p><b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation</p>	<ul style="list-style-type: none"> <li>- Multiple integrated projects at each grade level</li> <li>- Great opportunities and connections with the community organizations</li> <li>- Authentic community based projects founded in community health equity and students' lives</li> <li>- CTE curriculum across multiple subjects/involved in different classrooms</li> <li>- Working on integrating a CHEA credential with many industry aligned certifications</li> <li>- Dual enrollment courses through Berkeley City College that lead to Early Childhood Education Certificate</li> </ul>	<ul style="list-style-type: none"> <li>- Project Exhibitions can be more frequent (each marking period), intentional, rigorous and engage students and community more.</li> <li>- Increase clarity and purpose of the integrated projects by improving backwards planning, integration of the various courses and messaging to students.</li> <li>- More engaging WBL/CTE experiences outside of class to engage students in learning, projects and launch the integrated projects.</li> <li>- Better utilization of outdoor classroom spaces on campus: farm, garden, fablab and healthy food design space to apply and connect what is being learned in the classrooms, exemplify sustainability and improve campus. Taking advantage of these spaces in hopes to increase student engagement and learning by bringing concepts to life with real meaning and connection</li> <li>- Increase enrollement for specific subgroups in dual enrollment courses (SPED, Male, and Black students)</li> </ul>	<p><b>Curriculum and Instructional Design and Delivery</b></p> <ul style="list-style-type: none"> <li>- deeper connections with core classes to CTE</li> <li>- incorporating partners with core classes, not only CTE</li> <li>- development instructional practices for more engagement, rigor, and relevance; possibly through community of practice with other public health pathway teachers?</li> </ul> <p><b>Assessment of Learning</b></p> <ul style="list-style-type: none"> <li>- continue to refine mastery based grading</li> <li>- more frequent and higher quality exhibitions and/or demonstrations of mastery</li> <li>- build more fully integrated projects, by increasing communication amongst teachers, as well as teachers--partners and teachers--couches</li> </ul> <p><b>Early College Credit Opportunities</b></p> <ul style="list-style-type: none"> <li>- getting more intentional about DE offerings and pathways into specific careers and college programs</li> <li>- increase visibility of college courses and do targeted outreach for SPED, Male, and Black students</li> </ul>		

<p><b>Work Based Learning</b>                  Work Based Learning Plans                  Student Work Based Learning Experiences and Self Assessments                  Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<ul style="list-style-type: none"> <li>- Summer ECCCO program has been strong</li> <li>- Industry-aligned internship opportunities are available (ON campus opportunities) through CastleWorks: Food as Medicine - Culinary; Art as Healing - Knight Painters; Youth Wellness Advisory Board)</li> <li>- Consistent Partnerships (Childrens Hospital Oakland and Public Health Institute) increased exposure in classes and with teachers</li> <li>- Reestablishing the Youth Leadership Council</li> <li>- Coordinating tours of the CHO clinic with 9th, International, and 10-12 CHEA classes</li> <li>- Increased participation steady climb of student participants in CastleWorks program</li> <li>- Many health internships in Oakland and Bay Area that students are applying for and participating in</li> <li>- Some CHEA related dual enrollment courses</li> </ul>	<ul style="list-style-type: none"> <li>- No real evaluation or assesement of WBL experiences</li> <li>- Equitable Program Access to partners and internships - not all students know what is available and when, follow through is inconsistent. Same students participate in oportunitites; we'd like to increase visibility and participation</li> <li>- Senior capstone is still somewhat disconnected from the Pathway experiences. Senior action projects have loose connections to community partners and work-based learning</li> <li>- Need for more CHEA aligned WBL opportunities and internships, especially for Int'l students.</li> <li>- More participation in the oportunities that do exist</li> </ul>	<p><b>Student work based learning experiences and self assessments</b></p> <ul style="list-style-type: none"> <li>- continue to develop WBL continuum into the program of study such that students are better aware and exposed to different career options.</li> <li>- incorporate learnings into a portfolio beginning in 9th or 10th grade; eventually building out the transition portfolio (12th grade)</li> </ul> <p>- Leverage partnerships to create more CHEA aligned WBL opportunities and internships, especially for Int'l students.</p>
<p><b>Integrated Student Supports</b>                  College and Career Preparation and Support                  Social-Emotional Skill Development                  Individual Student Supports                  Student Input and Validation</p>	<ul style="list-style-type: none"> <li>- COST and care management for tier 2 and tier 3 supports</li> <li>- Inclusion Program that provides a co-teaching model for all core classes and additional support for elective/CTE courses</li> <li>- Advisory structure for CHEA (SLC) culture and community building, wellness, and celebrations (CHEA Way Awards)</li> <li>- Engaging field trips - academic: related to pathway themes; community and culture building: connected with wellness and service to the school and local East Oakland Community</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly communicate CHEA outcomes and systems to develop student understanding and ownership.</li> <li>- A real need to revisit core CHEA pedagogies, such as the CHEA Way and Youth Participatory Action Research to learn while doing, especially in the field.</li> <li>- Few college trips, and less involvement of future center team in 10th and 11th grade</li> <li>- Experiential learning trips have been inconsistent and not always directly connected to in-class projects. Are sometimes rushed near the end of year.</li> </ul>	<p><b>College and Career Preparation and Support</b></p> <ul style="list-style-type: none"> <li>- have Future Center team engaging with 10th and 11th grade students much earlier to prep and expose them to post-secondary options</li> <li>- increase number of college and career trips</li> <li>- incorporating post-secondary planning and writing into CTE and English classes</li> </ul> <p><b>Student Input and Validation</b></p> <ul style="list-style-type: none"> <li>- garnering feedback and input from students more regularly to determine project topics and project deliverables</li> </ul> <p><b>Social-Emotional Skill Development</b></p> <ul style="list-style-type: none"> <li>- focus on building coping wellness, and self-regulation through the continued use of the CHEA Way, &amp; other culture and community building opportunities such as the CHEA Wellness Day and CHEA Day of Service</li> <li>- adopting common practices horizontally across pathway to support with building culture and climate of CHEA. The practices will be incorporated into everyday classroom practice.</li> </ul>

**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goals**

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

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

**Pathway Strategic Actions**

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

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

**Pathway Budget Expenditures**

**2023-2024 Pathway Budget**

<b>BUDGET JUSTIFICATION</b>						
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 <a href="#">EIP Budget Justification Instructions</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (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 <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>						
	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME</b>
<b>Teacher Salaries: Hire a 9th Grade CHEA Teacher, at 1.0 FTE.</b> 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

<p><b>Classified Salaries: Hire Administrative Assistant II Bilingual, at .20 FTE, to support with Measure N specific logistical, administrative, and overall coordination of the CHEA pathway programming.</b>                  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 &amp; Benefit costs included)</p>	\$25,021.00	2205	Teacher Salaries	Administrative Assistant 2 - Bilingual	.20 FTE	CHEA
<p><b>Supplies &amp; Materials: Purchase supplies and materials for the CHEA pathway classes to create Project Based Learning experiences,</b> integrated projects in class and final project exhibitions to demonstrate and apply student learning of pathway outcomes. The exhibition projects will also be industry and community engagement opportunities.</p>	\$3,566.87	4310	Supplies & Materials			CHEA
<p><b>Transportation Costs: Charter Bus rentals for 9th-12th grade students in the CHEA pathway.</b> The WBL and CTE based field trips will support real world application and experiences of pathway themes, content and skills. The field trips will provide opportunities for students to apply knowledge and skills to real world experiences and in turn enhance classroom engagement. This will support student leadership and engagement in CHEA Way and CHEA Outcomes in an experiential meaningful way.</p>	\$9,000.00	5826	Transportation Costs			CHEA

<b>Pathway Name:</b>	<b>Sustainable Urban Design Academy (SUDA)</b>		<b>Program #:</b>	<b>N/A</b>
<b>Mission and Vision</b>	<p>VISION: It is a fundamental belief that the planet is in dire need of sustainable environmental action and that justice means equality for all communities. Students will work towards sustaining and improving their community by building skills that will help them become leaders for a just and sustainable future.</p> <p>Mission: Empower students through a highly rigorous, engaging and supportive learning environment to graduate prepared for college, career and life as designers and leaders of movements towards a sustainable and just world.</p> <p>SUDA Outcomes</p> <ul style="list-style-type: none"> <li>- Sustainable Design Thinking and Social Innovation</li> <li>- Research and Analysis for Action</li> <li>- Interpersonal and Critical Thinking Skills</li> </ul>			
<b>PATHWAY QUALITY ASSESSMENT</b>				
<p><i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i></p>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	
<p><b>Integrated Program of Study</b>                      Equitable Admissions                      Cohort Structure                      Curriculum and Instructional Design and Delivery                      Assessment of Learning                      Early College Credit Opportunities                      Partner Input and Validation</p>	<ul style="list-style-type: none"> <li>- A school related integrated project: the Food + Culture and more action oriented and manageable with culinary collaboration.</li> <li>- Multiple design projects connected to outdoor classroom spaces and other spaces on campus outside of the classroom.</li> <li>- Coliseum Design project</li> <li>- 10th grade integrated project field trip launch to visit farm to school models</li> <li>- 10th/11th grade project event to showcase food and culture project and Resilience Hubs</li> <li>- Pathway Showcase</li> <li>- Increase of SUDA themes into content classes</li> <li>- SUDA Swag distribution - building sense of identity.</li> <li>- Dual Enrolment CTE course: Bay Area Food Systems and Urban Agroecology</li> </ul>	<ul style="list-style-type: none"> <li>- Final Project Exhibitions can be more intentional, rigorous and engage students and community more.</li> <li>- Increase clarity and purpose of the integrated projects by improving backwards planning, integration of the various courses and messaging to students.</li> <li>- Follow up with proposed solutions to problems identified through projects; taking action based on project proposals</li> <li>- More engaging WBL/CTE experiences outside of class to engage students in learning, projects and launch the integrated projects.</li> <li>- Better utilization of outdoor classroom spaces on campus: farm, garden, fablab and healthy food design space to apply and connect what is being learned in the classrooms, exemplify sustainability and improve campus. Taking advantage of these spaces in hopes to increase student engagement and learning by bringing concepts to life with real meaning and connection</li> <li>- Increase enrollment for specific subgroups in dual enrollment courses (SPED, Male, and Black students)</li> </ul>	<p><b>Curriculum and Instructional Design and Delivery</b></p> <ul style="list-style-type: none"> <li>- deeper connections with core classes to CTE</li> <li>- incorporating partners with core classes, not only CTE</li> <li>- build teacher capacity to plan and implement rigorous learning aligned with CA state standards, and postsecondary realities</li> </ul> <p><b>Assessment of Learning</b></p> <ul style="list-style-type: none"> <li>- continue to refine mastery based grading</li> <li>- more consistent and higher quality exhibitions and/or demonstrations of mastery</li> </ul> <p><b>Early College Credit Opportunities</b></p> <ul style="list-style-type: none"> <li>- getting more intentional about DE offerings and pathways into specific careers and college programs</li> </ul>	

<p><b>Work Based Learning</b>                  Work Based Learning Plans                  Student Work Based Learning Experiences and Self Assessments                  Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<ul style="list-style-type: none"> <li>- Students presentations to industry/ community, industry and community stakeholders directly involved in project creation and implementation.</li> <li>- Students learning technical skills such a computer programs: 3D modeling via sketchup, canvas and other software.</li> <li>- Field trips to manufacturing day, skills trades fair, and site visits with partners during project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>- 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)</li> <li>- Increase connection with Peralta resources</li> <li>- Integrate CTE curriculum into other core classes.</li> <li>- 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.</li> </ul>	<p><b>Student work based learning experiences and self assessments</b></p> <ul style="list-style-type: none"> <li>- continue to develop WBL continuum into the program of study such that students are better aware and exposed to different career options.</li> <li>- incorporate learnings into a portfolio beginning in 9th or 10th grade; eventually building out the transition portfolio (12th grade)</li> </ul>
<p><b>Integrated Student Supports</b>                  College and Career Preparation and Support                  Social-Emotional Skill Development                  Individual Student Supports                  Student Input and Validation</p>	<ul style="list-style-type: none"> <li>- Worked to support students through weekly meetings, student success protocol and alignment with all school PD</li> <li>- Celebrate students through SUDA SOUL awards</li> <li>- Advisory Tournaments</li> </ul>	<ul style="list-style-type: none"> <li>- Communication and follow through on student needs protocol,</li> <li>- communication with COST and other support services on campus.</li> <li>- Using tools students already use to do this, such as social media.</li> <li>- Collect, then incorporate student and family input into student support interventions (focus groups, student leadership, Knight ambassadors, creation of SUDA leadership council?)</li> <li>- Work to engage more families/guardians, including them in the school community to support with school climate and wraparound supports</li> </ul>	<p><b>College and Career Preparation and Support</b></p> <ul style="list-style-type: none"> <li>- have Future Center team engaging with 10th and 11th grade students much earlier to prep and expose them to post-secondary options</li> <li>- increase number of college and career trips</li> </ul> <p><b>Student Input and Validation</b></p> <ul style="list-style-type: none"> <li>- garnering feedback and input from students more regularly</li> <li>- Continue to develop common support systems within the team and implement more tier 1 and 2 interventions across pathway</li> </ul>

**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

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

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

**Pathway Strategic Actions**



<b>Strategic Actions for 2023-24</b> <i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>	
<b>Strategic Actions for Goal #1</b>	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
<b>Strategic Actions for Goal #2</b>	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
<b>Strategic Actions for Goal #3</b>	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**

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

<b>Pathway Name:</b>	<b>International SUDA / CHEA</b>		<b>Program #:</b>	<b>N/A</b>
<b>Mission and Vision</b>	<p>Castlemont Newcomer Pathway Immersion Program is a culturally sustaining, asset-based and empowering educational experience that supports multiple languages, celebrates cultures and supports students to succeed in college, career and community.</p> <p>The Castlemont Newcomer Pathway Integration Program engages students new to the country in a 4 year trajectory that strives to fulfill the vision. Building on the assets and experiences from the past 3 years, the program integrates with the entire Castlemont community in a variety of ways, specifically the Sustainable Urban Design Academy (SUDA) and the Community Health Equity Academy (CHEA). The program trajectory is a “progressive immersion” model where levels of scaffolding and integration are intentionally balanced to support students to fully “mainstream” by the fourth year on campus.</p>			
<b>PATHWAY QUALITY ASSESSMENT</b>				
<p>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</p>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	
<p><b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation</p>	<ul style="list-style-type: none"> <li>- Ongoing WBL and CTE trips to Peralta institutions</li> <li>- continued development of pathways: SUDA and CHEA in Int'l 9th and 10th.</li> <li>- Increased testing for language growth &amp; ELD placement, as well as increased numbers of students wanting to stay or join general education classes</li> <li>- Some CTE integration with multiple subjects/involved in different classrooms</li> <li>- Dual enrollment courses through Laney College for English for Speakers of Other Languages</li> </ul>	<ul style="list-style-type: none"> <li>- intentional ways to connect with the GenEd populations through social activities (Spirit Week Homecoming, Fresh Friday) and class projects</li> <li>- need of additional language and wraparound supports for 11th and 12th grade students as they enter and matriculate through the pathways</li> <li>- Project Exhibitions can be more frequent (each marking period), more intentional, more rigorous in alignment with standards, and engage students and community more.</li> <li>- More engaging WBL/CTE experiences outside of class to engage students in learning, projects and launch the integrated projects. As well as connecting industry partners inside of the classroom</li> <li>- Better utilization of outdoor classroom spaces on campus: farm, garden, fablab and healthy food design space to <b>apply and connect what is being learned in the classrooms, exemplify sustainability and improve campus.</b> Taking advantage of these spaces in hopes to increase student engagement and learning by bringing concepts to life with real meaning and connection</li> </ul>	<p><b>Curriculum and Instructional Design and Delivery</b> - deeper connections with core classes to CTE -</p> <p><b>Assessment of Learning</b> - 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</p> <p><b>Early College Credit Opportunities</b> - increase the number of students in dual enrollment classes - increase visibility of college courses and do targeted outreach</p>	
<p><b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<ul style="list-style-type: none"> <li>- Summer ECCCO program has been strong for International students, specifically CastleWorks</li> <li>- Industry-aligned internship opportunities are available (ON campus opportunities) through CastleWorks: Knight Interpreters, Food as Medicine - Culinary; Art as Healing - Knight Painters; Digital Fabrication</li> <li>- Coordinating tours of the CHO clinic with 9th and 10th International</li> </ul>	<ul style="list-style-type: none"> <li>- more exposure to programming and increase stipends for WBL opportunities to compete with jobs, for students focused on work</li> <li>- build more WBL into ALL classes, earlier on because Int'l students have been more likely to unenroll to go work</li> <li>- connecting partners, projects, and trips with the general education aligned courses</li> <li>- Equitable Program Access to partners and internships - not all students know what is available and when, follow through is inconsistent. Same students participate in opportunities; we'd like to increase visibility and participation</li> <li>- strengthening partnerships, with a specific focus on WBL workplace readiness</li> </ul>	<ul style="list-style-type: none"> <li>- Consistent use of i-Ready in all ELA and/or Social studies classes to support consistent implementation</li> </ul>	

<p><b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<ul style="list-style-type: none"> <li>- COST and care management for tier 2 and tier 3 supports</li> <li>- Family liaisons with bilingual support</li> <li>- Advisory structure for team culture and community building, wellness, and honor roll celebrations</li> <li>- Lots of engaging field trips - academic: related to pathway themes; community and culture building: connected with wellness and service to the school and local East Oakland Community</li> <li>- Started a community closet where students and families can get free toiletries, hygiene products, home products, and clothing</li> </ul>	<ul style="list-style-type: none"> <li>- communication with COST and other support services on campus with access for all students.</li> <li>- Inability to properly test (newcomer) Int'l students for SPED</li> <li>- Continue to develop integrated ELD practices among all teaching staff that serve these students</li> </ul>	<p><b>College and Career Preparation and Support</b></p> <ul style="list-style-type: none"> <li>- have Future Center team engaging with International students much earlier to prep and expose them to post-secondary options</li> <li>- continue to build relationships with local institutions in order to make a warm handoff/smooth transition</li> </ul> <p><b>Student Input and Validation</b></p> <ul style="list-style-type: none"> <li>- garnering feedback and input from students more regularly to determine project topics and project deliverables</li> </ul> <p><b>Social-Emotional Skill Development</b></p> <ul style="list-style-type: none"> <li>- build a more robust resource bank for students that are new to the country</li> </ul>
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**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

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

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

**Pathway Strategic Actions**

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

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

**Pathway Budget Expenditures**

<b>2023-2024 Pathway Budget</b>						
<b>BUDGET JUSTIFICATION</b> 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 <a href="#">EIP Budget Justification Instructions</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (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 <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME</b>
<b>Supplies &amp; Materials: Purchase supplies and materials for the International (Newcomer) pathway classes to create PBL experiences</b> , integrated projects in class and final project exhibitions to demonstrate and apply student learning of pathway outcomes. This will support students early exposure to the pathway programs in 9th and 10th grade and prepare them to fully integrate in the 11th and 12th grade.	\$3,164.59	4310	Supplies & Materials			International
<b>Transportation Costs: Transportation for Work Based Learning &amp; CTE field trips aligned to pathway themes, content and skill.</b> The field trips will provide opportunities for students to apply knowledge and skills to real world experiences and in turn enhance classroom engagement.	\$10,000.00	5826	Transportation Costs			International

<b>MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN</b> (for Fiscal Year 2023-24)							
<b>Name of School Site</b> Castlemont High School			<b>Site #</b> 301				
<b>Approved Strategic Carryover</b> (from prior years - Carryover Plan)		<b>\$14,505.11</b>		<b>In the box below, please indicate why you decided to allocate Strategic Carryover.</b>			
<b>Total Budgeted Amount</b>		<b>\$14,505.11</b>		We decided to allocate strategic carryover, because we identified a few areas of overallocation or purchases that we decided to forgo. Allocating those funds to Strategic Carryover was a move for fiscal responsibility, understanding that intentionally setting it aside for the next year was better than spending it just to spend it. The funds will be allocated to salary for our Work-Based Learning Liaison.			
<b>Remaining Amount to Budget</b>		<b>\$0.00</b>					
<b>NOTE:</b> Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.							
<b>Directions:</b> Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. ***Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N Justification Examples - A Resource for EIP Development document linked below.							
<b>Resources:</b> <a href="#">Measure N 2022-2023 Permissible Expenses</a> <a href="#">Measure N Justification Examples - A Resource for EIP Development</a>							
<b>BUDGET JUSTIFICATION</b> <b>For All Budget Line Items</b> , enter 3-5 sentences to create a Proper Justification that answers the below questions. <b>For Object Codes 1120, 5825 and all FTE</b> , please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .  - 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 <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>							
	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE &amp; NUMBER</b>	<b>FTE %</b>	<b>WHOLE SCHOOL OR PATHWAY NAME</b>	<b>Which Linked Learning pillar does this support?</b>
<b>Classified Support Salaries: Hire a Work Based Learning Liaison, at .10 FTE.</b> The WBL Liaison will continue developing WBL opportunities for students, co-planning with both pathway teams, coordinating with the International program and engaging with seniors through the senior capstone class. This will develop both pathways through connection with industry partners, coordination with leadership, pathway leads and teams, planning WBL/CTE experiences for pathway programs and coordinating with District WBL/CTE efforts such as skilled trades, ECCCO summer internships and Dual Enrollment. This action is to increase the FTE for this position (also budgeted in the Whole School Tab) from .50 to .60 FTE. The combined FTE for this PCN is not to exceed .60 FTE for FY 2023-24. PCN 1795 - Angelica Rubi-Munoz (Salary and Benefit costs included)	\$14,505.11	2205	Classified Support Salaries	Work Based Learning Liaison - PCN 1795	.10 FTE	WHOLE SCHOOL	Work-Based Learning

# Measure N/H 2023-2024 Education Improvement Plan Assessment

## Castlemont High School

### Checklist of Required Elements:

- ✓ Submitted Measure N/H Education Improvement Plan
- ✓ Submitted Measure N/H Budget
- ✓ Submitted 4 Pillars of Linked Learning (1 per Pathway)

<b>Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway?</b> <i>(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</i>				
Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p><b>Evidence of Comprehensive Pathway Program(s) (<a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>)</b></p> <p><i>Instructions: Review Pathway Quality Assessments &amp; Linked Learning 1-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> <li>Integrated Program of Study</li> <li>Work Based Learning</li> <li>Integrated Students Supports</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>- Clear and coherent CTE sequences with significant partnerships, both in WBL and Student Supports</li> <li>- Developing core and CTE integration</li> <li>- Developing Integrated Student Supports</li> </ul> <hr/> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>- Deepen strategic integration of CTE standards and skills into core academics to help improve core indicators (graduation, A-G, 9th grade On Track)</li> <li>- Integrate work-based learning and internship preparation within pathway classes</li> <li>- Explore expanding industry partnership in SUDA to include environmental engineering partners</li> <li>- Leverage pathway structure to foster a culture of rigor, high expectation, care, and readiness for post-secondary</li> </ul>			

**Criteria 2: Quality of the Measure N/H Education Improvement Plan**

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p><b>Instructions:</b> Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</p> <p><b>Root Cause Analysis</b> <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i></p> <ul style="list-style-type: none"> <li>• School has identified a Focal Student population that is not achieving key outcome indicators.</li> <li>• School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach.</li> <li>• Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined</li> <li>• For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available.</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Focal student population is African American males and root cause analysis is completed for this group, with a focus on dual enrollment</li> <li>• Assessment reflects clear understanding of the myriad challenges with clear focus on leveraging pathway elements to address challenges</li> <li>• Reflection on truancy and disengagement tied to perceived lack of value in school</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>- Embed ongoing analysis of student data into pathway team meetings to increase alignment of pathway teachers, counselors, and case managers around strategic interventions</li> <li>- Engage whole staff in root cause analysis of truancy and disengagement to identified 1-3 key strategies everyone can get behind</li> </ul>			
<p><b>Pathway Quality Assessment(s)</b> <i>The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.</i></p> <ul style="list-style-type: none"> <li>• Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains</li> <li>• Next steps have been identified to support the continuous quality improvement of the pathway(s)</li> <li>• Self-assessment provides evidence, such as concrete examples or specific data</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Thorough assessment of all three domains of Linked Learning</li> <li>• Key issues impacting student achievement are pathway-specific</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>- Work with ILT and pathway teams to align this assessment with school-wide student outcome challenge and focus group goals</li> <li>- Develop a shared theory of action around how pathways will address core issues of truancy, disengagement</li> <li>- Develop near- and mid-term goals for post-secondary</li> </ul>			

	<p>planning through the portfolio or another format to engage 9th graders on up on planning for their future</p>
<p><b>Strategic Goals</b></p> <ul style="list-style-type: none"> <li>• Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years</li> <li>• The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports)</li> <li>• Alignment is evident between schoolwide goals and Measure N/H priorities</li> <li>• For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other</li> <li>• For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Goals indicate new practice and are reflective of three domains of Linked Learning</li> <li>• Schoolwide issues such as truancy and disengagement are nearly explicitly addressed in pathway-level goals</li> <li>• Goals for International pathway are not explicitly tied to a theory of action around how they will address the 67.2% dropout of newcomers (relative to 20.8% of non-newcomers)</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>- Transition Action Plan is stated in SUDA and CHEA but not in Newcomer. Examine how a transition action plan might support engagement and higher graduation and A-G rates for newcomers as well as non-newcomers.</li> <li>- Collaborate with ILT to develop near- and mid-term goals to address truancy and disengagement, including but not limited to the role of the Transition Action Plan and standards-aligned performance tasks that integrate the real-world through CTE and WBL.</li> <li>- Develop benchmarks starting in the 9th grade for Transition Action Plan development to realize the goal of increasing engagement and graduation with A-G for students.</li> </ul>
<p><b>Strategic Actions</b></p> <ul style="list-style-type: none"> <li>• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning             <ul style="list-style-type: none"> <li>• Integrated Program of Study</li> <li>• Work-Based Learning</li> <li>• Integrated Student Support</li> </ul> </li> <li>• Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals</li> <li>• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Strategic actions are clear and focused, though few include explicit instructional actions</li> <li>• Actions are not consistently detailed sufficiently to reflect viability of meeting the identified goals</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>- Work with pathway teams and ILT to develop detailed strategic actions that maximize collaboration between teachers and with non-teaching staff (e.g., counselors, specialists, case managers, etc.)</li> </ul>



	<ul style="list-style-type: none"> <li>- For whole-school actions, embed long-term goals in actions to support staff in seeing the why behind the actions. For example, if staff can build awareness of graduation and A-G requirements, what might the work the following year look like to embed content and supports in classes to improve student outcomes?</li> </ul>
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Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant : Supplanting : Not Allowable 2	Missing 1
<p><b>Instructions:</b> Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways.</p> <p><b>Budget</b></p> <ul style="list-style-type: none"> <li>• A through line is evident between expenditures and the needs identified in the Education Improvement Plan</li> <li>• Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning</li> <li>• Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H</li> <li>• Expenditures are necessary due to the existence of Linked Learning pathways at the school site</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• The budget clearly addresses challenges identified in the plan and includes justifications that align with the three domains of Linked Learning</li> <li>• Budget for increasing access to and success in Dual Enrollment is not clear</li> </ul>			

## Final Recommendation

**Instructions:** Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

### Rating: Approved

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

### Strengths:

- Castlemont's EIP reflects a strong understanding of *Linked Learning* and deep reflection on areas for growth, especially related directly to student outcomes
- Coherence between school-wide and pathway strategies is evident, especially with regards to work-based learning and the Transition Action Plan (except for Newcomers)

### Key Questions:

- How might strategic actions and goals for 9th graders help address truancy, decreased graduation and A-G rates?
- How do pathways strategically support the school's instructional vision?
- How might pathways strategically address the perception school lacks value?
- How might the Transition Action Plan support Newcomers to stay meaningfully engaged in high school and to transition purposefully to liveable career pathways?

### Budget Feedback:

- Consider how to leverage Measure N/H funds to increase rigor and relevance in core academic classes to address truancy and disengagement
- Strong budget with clear justifications that align with *Linked Learning* (above and beyond core school programming)

**Next Steps:**

What	Suggested Lead	Deliverable	Date
1. Develop a school-wide culture of high expectations and high support through professional development and coaching	Principal, Pathway Coach, ILT	PD and Coaching Plan (who, what, when)	August '23
2. Revisit strategic actions with pathway teams and ILT to ensure sufficient specificity to meet goals articulated	Principal, Pathway Coach		December '23
3. Develop timeline with benchmarks to ensure implementation of Transition Action Plan, inclusive of 9th grade and Newcomers	Principal, Pathway Coach, Post-Secondary Team	Timeline, Action Plan	August '23