Quality School Development Proposal

Castlemont High School

Name of Applicant/Design Team	Castlemont High School
In-District or Charter Applicant	In-district
Grade Configuration	9-12
Model or Focus (e.g., Blended Learning, Dual Language, etc.	Linked Learning with interdisciplinary youth action research and project based learning across pathways
Name of Intensive Support School	Castlemont High School
Primary Contact (Name, email, mobile phone)	Principal - William Chavarin, (510) 866-3627 Vice Principal - Jorge Wahner, (707) 318-1291

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2. 1. Culture

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

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

18
19 **All students will graduate from Castlemont High School:**

20 • On the path to college and career
21 • Proficient in reading, writing, communication and math
22 • Able to use technology and other means to locate, evaluate, organize and apply new learning
23 • Engaged, active and self-directed learners
24 • Designers and leaders of solutions for community transformation
25

26 **Community Involvement in the Proposal and Need**
27 The Castlemont High School community has been involved in a year-long meaningful student
28 and family engagement initiative that has held 10 engagements with over 200 hours of direct
29 work with the community designed to review school data, identify the assets and needs of the
30 school community. We communicated about and recruited for these meetings with phone calls
31 and letters home. We have also drawn on parent and student voice from Castlemont and feeder
32 schools through surveys, focus groups and representation in design team meetings. Among their
33 biggest concerns was providing mental health support to students and families, reengaging
34 students with chronic absenteeism, and making sure that ELL, special education and students

struggling academically get support to make progress and succeed. Data from the family and youth engagements clearly show that the community wants a safe campus with engaging instruction, relevant classes, social emotional learning, academic support, and caring teachers that prepare all students for college and career. Castlemont has collected 100 intent to enroll forms from feeder school students and families and 15 letters of supports from community partners. This proposal addresses the community needs through a linked learning approach that is academically rigorous and supports the socio-emotional and academic needs of all students.

2. Leadership

The transformative leader at Castlemont will facilitate a purposeful process through conversation and action to redesign the school into a collaborative community of learners where students are known well, learning is personalize and the stories and perspective our the communities we serve is central to the curriculum. The Castlemont transformative leadership team builds on the assets and resilience of the youth we serve while holding them to the highest academic expectations and placing them on the path to college, career, and community leadership. Some of the essential characteristics of Castlemont Leadership are:

- **Collaboration:** The ideal Castlemont school leader is skilled at fostering a culture of collaboration to shape a vision of academic success for all students.
- **Teamwork:** The school leader encourages teamwork by seeking and supporting the involvement of stakeholders at all levels of the school community.
- **Distributive Leadership:** The principal is a leader of leaders, using every opportunity to cultivate leadership in others.
- **Emotional Intelligence:** The Castlemont school leader perceives the needs and concerns of others, deals tactfully with others in emotionally stressful situations or in conflict, and models restorative justice practices with all members of the school community
- **Data Driven:** The leader is results-oriented and has the ability to seek, analyze, and interpret relevant data to inform high-quality, thoughtful decisions.

3. Education Plan

Castlemont high School will have a 9th grade house of approximately 225 students and two pathways with 225 students each (a possible third pathway to be rolled out in 2017-2018 will be considered after further research and depending on enrollment). Students will focus on developing foundational skills and knowledge to be successful in college and career. The key elements of our educational program are as follows:

- **Interdisciplinary Projects:** Project-based, integrated curriculum focused on youth action research and work based learning across pathways.
- **Collaboration:** Co-teaching and dedicated time for teacher collaboration within each pathway through professional learning communities.
- **Learning Center:** As a learning organization the school will have a Learning Center that focuses on the highest needs students: Special education, English language learners, newcomers and struggling students and also provides a space for independent student learning.
- **Block Schedule:** Flexible day schedules to incorporate projects/internships
- **Inclusion:** Newcomers and students in special education will be integrated into the pathways when possible and given the support they need to be successful.

- **Authentic and Personalized Assessments:** Students will have personalized learning profiles, plans and portfolios. Students will complete rigorous projects at each grade level and participate in portfolio defenses at the 10th and 12th grades.

4. Teaching

Coaching of teachers is largely recognized as the key-lever in student learning which means greater academic gains for the students of Castlemont High School. A professional teaching culture at Castlemont is supported by observation and coaching for all teachers with new teachers receiving additional support from veteran members of the faculty.

- **Teacher Performance Goals:** All teachers are required to create personal growth goals based on problems of practice within their own classrooms and their evaluation on the Teacher Growth and Development System (TGDS) rubric.
- **Professional Development:** Professional development for Castlemont High School is designed to improve instructional practice, support the SEL of students, increase collaboration among all members of the school community, and prepare faculty and staff for instructional leadership roles.
- **Teacher Collaboration:** To support collaboration among students and to fully leverage their potential, professional development opportunities are provided for teachers to plan interdisciplinary projects within pathway professional learning communities

5. Facilities

Castlemont is focused on the thoughtful use of its facilities to create an optimal and safe learning environment. Positioning of programs and classes is crucial to control student movement on campus, to ensure adequate supervision is provided and facilitate the learning of all students.

- **Location for 9th Grade House:** The 9th grade program will be contained on the hillside campus reducing the amount of student traffic and providing a tighter supervision area. It will also help the 9th grade class create strong class culture.
- **Capital Improvements:** Several major capital improvements will be necessary to improve our current pathway program.
- **Pathway Buildings:** As the Public Health pathway is planned and built and the SUDA pathway is expanded - adjustments to class locations will be necessary to better facilitate teacher collaboration and interdisciplinary work. We have been advised to design the new buildings that we will need in order to fully carry out our mission.

Quality School Development Pillars
Executive Summary

2   The Pillars of Quality School Development are to be considered throughout the school proposal. In the space
3   below please provide bullet points of elements of your proposal that align with each Pillar.

PILLARS	Elements of proposal that align to Pillars.
1. **Educator Development and Pipelines** – Successful schools will be led by effective leaders who work collaboratively to develop and nurture a cross-functional leadership team. The school will help educators develop through effective professional learning and recognize effective educators for their success.	• Distributive Leadership • Professional Learning Communities • Support for Emerging Teacher Leaders • Instructional Leadership Team • Feedback based on observations and student data • Coaching and mentoring for new and master teachers
2. **Strong School Culture** – The school will have a mission, vision, and values that are focused on high academic achievement for students while preparing them for college, career, and community success. The school will stress the importance of education as well as the social and emotional well-being of students. This feature must permeate all other components of the school and include restorative practices as a part of the approach to strengthening culture.	• Leaders model learning behaviors that are expected of teachers and students • Use restorative justice practices across the school community • Advisory supports a positive school culture • School wide routines and rituals that acknowledges and celebrates success in the community • Parent and student leaders are involved in school improvement
3. **Increased Time on Task** – Successful schools will intentionally use time to maximize student learning. Extended school days, weeks, and years are integral components. Additionally, the school must prioritize providing teachers' time for planning, collaboration, and professional learning.	• Collaborative planning time for teachers • Job embedded professional learning • Community partnerships that supports learning outside of the classroom • Block schedule to facilitate project based learning and learning outside the classroom
4. **Rigorous Academics** – Effective schools ensure teachers have access to foundational documents and instructional materials needed to help students achieve high growth. This includes data-driven inquiry cycles that support regularly assessing student progress, analyzing student progress, and re-teaching skills with the expectation that students master standards.	• Instructional Leadership team creates and monitors cohesive educational program across pathways • Pathway leaders lead cycles of inquiry with professional learning communities • Teacher leaders facilitate interdisciplinary planning and curriculum development • Instructional leadership sets learning goals, manages assessments and monitors growth
5. **Linked/Personalized Learning** – Students will be exposed throughout a K-12 program to different educational options that go beyond the "four walls" of the school in effective schools. This will include bringing relevance to students' lives and the world of real world of work through the curriculum, allowing students to innovate and create, having them concurrently enrolled in college classes, engaging them in internships, using online learning.	• Each pathway has dedicated leadership, coaches and counselors • Pathway coaches support cross curricular collaboration • Community and Industry partnerships support learning outside of the classroom • Professional learning communities in each pathway • Each pathway has concurrent enrollment opportunities • Each pathway offer work based learning opportunities

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SECTION 1: CULTURE

1A. VISION AND MISSION

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.

Mission: Castlemont High School's mission is to create a safe, healthy 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
1B. Targeted Student Population
Intensive Support School
The Castlemont quality school proposal aims to serve the youth of East Oakland by providing
them with an excellent high school option in the neighborhood where they live. According to the
2014-15 CBEDS annual counts, there were 3,824 students enrolled in Oakland public schools
living within the Castlemont Oakland Unified School District (OUSD) attendance area. OUSD
Live-Go Maps show that only 586 (15.3%) of those students were enrolled in Castlemont in
2013. Of the 586 students who attended Castlemont High School that year, 90% lived within the
school's attendance area. Based on this data, it is clear that Castlemont High School must
undergo dramatic transformation in order to win back the overwhelming number of families who
opt to send their children to schools outside of their neighborhood. Our goal is to partner with
the three schools on our campus – Castlemont Primary Academy, Castlemont Junior Academy
and Leadership Public R&D High School and build a collaborative and safe campus culture that
will become the number one option for East Oakland families from TK to 12th grade.
Community Context
African American and Latino families make up over 80% of the East Oakland community. Over
40% of young people are not enrolled in any school. One out of four residents live in poverty and

1 nearly half of households earn less than $30,000. Half of young black adults in East Oakland are
2 unemployed. Poverty in the Castlemont community is compounded by an epidemic of violence. The
3 murder rate is seven times higher than the national average, with homicide as the leading cause of
4 death for people under the age of 25. A resident in the Castlemont neighborhood of East Oakland
5 can expect to live 10 fewer years than someone living only 1.3 miles away in the Oakland hills.[1] But
6 despite the significant social obstacles East Oakland youth face, they also demonstrate untapped
7 potential and unspeakable resilience.

8 **Castlemont Student Demographics**

Race/Ethnicity	% of Population		Sub-groups	% of Population
Hispanic	53%		English Learners	28%
Asian	2%		Long Term ELL	43%
African American	39%		Gifted and Talented	5%
Hawaiian/Pacific Islander	6%		Special Education	22%
White	1%			
Multiple	1%			
Total	100%			

Academic Achievement Data	2013-2014
English Learner Reclassification	5.2%
10th Grade CAHSEE rate	36.6%
Dropout Rate	33%
Chronic Absenteeism	15.8%

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12 **Meeting the Needs of Our Youth and Community**
13 Since Castlemont was named an Intensive Support School in April 2014, the Castlemont school
14 community has held multiple meaningful student and family engagement forums where families
15 and youth have analyzed student achievement data and identified as their highest priority the
16 need for a safe, caring, relevant and engaging learning experience for all students. Among their
17 biggest concerns was providing mental health support to students and families, reengaging
18 students with chronic absenteeism, and making sure that ELL, special education and students
19 struggling academically get support to make progress and succeed.
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21 Our school community is disproportionately exposed to trauma, and we envision our school as a
22 safe place where students heal from the effects of trauma and gain the tools, knowledge and skills to

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[1] Achieving Community Transformation: Intentional Investment in People and Place. (2012). Youth UpRising publication.
U.S. Census Data, 2010. Alameda County Public Health Department.

transform their lives and the conditions of their community. We will improve the social-emotional well-being of our students and families by providing an advisory and counseling program that supports both students and families with case managing for the highest needs students. We will also train teachers and staff on how to best support youth with a disproportionately high exposure to trauma, conduct mediations and practice a disciplinary system based on restorative justice practices.

With almost one third (28%) of Castlemont's students classified as English Language Learners, and with the addition of a newcomer program that will be serving up to 100 students who live in the East Oakland community, a highly structured, progressive ELL program will be instituted at Castlemont High School. This program will use a balanced literacy approach to language acquisition toward faster reclassification, and to increasing the leadership roles of our ELL students, their parents and families and greater sense of belonging to the Castlemont community.

Our vision is to create an inclusive learning environment where students with disabilities are fully integrated as much as possible into the 9th grade house and the linked learning program where all students can receive a a work-based, career and college preparatory education. Research on Linked Learning in California shows that in schools that have adopted the Linked Learning approach, attendance and student test scores are increasing, dropout rates are decreasing, and students are completing more A-G classes in the first two years of high school. [2] When done well, pathways make school more engaging and relevant, and provide personalization for struggling students as we have seen with our Sustainable Urban Design Academy.

Pathways can potentially put all students on the path to family-sustaining careers. By 2018-19 all Castlemont students will be enrolled in one of three career pathways, learning real-world skills they can apply toward the goal of community transformation and socioeconomic equity. Through postsecondary and employer partnerships, our high school students will have the opportunity to take early college classes and work toward industry-recognized certifications that lead quickly to solid jobs, such as medical assistant or union carpenter. While access to such careers will be transformative to many of our community's low-income families, we see them not as an endpoint but as the first rung on a ladder—certification will enable students to work while pursuing additional college and/or career advancement options.

1C. Family & Community Participation in the Proposal

Data from the family and youth engagements clearly show that the community wants a safe campus with engaging instruction, relevant classes, social emotional learning and academic support, and caring teachers that prepare all students for college and career. This proposal addresses the community needs through a linked learning approach that is academically rigorous and supports the socio-emotional needs of all students. The community also identified the need to organize and develop a strong parent and youth leadership base so that the proposal has the support it needs to be successfully implemented in 2016.

Partnering with Oakland Kids First and Youth Together, the Castlemont High School community has been involved in a year-long meaningful student and family engagement initiative that has held over 10 different engagements with over 200 hours of direct work with the community designed to review school data, identify the assets and needs of the school community. This process was guided

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[2] "Evaluation of the California Linked Learning District Initiative." SRI International, February 2014.

by the Meaningful Student and Family Engagement committee at Castlemont High School and facilitated by the Community School Manager in partnership with the two CBO partners. This committee has met weekly since September 2014 and has designed, planned and facilitated the various engagements. At these engagements, youth, families and community members participated in small group discussions and generated solutions that have informed the Castlemont redesign proposal. Castlemont's teachers have participated in a visioning process in which all were called on to contribute their ideas for the mission and vision of the proposal. We have compiled 8 data reports and a final report outlining how community needs and solutions are addressed and included in the proposal. In addition, members of the proposal writing team met with parents, teachers, students and community members to discuss aspects of the proposal as it was being developed. We recruited for these meetings with phone calls and letters home. We have also drawn on parent and student voice from Castlemont and feeder schools through surveys and representation in design team meetings. Over the last year, a group of parent leaders has emerged and has begun to meet every two weeks as the start of a parent leadership base positioned to support the implementation of the proposal. This parent leads committee will continue to evolve through the summer with a site-specific parent organizing effort. The second phase of family and student engagement will focus on further developing the leadership of a core group of students and families through the collaborative work of planning the implementation process. This process will continue throughout the yearlong incubation phase in 2015-2016. With our partners, we will continue to raise the leadership capacity of Castlemont families and youth so they play a central role in the proposal's implementation.

Outreach to Families, Teachers and Students

Our community liaison and community school manager invited numerous parents and families to attend engagement events and shared with them the ideas for the quality school proposal. Teachers reached out to parents and youth about the proposal and bought back their ideas and concerns. Our community partners have shared our vision and proposal ideas with their constituents and helped us to spread the word and garner support. We surveyed students at Elmhurst and Frick middle schools and conducted a meet and greet for incoming 9th graders. We collected 100 intent to enroll forms from prospective families and students through an extensive phone campaign to increase information and interest in the transformational efforts of Castlemont. We have discussed the proposal with the site based committee members, using protocols to get their feedback, concerns and questions. We presented to the collaborative of agencies and community-based organizations that partner with Castlemont, and they have provided 15 letters of support. We ran focus groups with emerging parent leaders in Castlemont to vet the proposal, demonstrate how it addresses parent and youth needs, and solicited more feedback for the final draft.

1D. Student Discipline Policy

Castlemont will become a safe place where young people find refuge from the violence that plagues their neighborhoods and the trauma they have experienced. The core to creating a positive school culture and a safe place for student learning is based on building caring relationships, instilling a sense of belonging, and fostering the resilience that our youth come with. We will build on young people's assets and create a proactive and restorative disciplinary system that provides a compassionate approach with clear expectations, incentives, emotional supports and tools our students need to learn to solve conflicts creatively and peacefully. As students develop self-discipline, they will be able to stay on task and focused on their academic growth.

1 **Core Elements of Our Positive Behavior Intervention System**

4 Core Elements	2015-2016	2016-2017
Define and teach a small set of clear positive, school-wide behavior expectations to all students	Using the values and culture building work student began with Oakland Kids First Real Hard Program, pilot a set of school values and norms	Finalize and implement the shared set of values and norms through a community process
Establish consistent practices for all adults to acknowledge and reward appropriate student behavior	Pilot an incentive program that rewards positive behavior – through advisory, monthly assemblies and morning meetings	Institute a full incentive and rewards program that acknowledges the contributions of parents, students and teachers
Collect and use discipline and implementation data to guide efforts	We have used the Aeries data system and will be transitioning to Illuminate data based system	Appropriate staff will be trained to roll out Illuminate data based system
Establish multi-tiered system of support	Tighten the systems for Behavioral Response to Intervention (RTI)	Fully implement Behavioral Response to Intervention (RTI)

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3 **Behavioral Response to Intervention (RTI)**
4 Our positive behavior system incorporates a multi-tiered system of support so that students needing
5 more intensive support gain access to increasingly individualized support options.[3] Our discipline
6 process is situated within the prevention framework of Behavioral Response to Intervention (RTI),
7 which has its roots in public health and occurs at three levels:

8 **Primary tier prevention**: Behavioral norms and expectations are shared and modeled across all
9 advisories. All students are exposed to a core social behavior and character building curriculum
10 which will be determined by the design team to teach and reinforce positive behaviors aligned with
11 the mission and values of the school. The curriculum will include restorative justice and conflict
12 mediation practices to prevent the development of problem behavior and to identify students whose
13 behaviors are not responsive.

14 **Secondary tier prevention**: Supplemental social behavior support is added to reduce the current
15 number and intensity of problem behavior. Success and monitoring of these supports will be
16 measured by a set of indicators: discipline referrals, suspensions rates, and classroom observations.

17 **Tertiary tier prevention:** Individualized and intensive behavior support is developed to reduce
18 complications, intensity, and/or severity of existing problem behavior. The Coordination of Services
19 Team (COST) will be charged with finding appropriate tier three interventions for students. It is
20 important to note that poor academic performance may lead to engaging in problem behaviors to
21 escape from academic tasks, so a key component of the process will be assessing students' academic
22 performance and challenges to determine if they are the root cause of their behavioral challenges.

23 **Castlemont Coordination of Services Team (COST)**
24 In addition to the school counselor, community-based organizations offer services to students
25 through both a referral and non-referral process. The referral process is structured through the

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[3] http://www.rtinetwork.org/learn/behavior-supports/schoolwidebehavior

Castlemont Coordination of Services Team (COST), a site-based multidisciplinary team composed of service providers, school administration, and school staff. COST members include principals, assistant principals, site coordinators, school counselors, school nurses, mental health therapists, special education teachers, after school providers, case managers, and family advocates. Weekly COST meetings provide a regular opportunity to triage referrals, assess students' support needs, and develop and monitor interventions to ensure that these needs are met.

Castlemont Community Mediation Center
Conflict mediation will be a top remedy to address conflict on campus. Castlemont High School will institutionalize a Castlemont Community Mediation Center to reduce school and community conflict by creating a space where students, families, and community members can access resources for mediation and resolution of conflict and to conduct restorative justice circles. The mediation center will be staffed by a team of two full-time, trained mediators with experience working in both mediation services and working with the East Oakland Community. The community mediation center will be open during school hours and after school, so that it serves students during the school day, and is open to families and community members after school.

Restorative Justice
Using restorative justice practices, Castlemont seeks to replace a punitive approach to discipline with a more constructive, collaborative, and humane approach that embraces all members of the community, including those who exhibit negative behaviors. This new approach requires a shift in how teachers and staff think about the role of discipline and how disciplinary actions are delivered. To support this process we will hire a highly skilled Restorative Justice Coordinator who reflects the demographics of the student body and has experience working with the East Oakland community. The Restorative Justice Coordinator will be skilled in the facilitation and training of restorative justice practice with students, families and staff.

Youth Council
Castlemont will establish a Youth Council so that youth voice impacts important school governance decisions. This Youth Council will include a student-run discipline committee—a structure that students have overwhelmingly voiced demand for through through student surveys. As Castlemont shifts its values and culture to proactive and positive behavior intervention system, the need for more punitive discipline procedures will decrease, and we will shift the responsibility of student behavioral discipline to a peer-supported model. The Restorative Justice Coordinator will train and facilitate the leadership of the student discipline committee with the Youth Council.

School Wide Common Values and Expectations
Discipline at Castlemont will be cultivated through a positive school culture with a set of school wide common values and expectations. Through the REALHARD student leadership program, our students created a draft of a Culture of Conduct for the school, which we will begin to operationalize next year. To do this work, we will bring existing student groups together, including REALHARD, African American Boys and Men of Color, Joven Noble (Latino Men and Boys), with our new student council, teachers and students across all grade levels to finalize the set of values and expectations and develop a curriculum for students to learn and internalize them.

Advisory
The Castlemont Advisory program plays a key role in creating positive school culture and instilling the values and norms of the school community. In Advisory, students participate in activities that

connect them to the school's mission and vision, as well as the social emotional learning curriculum and the culture of restorative justice. Advisory serves as a supportive sub-community, or "family", for students at Castlemont, and the advisor serves students as a liaison between the students' home (parent/guardians) and the school. Through embedded curriculum across content and in advisory, students understand the value of disciplining themselves and supporting one another, as they develop skills that help them to become empathetic, driven, and resilient community leaders.

Culture Building Rituals

Beginning with the 9th Grade house and within each Linked Learning pathway, community, love and rites of passage will play an integral role in fostering a strong sense of belonging between students, families, guardians, community partners, and staff at Castlemont High School.

- ❖ Morning meetings and community meetings will be a space for community members to communicate concerns, resolve conflicts, and to appreciate the strengths of all members of the Castlemont community.
- ❖ Entering 9th graders participate in a Passing the Torch Celebration led by our outgoing graduates.
- ❖ Exhibitions and demonstrations of mastery bring community together to affirm and support the academic progress of our students

These rituals strengthen student buy-in to Castlemont's mission, values and expectations, as well as strengthening the community's commitment and investment in Castlemont's youth.

Disciplinary Procedures (Suspensions and Expulsions)

Castlemont will continue to follow the district's disciplinary policies and expulsion procedures in accordance with California Education Code. For students with disabilities we will follow state and federal laws that protect special education students and use the manifest determination process aligned with OUSD standards and regulations. Students and families will be made aware of the discipline policy and the expulsion procedures through our student and family handbook reviewed in Advisory. Through our behavioral RTI process, students will be identified for the appropriate behavioral interventions. We will provide all students with the tools and practices in restorative justice and conflict mediation to aid them with improved communication and problem solving skills. Through our COST process, supports for students facing expulsion will be made available to ensure that they find a new school and learning opportunities to avoid any gap in their learning.

The 2013-14 suspension data for Castlemont's two significant student sub-groups states that 38.8% of African American students were suspended at least once and 10.7% of Latino students were suspended at least once in the same year. To reduce both our overall rate of suspensions and racial disparities in our suspension rate, Castlemont will align its internal policy and procedures with the positive behavior framework of PBIS. To support this more constructive process, we will engage teachers and staff in professional development that looks at bias and inequity in our school culture and how these may manifest in the disproportionality of suspensions and expulsions. The instructional leadership team and teacher professional learning communities in each pathway will analyze and monitor the suspension and expulsion data disaggregated by race, ethnicity and disabilities to ensure that adequate attention and resources are aimed at reducing all suspension and specifically disproportionality. We expect that instituting restorative justice practices will result in fewer suspensions and expulsions and we will closely monitor the impact of that program as we make the shift toward a more positive school culture.

1E. Student Engagement

In response to family and youth needs, Castlemont's redesign will offer students a learning experience that is personalized, engaging and relevant through a project-based action research learning approach with a supportive advisory program. Using the community as an extension of the classroom, students utilize their life context as the content for exploration and analysis. Through a guided and rigorous action research process and working with community partners, students grapple with the social issues that threaten the economic stability, health and safety of their communities and co-create solutions. Students become active learners while they prepare for college, career and civic responsibilities.

Castlemont's current rate of chronic absenteeism is at almost 16% and our goal is to have 97% attendance in 9th grade next year and 97% school-wide by 2019. To reach our goal, Castlemont will prioritize effective parent communication and engagement. Starting 2015-2016 Castlemont will employ a full-time Attendance Compliance Officer, a full-time Community Liaison, and a bilingual Parent Liaison to increase contact with families of students that are at risk of truancy. The primary duty of the Attendance Compliance Officer will be to manage SART contracts and work with families to improve attendance for chronically absent students. The Attendance Compliance Officer will be responsible for tracking data on student truancy and truancy intervention measures. This data will be monitored by the Instructional Leadership team (ILT) as they engage in cycles of inquiry on our school-wide improvement goals. ILT will be paying close attention to this goal and looking for ways that we can align our efforts to increase school attendance.

Plan for Drop-out Prevention and Credit Recovery

We know from research, as well as from student input, that being off track academically is the number one indicator that predicts whether a student will drop out. Studies from the Consortium on Chicago School Research have demonstrated that being on track is a more accurate predictor of graduation than students' previous achievement test scores or background characteristics.[4] Given this research, our key strategies for serving students at risk of dropping out include providing an inclusion model wherever possible, providing relevant and engaging differentiated instruction and providing programs that support accelerated learning.

Inclusion of All Learners

Castlemont will ensure the inclusion and support all learners, particularly SPED students and English Language Learners who may disengage from school and become discouraged more easily than other students. To address this, we will provide a robust newcomer program and differentiated ELD classes to support the rapid acquisition of English Language Learner's skills, in addition to hiring a Spanish-speaking Parent Liaison to make sure we stay connected to families. ELL students (Level 2 and above) and SPED students will also select pathways during their sophomore year to become firmly enmeshed in the school's academic culture.

9th Grade College Readiness and Support

To support a college attending culture among many potential first generation college students, all ninth graders will be enrolled in a college readiness and support program through one of our numerous existing partnerships, such as Upward Bound or METS (Mills Educational Talent Search).

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[4] Allensworth, Elaine and John Easton. "The On-Track Indicator as a Predictor of High School Graduation." University of Chicago Consortium on Chicago School Research. June 2005.

Back on Track Program

The Castlemont Back on Track program, an innovative partnership with Youth UpRising, launched in fall 2014, serves Castlemont 11th graders who have not been successful in a traditional school environment and are significantly behind in credits. To get back on track to graduation, students commit to join a full-day alternative program that combines APEX credit recovery and skill building with leadership development, work experience, and early college coursework. Students have full access to YU's arts and recreation programs, through which they earn elective credit.

1F. Community Schools: Ongoing Family/Guardian Involvement & Satisfaction

As a community school, Castlemont presently partners with over 25 community based organizations and agencies that support our youth and families in a variety of ways. We have 5 key partners that support our students in various ways: East Bay Consortium for college and career; Oakland Kids First - Meaningful Student and Family engagement Initiative; Youth Uprising – credit recovery and 21st Century after school program; Children's Hospital – school-based health and mental health community clinic; and Youth Together - youth empowerment and leadership. Castlemont will continue to provide a comprehensive array of academic, emotional, and enrichment support services to ensure all students make academic progress toward graduation, college and career readiness. During the incubation year, Castlemont will align these partnerships with our new vision and goals and solidify the ways that partnerships are coordinated in service of our new mission.

Family Engagement

Families at Castlemont are full partners in providing a high-quality education for our students. We will institute a family council that will work closely with the administrative and instructional leadership teams and participate in the decision making process that shapes our school's transformation process. Castlemont will provide trainings, workshops, and other parent education programs to ensure parents develop their voice and know how to navigate the school system and advocate for their child's academic success. Families will visit our school often to observe classes, meet with teachers, build community with other parents through celebrations of achievement and culture, The school will also offer opportunities for regular meetings with administrators through the monthly "Coffee with the Principal" meeting open to all families for general questions, feedback and school announcements. Advisors working closely with our parent liaison will keep parents informed on the progress of their children as well as keep them involved in the activities and services provided by the school. All families and youth will be invited to participate in an annual satisfaction survey that will help Castlemont inform and improve our family engagement model.

SECTION 2: LEADERSHIP

Leadership Qualities and Qualifications for Castlemont Leadership

Commitment to Transformative Leadership

Currently, Castlemont High School has two school leaders – a Principal and a Vice Principal that are committed to transformative leadership. Transformative leaders strive to be mindful of their own tacit assumptions and expectations, as well as those built into the institutional culture of their school and the system of schools to which they belong. These leaders model reflective practices that enable them to self-assess their personal values, beliefs, and experiences, and nurture these conditions and experiences to encourage growth and leadership among members of the school community.

Transformative leaders show courage and persistence in their constant and consistent interruption of inequitable practices in their schools, and they work tirelessly at developing the skill and the will of others in the school community to examine and dismantle the cultural and institutional biases that create inequitable outcomes for students.

The transformative leaders at Castlemont will facilitate a purposeful process through conversation and action to redesign the school into a collaborative community of learners where students are known well, learning is personalize and the stories and perspective of the community is central to the curriculum. The Castlemont transformative leadership team builds on the assets and resilience of the youth we serve while holding them to the highest academic expectations and placing them on the path to college, career, and community leadership. Some of the essential characteristics of Castlemont Leadership are:

❖ **Shape a Common Vision and Direction**

Castlemont school leaders are skilled at collaboratively shaping a vision of academic success for all students. They will work collaboratively with an instructional leadership team to set the instructional direction of the organization. Along with their team they establish clear goals, provide direction and support and procedures to monitor growth toward those goals. The leaders knows how to inspire and secure the commitment of individuals and groups in the school to define a course of action and implement strategies for improving teaching and learning.

❖ **Build a Collaborative Learning Team**

The school leaders encourage teamwork by seeking and supporting the involvement of team members at all levels of the school, acknowledging and celebrating their accomplishments. Castlemont leaders work collaboratively to create and sustain a culture and climate that is conducive to an interactive and engaging learning experience for everyone in the school community.

❖ **Model Continuous Improvement**

The leaders model the learning behaviors they want their teachers to use and promote the value of continuous improvement in the organization. Castlemont school leaders are self-aware and reflective leaders that understand their strengths and weaknesses and take responsibility for improvement by actively pursuing opportunities for professional growth and striving for continuous learning.

❖ **Be A Leader of Leaders**

They are a leader of leaders, using every opportunity to cultivate leadership in others. They work to develop the talent and skills of the members of their team by providing specific feedback based on

observations and student data, as well as teaching, coaching, and thought partnering to invest in their professional growth. The leaders manage their people, and the processes that foster school improvement with skill and grace, perceiving the needs and concerns of others; dealing tactfully with others in emotionally stressful situations or in conflict modeling restorative justice practices.

❖ **Be Results Oriented**

They are results orientation leaders with the ability to seek, analyze, and interpret relevant data to inform high quality thoughtful decisions. Castlemont leaders will be required to have sharp organizational skills to plan and schedule their work and the work of others so that all resources are used appropriately. They will need to be expert at scheduling the flow of activities and projects, practicing time and task management and knowing what to delegate to meet the school's performance goals.

Experienced Leadership

The principal of Castlemont is required to have urban school leadership experience. While we recognize that novice principals can quickly grow into excellent school leaders with the right support, we believe that school leadership experience is needed in order to tackle the multifaceted challenges currently facing the Castlemont school community. Given a history of instability in leadership at Castlemont, we are fortunate to have a school principal in place that has experience and is committed to the school and the community. The Castlemont leader has demonstrated skill at navigating both the school level terrain with a strong focus on building a school culture that facilitates instruction and the systems level landscape of a school district invested in continuous improvement.

Our leadership model places the principal at the center of instructional leadership. The instructional leadership team drives the school's instruction, modeling instructional strategies, leading cycles of inquiry, and developing teacher leaders to carry out instructional rounds, peer observations and instructional coaching. As described more fully below, the school organizes an instructional leadership team that includes a range of leaders across roles.

The Instructional Leadership Team at Castlemont High School

The instructional leadership work will be shared among: the campus principal, the pathway vice principals, pathway counselors, teacher leaders, instructional coaches, a restorative justice coordinator, community schools manager, the community liaison and an extended day coordinator. They will plan together and work directly on supporting classroom teachers, building a positive school culture and creating systems that provide interventions and support to students and families across the pathways.

The daily work of Instructional leadership team may entail one or more of the following activities: direct instructional support with individual teachers, facilitating professional development of various kinds, grappling with student data and inquiry work, coordination of assessment and related support, and curriculum planning and development. Across the school year, the instructional leadership team will collaboratively create and lead the bulk of professional learning opportunities for teachers across pathways, assisted by the campus principal or pathway vice principal and/or outside consultants.

To avoid fragmented efforts across each pathway professional learning communities (PLCs) will promote and hold certain school wide values, expectations and academic priorities in common: high expectations for both teaching practice and student performance; alignment of curriculum,

1 instruction, and assessments; staff collaboration; and the development of a distributed instructional
2 leadership capacity.

3

3rd pathway will depend on community input and student enrollment

4
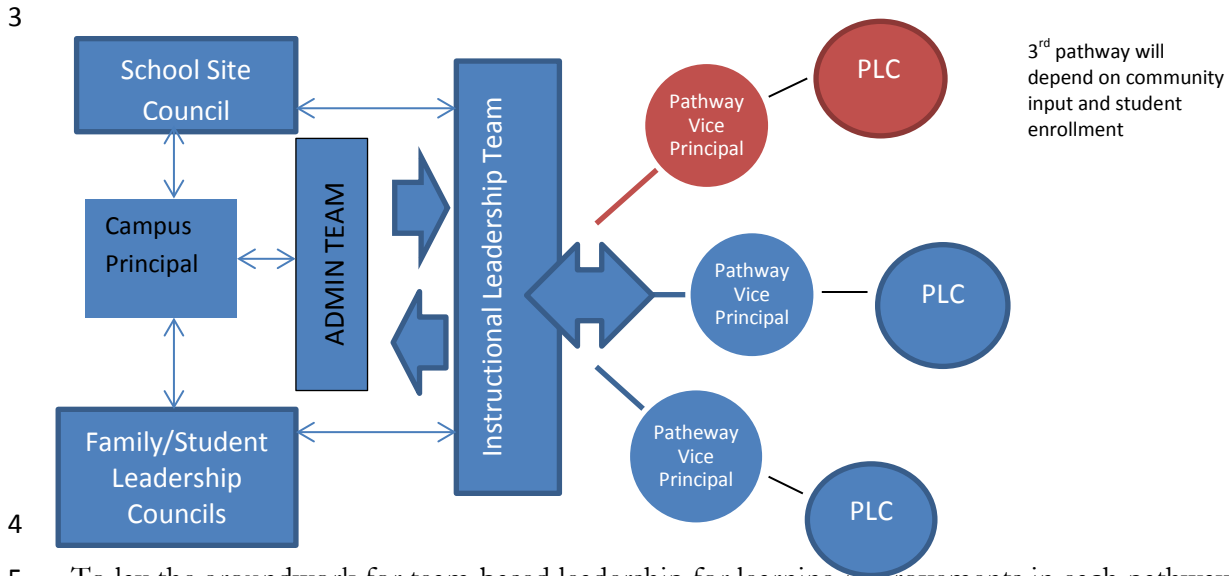
5 To lay the groundwork for team-based leadership for learning improvements in each pathway, the
6 principal working with the vice principals will clarify learning improvement priorities, build a team-
7 oriented collaborative culture, and anchor the work of continuous improvement to student and
8 teacher data through the use of cycles of inquiry.

Cycle of Inquiry

9
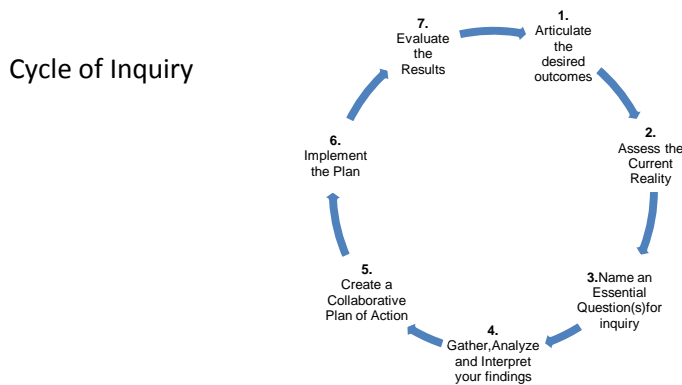
10 To lead transformational efforts across the school community, leaders will use data extensively to
11 focus and anchor the improvement work. All teams will learn to ask essential questions of the data,
12 display data in ways that tell compelling stories about the work with students, and use data to both
13 structure collaborative inquiry among teachers and provide feedback to students about their
14 progress toward performance goals. Professional Learning communities (PLCs) at each of the
15 pathways will be expected to develop data-based routines in each of the pathways.

16 **Creating an Instructional Leadership Team**
17 To create and sustain a viable instructional leadership team, the campus principal and vice principals
18 will manage the distribution of expertise, structure and facilitate regular team dialogue about
19 teaching and learning, and adjust team members' roles to accommodate their experience and
20 learning. To grow the team the Vice principals and teacher leaders in each pathway will invite
21 emerging teacher leaders within the school into leadership roles, both formal and informal, and

support ways to nurture their development as leaders. The campus principal will coach the vice principals to develop their leadership and in turn pathway vice principals are expected to work closely with their professional Learning Communities (PLCs) to build their voice, develop their skills to lead team meetings, participate in instructional rounds and peer observations, use data to drive decisions.

Supporting Teachers as Instructional Leaders
To create the right conditions that support the role of emergent teacher leaders the campus principal in collaboration with the pathway vice principals will clarify their roles to the boarder teacher community, generate collaboration norms, and provide continuous support and supervision to teacher leaders across the campus. The principal and vice principals will coach teacher leaders to expand their capacity to facilitate professional learning communities, use student achievement data and build a teacher collaborative culture as these will help to create a common ground and a productive entry point for building and sustaining a working relationship between teacher leaders and classroom teachers.

Developing Student and Family Leadership
Castlemont will establish Student and Family Councils that support the development of youth and family leadership and voice. Students will be democratically elected by their peers within their advisory to serve as representatives in a school-wide Castlemont Student Council. Representatives of the Family Council will be elected by parents within their child's advisory class. We will institute Student and Family Councils in the fall of 2015 to create a foundation for shared decision making in a distributive leadership model that will include parent and student voice. The two councils will work closely with the principal and the instructional leadership team and participate in the decision making process that shapes our schools' transformation. The Castlemont Family and Youth Councils will be an experiential and intentional way to build the leadership capacity of families and students. The lead facilitator in both councils (Restorative Justice Coordinator and the Parent Liaison) will train members to plan and lead meetings, conduct classroom observations, analyze data and engage in cycles of inquiry. Each semester the members of each council will collaboratively generate a data-driven action plan aligned to the mission and goals of the school. The Family and Student Councils will organize quarterly Student and Family forums to share data, get input and monitor progress toward the goals of their action plans.

<u>**SECTION 3: EDUCATION PROGRAM**</u>

3A. CURRICULUM

1. **Description of proposed curriculum**

The Castlemont curriculum creates a culturally sustaining learning experience where students work across disciplines to solve problems that are important to them, their families, and their communities. The curriculum has four major elements:

Curriculum Element	Description
Ethnic Studies	A focus on Ethnic Studies empowers students to become agents of social change
Linked Learning	Wall-to-wall Linked Learning pathways place all students on the path to college and family-sustaining careers
Mastery-based skill development	Students work toward mastery of a common set of skills aligned to Common Core State Standards, California State Standards and Next Generation Science Standards
Interdisciplinary project based action research	Working across disciplines, students engage in action research to design and implement solutions to community challenges

Ethnic Studies

To honor students' backgrounds and assets, and to empower them to become agents of social change, Castlemont provides students with a strong foundation in Ethnic Studies. Ethnic Studies provides safe academic spaces for all students to learn the histories, cultural and intellectual traditions of native people and communities of color[5], and explores the intersections of race with other aspects of identity such as class, gender, and sexuality. Ethnic Studies guides students towards recognizing how systems of oppression work and what we can do to dismantle them on all levels (internalized, interpersonal, institutional) to create a more equitable society that values and humanizes all people.

Castlemont's focus on Ethnic Studies is designed to meet the needs of the students in the East Oakland community, many of whom have experienced and internalized trauma from the poverty, violence and unhealthy conditions communities of color disproportionately face. Ethnic Studies will be the theme of Castlemont's 9th Grade House, where incoming students will examine who they are as individuals, family members, and community members. They will take part in interdisciplinary projects that explore historic and contemporary equity movements with an emphasis on histories and cultures of African Americans, Latinos and Pacific Islanders.

After 9th grade, students will have the option to continue to take elective courses grounded in Ethnic Studies, such as Chicano Literature. As students move into 10th grade and enter a Linked Learning pathway, each pathway continues to connect its curriculum to Ethnic Studies. For example, students in the Public Health pathway may lead a project that examines a disproportionate health risk to their community, the student interviews residents about their experiences, and works with industry mentors to design public policy solutions to address these disparities.

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[5] San Francisco State University, College of Ethnic Studies. http://ethnicstudies.sfsu.edu/home3

Linked Learning pathways
All students at Castlemont will engage in Linked Learning, which connects education to relevant and meaningful applications in the world through project-based learning and tangible skill development that connects them to post-secondary opportunities[6]. Castlemont's pathways will incorporate the four core components of the Linked Learning model: rigorous academics, technical skills, work-based learning, and personalized supports.

Sustainable Urban Design Academy (SUDA): Castlemont's first pathway, SUDA, uses environmental design, engineering and urban planning to study issues in the community to develop healthy and sustainable communities. Students design and literally build solutions to the big questions our communities in Oakland are struggling with, using advanced manufacturing and building in the Fablab, a hands-on STEM learning environment that promotes creativity, innovation and independent learning while teaching principles of design, engineering and manufacturing. Students may also work on the Castlemont Farm, Guns2Gardens program and other hands-on projects. This pathway prepares students to pursue careers in design, engineering, architecture, urban farming, food systems, building and advanced manufacturing among others.

Public Health: This pathway explores health-related topics that impact the quality of life, livelihood, well-being and life expectancy of this community. Among others, projects may include nutrition, access to fresh foods, the impact of stress and violence, and environmental toxins in our communities. This pathway will prepare students to pursue careers in medicine such as doctors and nurses, nutritional health, and social services.

Third pathway to be developed: As enrollment and demand grows, Castlemont will identify a third pathway to be implemented by 2018-19. Initial considerations include: Law & Public Service, Urban Education and Information Technology & Media. To select the pathway, we will conduct a research process based on these guiding questions:

- Is this pathway identified as a high-wage, high-growth industry sector in the East Bay?
- Have students and families expressed demand for this pathway?
- Will local college programs partner with Castlemont to enable students to take concurrent enrollment courses in this pathway?
- Can students earn an industry-recognized certification in this pathway—by high school graduation or soon after?
- Would regional employers partner to provide Castlemont students work-based learning in this pathway?
- Is there funding to support this pathway?

Aligned sequence of work-based learning
Students in all pathways take part in a scaffolded sequence of work-based learning experiences: Career Awareness, Career Exploration, Career Preparation, and Career Training[7]. Students in earlier grades will explore careers, build work readiness skills, and connect with industry professionals, building capacity to succeed in an internship in upper grades and begin to take part in technical training toward a certification. Students will demonstrate knowledge and skills through industry presentations, job shadowing and mentoring as part of their 10th and 12th grade defenses. To fully

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[6] Oakland Unified School District. *What is Linked Learning?* 2015. http://www.ousd.k12.ca.us/Page/9706
[7] Aligned to the work-based learning outcomes developed by the East Bay Career Pathways Consortium.

develop this sequence of work-based learning, we will draw on the work of state and national work-based learning experts such as National Academy Foundation.

Castlemont will build on its existing SUDAWorks program, a green jobs training program where students earn a stipend to work after school and during the summer. Projects involve the Castlemont/Youth UpRising farmers market, school garden, Castlemont Produce Farm, fablab, and the emPower energy conservation club.

Seamless transition to college and credentials
While in high school, students begin college coursework that is relevant to their pathway and leads into programs at local colleges. Currently, students already have the opportunity to get a head start on college, tuition-free, through online classes with Youth UpRising's partner University Now. Students start with an Academic Strategies class that focuses on goal setting, mindset and study skills, and can then move on to: Reading and Composition, Psychology, Intro to Film, or College Algebra. Classes count toward an AA degree at Patten University and are transferrable to the UC/CSU systems. During the planning year, Castlemont will identify a set of regional postsecondary programs that align to our pathways and lead to high-wage, high-growth opportunities in the regional labor market. For example, seniors in the Public Health pathway may use part of their school day to begin coursework in the Community Health Worker program at Berkeley City College. Through concurrent enrollment partnerships with the Peralta Colleges and others, Castlemont students will get on the path to specific certifications and degrees, increasing their eventual likelihood and completing college a degree.[8]

Mastery-based skill development
Currently, far too many Castlemont students are failing courses, struggling to develop essential skills, and falling off the path to graduation. As of fall 2014, 50% of students were receiving Ds and Fs. We plan to implement a mastery-based approach that focuses on meeting students where they are and moving them all toward mastery, with the understanding that this will take more time for some than others. Rather than getting a static opportunity to pass or fail, students work toward school-wide skills and learning outcomes until they have achieved competency. Students who have not mastered the skills receive personalized supports to differentiate their learning experience and scaffold them toward mastery, with the understanding that they have "not yet" succeeded rather than failed.

Across all pathways, students will develop a common set of horizontal and vertical skills that align to Common Core, Next Generation Science Standards, California State Standards, Civic Engagement components and the Graduate Profile for the Oakland Unified School District. An example of this approach that merges literacy, research and action is the **Civic Engagement Plan using YPAR strategies that identifies four Key Skills: 1)** Effectively use a variety of research methods**, 2)** Critically analyze/deconstruct the factors that lead to the issue, **3)** Take informed action, and **4)** Document and reflect on one's learning experience throughout the process, including one's personal goals towards next steps. To move on to the 11th grade, students must pass the 10 Grade Portfolio Defense that demonstrates knowledge and skills acquired in their first two years of high school

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[8] Jenkins, Davis and Sung-Woo Choo. 2012. "Get with the Program: Accelerating Community College Students' Entry into and Completion of Programs of Study." Community College Research Center.

experience. Similarly, 12th graders will defend the Senior Thesis Action Research (STAR) Project as part of the senior capstone requirement to graduate[9].

Interdisciplinary Project-Based Action Research

Interdisciplinary learning draws on each of the traditional academic disciplines to explore real-life situations and problems[10]. Teachers at Castlemont will collaborate intensely to plan, implement and evaluate integrated projects that provide students with a relevant and meaningful learning experience. These projects will include Youth Participatory Action Research (YPAR), youth-led action research where young people and those most affected by the research are directly involved in its planning, implementation and action.[11]

At Castlemont, young people's data, analysis and recommendations are fundamental to the design of school and community. Students present data from projects to community stakeholders to create and influence policymaking. Students gain important skills in reading, writing and research based in issues important to them. With digital archives of student work, Castlemont will become a research institution, whereas skills and projects grow, the school will be an asset for decision makers at all levels to make decisions based in authentic community data.

Learning environment

Ethnic Studies 9th grade house: The Ethnic Studies 9th Grade House will have its own building and teaching team so that students create deep relationships with adults and with one another.

Block schedule: A block schedule with eight periods instead of the current six will allow greater flexibility in the school day. This structure supports our education plan by better enabling students to participate in internships, concurrent enrollment, and electives. In addition, block scheduling will help Castlemont introduce choice and personalization into the learning environment. With longer class periods, the class can be split into learning groups and students can rotate between individual time, team time, and teacher time.

Experiential learning: The Ethnic Studies 9th Grade House and each pathway grade level will take trips to build community, link learning to the world beyond the classroom and immediate community and expose students to new experiences. Each grade level will have a retreat and sequential field trips that reinforce knowledge and skills learned in the curriculum. During each semester the school schedule will change to offer a "week without walls" where students, teachers and community stakeholders work together to create unique learning experiences.

Some elements of our proposed curriculum are already in place, while we intend to develop others during the planning year and into year 1 of implementation. We will establish planning teams for each of the major curricular focuses: Ethnic Studies, Linked Learning, mastery learning and interdisciplinary projects. Each team will then develop full work plans with timelines, responsibilities and outcomes.

Sample of curriculum development priorities for planning year (July 2015-August 2016)

[9] Oakland Unified School District. *Graduate Profile.* 2015. http://www.ousd.k12.ca.us/Page/9995

[10] National Science Foundation. *Introduction to Interdisciplinary Research.* 2015; and Drake, Susan. *Meeting Standards Through Integrated Curriculum.* 2014.

[11] What is Youth Participatory Action Research. http://www.peerresources.org/curriculum/what-is-youth-led-research/

Mastery Learning Team	• Identify common school-wide set of skills • Research and design grade-level rubrics and skill maps aligned with CCSS and NGSS • Research and design Individual Profiles, Learning Plans and Portfolios • Pilot mastery-based assessment
Linked Learning pathways Teams	• Convene advisory group of industry, postsecondary and community stakeholders to support pathway development • Develop community of practice and mentoring relationships with other OUSD schools with public health and design & engineering pathways (e.g. Life Academy, Oakland Tech, Oakland High) • Identify pathway-specific learning outcomes (academic, technical, work-based) for SUDA and Public Health • Further develop existing SUDA course sequence and develop scope and sequence for Public Health Pathway • Develop concurrent enrollment partnerships for both pathways • Pilot industry internship with small group of 12th graders
Ethnic Studies Team	• Building on current 9th grade Ethnic Studies class, develop scope and sequence for Ethnic Studies-focused 9th grade house • Identify teaching team skilled in Ethnic Studies for 9th grade house • Define Ethnic Studies electives for upper grades • Support professional development for critical pedagogy
Interdisciplinary action research projects Team	• Research and develop project-based curricula • Refine structure for teacher collaboration • Implement 1-2 interdisciplinary projects at grade level as pilots.

Instructional materials

Castlemont will be equipped with 1:1 computers and use blended learning tools to facilitate student research, data collection, data analysis, media creation, presentation and the acceleration of learning. Students will use technology to create real-time community maps online to document and assess their community action research; they will use online data collection and analysis tools to track and compare their data to other data sets; they will create dynamic and interactive media presentations based on their data. Enhanced technology will support Linked Learning by facilitating connections between students and industry. The Linked Learning Office of the Oakland Unified School District is already supporting pathway programs to engage with tools such as ConnectEd Studios, Launch Path and Nepris to develop postsecondary plans and online portfolios, track skills and connect students with internships and industry mentors online. 1:1 access to computers will allow Castlemont to leverage these opportunities.

Online systems and online grading with instant feedback will allow students to access data and knowledge about their skills. This will allow students to create plans that align to their personal learning goals. Individual Learning Plans will be housed in the cloud through Schoology or Google Classroom platforms so that they can be revised, revisited, and accessed by all students, families and teachers at all times. With 24 hour access, these Learning Plans will be at the center of student growth and achievement and will accompany them in conversations about college, discipline, and achievement. This will support efforts to reduce truancy and increase enrollment as students are engaged and supported.

2. Instructional Strategies

Critical pedagogy: To create an education program that is culturally sustaining, Castlemont teachers will teach through a critical pedagogical lens. The basic tenet of critical pedagogy is that there is an unequal social stratification in our society based upon class, race and gender. Critical pedagogy studies the role that schools have played in maintaining the social stratification of society, and the possibilities for social change through education. Castlemont teachers will facilitate learning that embraces consciousness raising and critique of society, while valuing students' voices and honoring their identities. In order to do this, teachers will teach using the cycle of critical praxis[12]:

1) Identify a problem
2) Research the problem
3) Develop a collective plan of action to address the problem
4) Implement the collective plan of action
5) Evaluate the action, assess its efficacy, and reexamine the state of the problem

Questions and issues to be studied are identified in collaboration with youth and are directly responsive to the needs of the community. This structure breaks down the inherent power structure of traditional pedagogy and identifies students as collaborators with adults in a learning journey of making meaning and taking action.

It is important to note that Castlemont will use critical pedagogy as a vehicle for increasing both students' social consciousness and college and career readiness. As Jeffrey Duncan-Andrade and Ernest Morrell write: "The desired outcome of critical pedagogies in urban education is multiple and… must impact academic achievement, identity development and civic engagement… We do not do our students any favors if we let them matriculate through our schools without the development of core academic skills that will allow them to access postsecondary education and professional work in our postindustrial age."[13]

3. Research basis

Each of the Castlemont curriculum's four components has a strong basis in research and has demonstrated positive outcomes on student achievement.

Ethnic Studies: A National Education Association research review in 2011 found that there is considerable research evidence that well-designed and well-taught ethnic studies curricula have positive academic and social outcomes for students.[14] Such curricula, when designed to help students grapple with multiple perspectives, produced higher levels of thinking. An important finding was that curricula that teach directly about racism have a stronger positive impact than curricula that portray diverse groups but ignore racism.

A study of student outcomes in the Tucson Unified School District examined the academic achievement impacts of the district's Mexican American Studies program, which was eliminated in 2010 as part of a statewide ban on ethnic studies. Using logistic regression models, the researchers

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[12] Duncan-Andrade, Jeffrey M. and Ernest Morrell. 2009. "The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools.
[13] Ibid.
[14] Sleeter, Christine E. 2011. "The Academic and Social Value of Ethnic Studies: A Research Review." National Education Association Research Department.

1 found that participation in Mexican American studies was significantly related to the likelihood of 1)
2 students passing Arizona standardized tests and 2) high school graduation.[15]

3 *Linked Learning:* The linked learning, a powerful vehicle for school reform, increases student
4 engagement performance and college readiness. Research on Linked Learning in California shows
5 that in schools that have adopted the Linked Learning approach, attendance and student test scores
6 are increasing, dropout rates are decreasing, and students are completing more A-G classes in the
7 first two years of high school. [16]

8 *Mastery-based skill development:* A system based in mastery is designed to support all students
9 to continue developing skills until they have attained mastery, rather than sorting students so that
10 some pass while others fail. At the Young Women's Leadership Charter School in Chicago, which
11 assesses students using a competency-based model, the University of Chicago's Consortium on
12 Chicago School Research found that students with similar demographics and entering achievement
13 levels would be 1.7 times more likely to graduate if they attended YWLCS than if they had attended
14 the average Chicago public high school.[17]

15 *Interdisciplinary projects and action research:* A research review found that youth participatory
16 action research is linked with increased student engagement in academic work; students were
17 motivated to use their evenings, weekends and summers for research and do extra drafts of writing
18 to take their findings to external audiences. [18]

19
20 **3B. PROGRESS MONITORING AND ASSESSMENT**

21 **1. Assessments**
22 In addition to regular formative assessments and standards testing, a Learner Profile, Learning Plan
23 and Learning Portfolio will be created to assess, monitor and evaluate student growth. The Profile
24 will provide baseline information and generate the Learning Plan. The Learning Plan will be co-
25 created with students so they identify their own strengths and challenges and set goals for
26 improvement. The Portfolio will demonstrate examples of student work, mastery of performance
27 goals and demonstration of school values. The Learning Block will be a space created within the
28 school day to support the creation, monitoring and evaluation of the Profile, Plan and Portfolios.

29 *Learner Profiles:* Individual Learner Profiles allow students to more deeply engage in their
30 academic development through the rigorous use of data to drive instruction. All students have a
31 personalized learning profile around reading comprehension (SRI), math skills, and evidence-based
32 writing competencies that are Common Core and grade-level aligned. Learning Profiles and
33 Learning Plans will be housed in Google Classroom for easy organization and frequent revisiting. In
34 this way, students, teachers, and parents have access to these documents 24 hours a day, 7 days a

[15] Cabrera, Nolan L., Jeffrey F. Milem, Ozan Jaquette & Ronald W. Marx. "Missing the (Student Achievement) Forest for All the (Political) Trees: Empiricism and the Mexican American Studies Constroversy in Tucson." American Educational Research Journal December 2014 51: 1084-1118
[16] "Evaluation of the California Linked Learning District Initiative." SRI International, February 2014.
[17] Farrington, Camille and Margaret H. Small. 2008. "A New Model of Assessment for the 21st Century." American Youth Policy Forum.
[18] Morrell, Ernest. *Critical Participatory Action Research and the Literacy Achievement of Ethnic Minority Groups.* http://www.ernestmorrell.com/images/13_Morrell_v2.pdf

week. Students participate in performance tasks 4-6 times a year, which allow for the revisiting of their goals in order to continually reset them and reach higher.

Learning Plan: Students will create Personalized Learning Plans that will inform their remediation or acceleration during their personalized learning block. With opportunities for choice within their day, students will be able to design a path and monitor and evaluate their success. Content and skills are delivered across various platforms that allow students to practice skills that need development. During the planning year, Castlemont along with district and community partners will define the key skills based in mastery. Once selected, these competencies and skills can be mapped onto rubrics and be assessed. With these skills and rubrics, students can be assigned tasks that meet their needs. With more individualized care and attention to mastery, students will gain agency and a sense of purpose regarding their education. School culture will shift as they begin to see themselves as active and successful learners.

Advisory: To fully leverage Learner Profiles, the Advisory schedule will include dedicated time for personalized, data-driven learning and reflection on learning. During this time, students can remediate skills or accelerate their learning. This block will allow students to practice and raise their skills so that the classroom content space can be used for group work, cross content and project-based learning. In addition, this space will allow for all students to make connections between classes, engage in individual Social Emotional Learning and academic support in order to see growth and feel successful.

Formative assessments

Castlemont High School teachers employ a variety of assessment strategies and utilize the findings to modify their practice to improve student learning. Students are measured through a variety of modalities addressing areas of concept and skill development including reading, writing, speaking and listening. Some teachers employ multiple evaluations for each unit including both formative and summative assessments. District benchmark assessments are administered in some classes throughout the year. Course grades are determined by each classroom teacher and are the primary means of determining students' proficiency in the content. Course grades are determined using a variety of teaching and assessment tools including: teacher tests, lab work, homework, classwork, course projects and academic conversations. Teachers use a variety of assessment methods to assess student mastery. These include short answer responses, exit tickets, presentations, Socratic seminars, DBQ essays, and individualized assessments.

Summative assessments

Portfolios: The Learning Portfolio demonstrates the knowledge and skills students have learned. These online portfolios will have samples of work, college and career plans and examples of life learning aligned to school values and outcomes. Portfolios will be the basis for major presentations and defenses.

Presentations and defenses: Performance-based assessment through presentation of interdisciplinary projects at each grade level. Defenses will take place at the 10th and 12th grades and students must demonstrate proficiency in Common Core standards and school outcomes in order to move on and graduate.

Communication about Academic Progress

As described further in the Leadership section, instructional leadership teams meet weekly for cycles of inquiry focused on student performance and interventions. In addition to teachers, students and

families will always be aware of their progress toward learning goals, available through online skills tracking, personal learning profiles and plans. Progress reports are provided to students bi-weekly and to parents every 6 weeks. Students take ownership of their learning process through regular student led conferences with their advisor and parents to articulate their progress and challenges and get coached through solutions and further goal setting.

2. Performance Goals

Castlemont's performance goals will combine traditional and progressive measures in order to align to our mission and assess how we are supporting the acceleration of student achievement. For a number of traditional measures, we already have established baseline measures and are working toward goals. All student data is stored in Aeries and we will be transitioning to use Illuminate.

Indicators for School Goal(s)	Indicator Description	Fall 2014 Baseline	2014-15 Target	2015-16 Target
Grades D&F rate	The number of students receiving lower than a D grade will decrease by 10% annually	50%	40%	30%
Linked Learning participation rate	Students will increase their participation in Linked Learning pathway courses by 10% annually	35%	45%	55%
SBAC English proficiency rate	Students will increase their score to proficient on the SBAC English section by 10%	-	45%	55%
Increase student participation in college and career support	Students will increase participation with community partners by 20% annually	40%	60%	80%
SRI	Percentage of students reading multiple years below grade level	70%	62%	52%
SRI	Percentage of students reading at or above grade level at the baseline assessment	19%	29%	39%
CAHSEE	Percentage of 10th students passing both sections of the CAHSEE	47%	55%	65%
Suspension	Overall suspension rates will be reduced by 25% annually	683 Days	503 Days	314 Days
Grades D&F rate	The number of students failing classes will reduce	300 Students	250 Students	175 Students
Chronic Absence	Student attendance will improve 3% annually	90%	93%	96%
Parent Engagement	Increase parent attendance to school events by 20% annually	20%	40%	60%

In order to measure new aspects of our curriculum program, we plan to establish nontraditional measures and baseline data in the planning year and year 1, for metrics such as:

- % who demonstrate mastery on schoolwide Common Core-aligned skills rubrics
- % of students reporting on surveys that they have at least one caring adult on campus and feel safe on campus
- % of students reporting on surveys that their education is relevant and meaningful in their lives

- % of students who can describe their individual Learning Profile, Plan and how it connects to their Portfolio
- % of students who complete an internship
- % of students who complete a concurrent enrollment course for college credit
- % of graduates who earn an industry-recognized certificate or are enrolled in college 12 months after graduation

In the event that we are not consistently reaching our schoolwide goals, the administration team and instructional leadership team will address the concerns through a cycle of inquiry and create an action plan to address the specific needs and provide professional development to target any gaps. Classes not making adequate progress on goals will be provided additional support from academic coaches and the intervention specialist. Individual students are supported through the learning center, detailed in section 3E.

3C. LANGUAGE PROGRAM DESIGN AND INSTRUCTION

1. Philosophy and Approach

Castlemont High School offers a culturally sustaining language development program that embraces language as a core part of culture and identity and embraces home language while building skills in both a student's home language and English language development. The classroom and school environment embrace diverse cultures and students are encouraged to speak openly regardless of levels of language acquisition. Structures, systems and people inside and outside of the classroom support students to become effective readers, writers and speakers of Spanish and English, while accessing, embracing and celebrating all home languages. Across the curriculum, we will embed Kate Kinsella's research-based practices and strategies for LTEL instruction, rooted in academic vocabulary, language objectives and content objectives.[19] All teachers will receive systematic ELD training to learn effective strategies and better understand language objectives. From a Strategic Literacy class to AP Spanish for Spanish Speakers, school-wide strategies will be established, practiced and supported to differentiate instruction engage learners at every level.

Instructional schedule: We will take advantage of our 8-period block to have ELL support courses offered by the language specialist. Students will have the opportunity to take ELD classes aligned to the common core standards each year without hindrances to their A-G requirements.
- 9th and 10th graders will receive ELD services: 9th Grade ELD 4, 10th Grade ELD 5P
- Newcomer students will take a common core aligned sheltered English 9, 10, 11, 12 and a separate ELD 1, 2, & 3 support class.

Assessing content-area instruction for English Language Learners: ELD for 9th and 10th Grade will follow Kate Kinsella's E3D II curriculum. Classroom structures and individual activities will include: Explicit and deliberate vocabulary instruction, Syllabic skills development, and Academic Discourse built into every lesson. Language objectives will be built into content objectives in all classes.

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[19] Kinsella, Kate (1995). "Understanding and Empowering Diverse Learners in the ESL Classroom". *In Learning Styles in the ESL/EFL Classroom.* (Boston: Heinle & Heinle, 1995).

Our goals for English language development include all students showing growth in CELDT levels within two years at Castlemont, and Reclassification rates of 30% or higher each year.

2. Assessment and Placement

Castlemont will use the following tools to assess, place and support English Language Learners: SRI, CELDT, Fluency Running Records, and Maze for Reading Comprehension.

Students and families will know and understand their data and know what the CELDT is and why they are taking it. Castlemont helps students work toward increased English proficiency and reclassification while honoring home language and leveraging students' proficiency in their home language to increase their knowledge of academic English. Instruction is targeted and data-driven using a combination of CELDT, Fluency, and SRI scores. All students who are reading below grade level and are language learners with a CELDT score of 4 or under receive ELD and ELA instruction or ELD and Strategic Reading Instruction.

3. Student Services and Supports

Castlemont will provide programs and services for all EL students including newcomers, such as student mentors, counseling services through our on-site partner Children's Hospital of Oakland, after-school homework time for newcomers, and possible online software to accelerate language and allow for personalized learning language time (newsela, achieve3000, rosetta stone, duolingo). We will work with Laney College's Interpreter Program to dual enroll seniors to begin earning this certificate before they graduate. Support for parents of EL students will include parent English classes, recruitment of parents to engage in the English Learner Advisory Committee, translation of all student materials, translation at all school meeting, and invitations to all reclassification ceremonies.

3D. SPECIAL EDUCATION STUDENTS

1. Identification and Support

Currently, Castlemont supports approximately 60 students in the Resource program and approximately another 42 in Special Day Classes (SDC), 8 in Severely Handicapped Special Day Class and will be adding 14 students in a Counseling Enriched Class in 2015. It is our goal to have a program of service for all the students of East Oakland; Castlemont will provide FAPE to all students regardless of disabling condition. All teachers serving students with special needs will possess credentials appropriate to the population of students they are serving. Teachers of special populations will attend workshops and trainings to further their skills in working with specific sub-groups of disabled students (Emotionally Disturbed, Autism Spectrum Disorder, Deaf/Hard of Hearing, Visually Impaired, Language Impaired, and Traumatic Brain Injury).

Inclusive and Personalized Learning

Research shows that the best outcomes for students with disabilities occur when they are served with their General Education peers to the greatest extent possible. Castlemont envisions a special education service delivery model that is inclusive and personalized. The labeling of students as SDC or Resource is counter to this delivery model. Students with disabilities will be served on a continuum based on their specific needs which may change overtime.

Students with the greatest need for individualized attention will be taught the same curriculum in the same classroom as their general education peers. These classes will have fewer students (20 or fewer) than other classes and be co-taught by the general education teacher and the Education Specialist. The goal is to provide special education students with the same educational experience as their general education peers to the greatest extent possible, while still providing the small learning environment and one on one attention they need to be successful. The students with IEPs will participate in other activities general education students in the same content classes participate in. Students for whom a larger classroom environment and less individualized attention is warranted will be cohorted in general education classes and supported by an education specialist through collaboration with the general education teacher, push-in support, or pull-out support based on the student's individual needs. It is important to note that these settings are not exclusive and a student may need to be served in a co-taught class in one content area and need no support in another.

Severely Handicapped: The Severely Handicapped Special Day Class is a self-contained class that serves students with significant disabilities, which focuses on functional skills and communication. The purpose of this class is to teach self-help and daily living skills, provide an alternative academic curriculum, and include students for socialization opportunities in lunch, field trips, and assemblies to the extent to which they benefit in accordance with their Individualized Education Program.

The Counseling Enriched Special Day Class: The Counseling Enriched Special Day Class is an integrated education and mental health program for students diagnosed with serious mental health disorders. The primary objective of the Counseling Enriched Class is to promote academic achievement through helping students overcome the emotional, behavioral, social, and cognitive barriers that may prevent academic progress. Students in the Counseling Enriched Class receive individual and group therapy with psychiatric social workers and therapeutic clinicians. All students are included in general education classes to the extent in which they benefit and in accordance with their IEP.

2. Professional Development

Professional development to support special education students is not limited to the special education staff. School-wide professional development for both special education and general education teachers to support students with mild to moderate learning needs will occur during the two weeks of professional development prior to the start of school, as well as throughout the year during weekly PD. Teachers will receive training from the Educational Specialist through their professional learning communities at each pathway.

3E. ACADEMIC INTERVENTION AND ACCELERATION

Castlemont will implement a Response to Intervention framework to support both students' Social Emotional Learning and Academic Achievement. The academic components of the RTI framework will be monitored by the Math and ELA instructional coaches, the Intervention Specialist, and the ELL Coordinator. These coaches will coordinate testing for all students in reading (SRI) and math (SMI) assessments at the beginning, middle, and end of each school year. These scores will be used to group students into tiers of support.

Tier 1 students will be supported by school-wide instructional strategies, common scaffolds, differentiation within the classroom, as well as personalized learning time. Students grouped for **Tier 2** will be provided small group instruction within the classroom and in the learning center. This

targeted instruction will focus on developing students' skills and progress will be monitored through bi-week mini-benchmarks. Once a student masters the skills, they are returned to the Tier 1 group.

Tier 3: Students not making progress in Tier 2 intervention through two benchmark periods will be referred for intense individualized support through COST. These supports could include individual tutoring, referral for SST, and an additional blended learning block for targeted acceleration.

Learning Center

To provide an additional layer of support for all students, Castlemont will establish a learning center staffed by a literacy specialist, a math specialist, and an Education Specialist (Special Education Teacher). All core content classes will devote the last 20 minutes of their block periods to personalized learning and acceleration. During this time small groups of students will be provided acceleration based on universal assessments (SRI, Math Readiness, etc). These accelerations may take place in the learning center or within the general education classroom. The structure of the acceleration provided will be flexible, and students will not be continuously in the same acceleration groups. Each acceleration program will have a specific time frame and assessments to measure student growth.

Intervention Strategies

Use of student data: Teams review transcript summary data from counselors for students failing classes. Teachers will lead cycles of inquiry with teams including community stakeholder supports. Teacher teams will create lists of students in each grade level who need intervention and will monitor how the intervention is provided. In addition, all students' Learning Plans (high- and low-performing) will include individualized acceleration goals that will be used continuously to determine their acceleration activities.

Saturday Learning Labs: Teachers assign students who are struggling with assignment completion to a three-hour Saturday session. With support of teachers, they complete missing assignments. This will connect to extended-day and summer bridge opportunities.

Grade Level Team Intervention: One teacher team is developing an after-school support lab that will run four days a week to support students in the house to complete assignments, study for tests, and improve grades. If successful, other teaching teams may follow suit.

ELA: ELA teachers will determine specific needs of students who are earning D's or F's. The site Literacy Specialist will work with these teachers to develop plans for pull-outs, push-ins, and other strategies for lifting these students to success.

Math Acceleration: Beginning next year, in partnership with Leadership Public Schools (LPS), we will pilot an Academic Numeracy Course with the 9th grade cohort. We will use a program LPS built called Learning List which provides learning and assessment resources that students move through at their own pace. Learning Lists also provides personalized CAHSEE practice based on an initial diagnostic test. The web-based version will be available for Castlemont to pilot next year to test for full implementation in 2016. Additionally, we will pilot an Algebra 1 course that incorporates the use of Exit Ticket, a real time data app that LPS developed a few years ago. It supports teachers and accelerates learning by providing the information needed for immediate intervention and differentiation. Exit Ticket is now in use in schools across the country and would be available at Castlemont next year.

Credit Recovery: Students who have not earned required course credits are provided the opportunity to get back on track for on-time graduation with Apex Learning digital curriculum. Apex courses are designed to provide the same rigorous, standards-based content as original credit courses. Credit recovery is staffed in partnership with Youth UpRising and is offered during the day and after school. Classes include: US History, Government, World History, English 9-12, Geometry,

Algebra I, and Advanced Algebra. Students without sufficient credit and performance on the 10th grade defense will not move on to the 11th grade.

Mandatory After School Help (MASH): To reduce the number of students earning F's, every 2 weeks each teacher identifies students who are failing and refers them to MASH. Teachers make MASH referrals by completing a Coordination of Services Team (COST) referral and attaching the student's progress report and missing assignments to the referral. After school tutoring is offered to those students in English, Math, History, and Science four times weekly. Though participation in mandatory tutoring was minimal at the onset of the program in late September, attendance is consistently increasing. Identified students will be required to attend Saturday School Lab once a month if they are not recovering missed class work.

3F. GIFTED AND TALENTED

All students at Castlemont are on a continuum of skill and knowledge development, and students with advanced skills will be identified through high performance on Castlemont's mastery-based rubrics. Our interdisciplinary, project-based approach scaffolds toward mastery and allows for significant differentiation, allowing students at all levels to engage deeply with the content.

The Castlemont education program allows ample opportunity for advanced or highly skilled students to continue to challenge themselves and to begin college-level work while in high school. We offer the following Advanced Placement courses: Calculus AB, Computer Science, English Literature, Biology, U.S. History, and Government and Economics; our goal is to increase AP course enrollment. Through their pathways, students will have access to concurrent enrollment, and may take college courses on the Castlemont campus or on a college campus. These may include career-focused courses toward technical certification or general education courses such as Reading and Composition and College Algebra. Finally, advanced students will be able to gain authentic work experience through industry internships and apprenticeship, developing critically important employment skills.

3G. SUPPLEMENTAL PROGRAMMING

All Castlemont students have an extended day whether through internships, sports, community projects, academic support or other after school programs. Students determine their afterschool programming as part of their Learning Plan, and after school programs are built into students' course schedules so they truly are an extension of the school day.

9th grade summer bridge: Castlemont will host a summer bridge program for incoming 9th graders that introduces them to the Castlemont culture and education program. Summer bridge has two major components: an advisory program and an introductory pathways course. The advisory focuses on social emotional learning, knowledge of self, goal setting, management of personal stress, community building, and restorative justice practices. The pathways course links students to the Sustainable Urban Design and Public Health pathways.

Afterschool program: Youth UpRising, the lead agency for Castlemont's afterschool program, provides a range of programming for Castlemont students including job training and placement, college preparation, career exploration, mental health and case management, art, dance and music classes, and leadership development.

Athletics: Castlemont will continue to offer basketball, baseball, bowling, cross country, football, soccer, softball, swimming, track and field, volleyball and wrestling. The school will be developing golf and tennis in the near future.

College advising: Through the College and Career Information Center (CCIC), the College Readiness Specialist is responsible for the development and implementation of college readiness activities and advising. In coordination with school site leadership, school staff, OUSD, and partner organizations, the CRS develops systems for strong implementation of college readiness programs and services, including:

- college and financial aid applications with all seniors and juniors
- college readiness and financial literacy workshops and curriculum for all grade levels
- test prep and administration of assessments (PSAT, SAT, AP)
- coordination of the College, Career & Community Plan
- college presentations, visits and tours
- other activities to raise college-going culture and college acceptance and persistence rates

Summer school: Castlemont will offer summer school courses to students entering grades 10-12 who have not yet passed core academic classes and need to continue working toward mastery in specific skills. Teachers and community partners will outreach aggressively to ensure that students take advantage of these offerings and continue to stay on track toward graduation.

<h1 style="text-align:center"><u>SECTION 4: TEACHING</u></h1>

4A. TEACHER COACHING

1. **Primary goals for teacher coaching**

To provide Castlemont students with high-quality instruction, all teachers receive frequent, timely, and professionalizing feedback from coaches who are well-trained in observing and evaluating teaching and learning for instructional rigor, culture and social emotional learning, and supports for students with special needs, struggling students and English language learners.

The primary goals of Castlemont's teacher coaching will be:
1) Ensure that all students are engaged in rigorous and personalized instruction that increases their achievement, especially English learners and those with special needs
2) Develop teachers to use critical pedagogy in order to support young people in sustaining their home cultures and languages and becoming agents of social change
3) Increase teacher retention by helping teachers reflect and grow in their practice and meet professional goals

First and foremost, the goal of teaching coaching is to increase student achievement. Working with their Professional Learning Community and pathway vice principal, all teachers create personal growth SMARTe goals based on their students' formative assessment data, problems of practice within their own classrooms and their evaluation on the Oakland Unified School District Teacher Growth and Development System (TGDS) rubric. Once teachers develop their SMARTe goals, they launch a cycle of inquiry within their PLC. Teachers identify an essential question and area of practice, examine student data, construct and implement a strategy to provide their practice, and then revisit data to determine the extent to which the change has shifted student achievement. Areas of practice can include instructional planning, content delivery, behavior management, differentiation, and supporting special populations within the classroom.

Secondly, coaching focuses specifically on helping teachers construct a culturally sustaining learning experience to support the student population of Castlemont. In defining the concept of culturally sustaining, Django Paris writes: "The term *culturally sustaining* requires that our pedagogies be more than responsive of or relevant to the cultural experiences and practices of young people—it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence… Culturally sustaining pedagogy seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling."[20]

Castlemont is a learning organization where teaching is not a static profession. Instead, it creates opportunities for professional growth and mastery of teaching skills. Coaching is one way to professionalize the teaching culture at Castlemont and support this growth. With additional coaching support, Castlemont is likely to see increased retention and develop a stronger professional community. Coaching will also support the emergence of teacher leaders—Teacher leaders will be identified based on classroom observation data and student achievement data, and those who are struggling will be identified for support.

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[20] Paris, Django. "Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology and Practice. Educational Research 2012 41:93

2. School's plan to coach teachers

Castlemont will staff full-time coaches with expertise in literacy, mathematics, new and veteran teacher development, culturally sustaining pedagogy, project-based learning and interdisciplinary collaboration. In addition to support from Castlemont's instructional coaches, teachers can also receive coaching from district-provided contractors (Programs for Exceptional Children specialists, English Language Development specialists, career pathway coach, behavior management experts, Beginning Teacher Support and Assessment (BITSA) mentors, credential support, etc.) and from peers.

Every teacher, regardless of experience, receives direct, frequent, and high-quality coaching from one of the school's dedicated coaches once every two weeks. Observations and feedback meetings are an essential part of a teacher's weekly schedule at Castlemont. If for any reason an observation or debrief is missed, the session is rescheduled immediately.

The instructional leadership team is responsible for the work of developing coaches to support their teachers. In addition to the practices described, coaches also use feedback from students in their support of teachers. This includes training teachers to use data provided by TEN student surveys. Lastly, as coaches hold a unique birds-eye perspective, they also facilitate cross-curricular collaboration and the use of shared strategies.

Peer coaching and instructional rounds are a hallmark of the school's culture. New teachers are mentored by more veteran members of the staff, and these mentoring relationships connect to the support that new teachers receive through BITSA. Instructional rounds are nonevaluative classroom visits where teachers can compare their practices with those observed in the classrooms they visit. Castlemont will use an instructional rounds protocol that includes a pre-observation meeting to establish a primary for the observation, as well as a post-observation debrief. Teachers take part in 2x2 peer observation, meaning that observations are reciprocal and each participant takes the role of observer and observed. All classrooms maintain an "open-door" policy and there is a culture of willingness among all staff members to engage in both formal and informal coaching. In addition, Castlemont teachers will also have access to online teacher coaching platforms such as Edthena or SmarterCookie.

3. Observation protocols and feedback instruments

Castlemont will use the classroom observation and feedback instruments developed by Oakland Unified School District's Teacher Growth and Development System (TGDS). TGDS is a homegrown teacher evaluation system that incorporates research and national best practice and focuses primarily on teacher growth and development with the goal with more information about their practice so they can reflect and grow.[21] TGDS is rooted in Charlotte Danielson's work and the Danielson Framework, as well as best practices of evaluation systems in the Pittsburgh Public Schools and Indiana Department of Education.

Unlike the previous evaluation system, TGDS provides educators with protocols for peer observation and alternate observers (other than administrator). Though teacher coaching at Castlemont is not linked to evaluation, Castlemont plans to use the TGDS protocols and feedback tools as part of a robust coaching cycle focused on growth. The instructional leadership team, with

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[21] TGDS FAQ. Retrieved at http://ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Domain/3288/TGDS_FAQs%20%2014-15.pdf

the professional learning communities, will train all teachers on effective use of the protocols and feedback instruments.

4. Coaching and feedback on instructional planning

To ensure that students receive four years of rigorous, college and career preparatory instruction, a skill-aligned long-term plan will be developed by the PLCs of each pathway, in collaboration with the instructional leadership team. The standards for each grade level are informed by the Common Core State Standards and other college and career-aligned metrics. This long-term plan will allow teachers flexibility to create units, but also ensures that students continue along a skills progression that is rigorous. These units will be aligned across grade levels and pathways so that students have a rich, holistic learning experience. Co-creating curriculum develops a culture of collective accountability and peer-led support and facilitates the design and implementation of cross-curricular collaboration. Teachers receive feedback on their proposed units during summer professional development from their professional learning communities.

Feedback on planning will be centered around the Planning and Preparation Domain of the Oakland Effective Teaching Framework:

- Establishing a clear purpose for learning
- Using knowledge of students to tailor instruction
- Planning coherent, rigorous instruction
- Planning challenging learning experiences for ALL students

Throughout the school year, teachers continue to receive intensive support and coaching on their instructional planning from peers, specialists and administration. Additionally, weekly professional development meetings focused on instruction allow teachers to reflect on their plans and make improvements, as necessary. Each pathway PLC will have project development time for five consecutive days each semester while students are experiencing a "Week Without Walls" with community partners. The pathway vice principal and other members of the instructional leadership team will give feedback on these plans, and units and projects will be revised regularly based on student data, feedback and experiences.

4B. PROFESSIONAL DEVELOPMENT

1. Professional development standards and opportunities

Professional development for Castlemont High School is designed to improve instructional practice, increase collaboration, interdependence and accountability among members of a pathway, support teachers around the school's four curricular priorities (Ethnic Studies, pathways, mastery-based skill development, interdisciplinary projects) and allow faculty and staff to meet the needs of students, families, and community members. In order to ensure that all of these objectives are met, professional development opportunities are frequent and protected.

Instructional practice improves when teachers share best practices through critical inquiry of their classroom and their students' learning. Professional development on instructional practice is in service of school-wide instructional goals based in data. These priorities are co-constructed by the staff, but held by the Instructional Leadership Team comprised of the principal and pathway vice principals, instructional coaches and teacher leaders from Math, ELA, History, Science, Instructional Technology, English Language Development and SPED. The instructional leadership team

conducts quarterly assessments of progress towards school-wide goals and recalibrates professional development where appropriate.

Faculty professional development meetings for instruction take place weekly for 90 minutes. This time is used for instruction-based work. For example, teachers receive professional development on project-based learning, differentiated instruction, and the use of critical pedagogy and restorative practices in the classroom. Teachers and community members lead professional development to utilize the leadership and expertise present at the site in lesson planning, classroom culture and management, etc. Teachers and community members also use professional development time to model restorative justice practices.

PLC-specific professional development opportunities allow teachers to plan interdisciplinary projects and design skills maps and rubrics. Teachers have a full week of collaborative time during both the fall and spring semester facilitated by the pathway coach. While teachers are out of the classroom, students engage in learning off-site, or by industry professionals, thus not impacting instructional minutes.

Lastly, while not professional development, administration, faculty, and staff need time for announcements, discussion of non-instructional priorities, and training to implement new tools. Castlemont will use an afterschool monthly meeting for this purpose so that the professional development time is protected exclusively for instruction.

As described further in the Education Program session, Castlemont teachers use a critical pedagogy in order to create an education program that is culturally sustaining. Castlemont teachers facilitate learning that embraces consciousness raising and critique of society, while valuing students' voices and honoring their identities. Jeffrey Duncan-Andrade and Ernest Morrell offers teachers strategies for doing so through the cycle of critical praxis[22]:

- Identify a problem
- Research the problem
- Develop a collective plan of action to address the problem
- Implement the collective plan of action
- Evaluate the action, assess its efficacy, and reexamine the state of the problem

Professional development will support teachers in implementing this cycle with students. Furthermore, teachers will model the cycle of critical praxis in professional development by applying it to problems within their teaching practice.

To ensure that the needs of English learners and special education students are met, every professional development session must incorporate practices for working with these populations. For example, professional development on implementing a youth participatory action research project must address how teachers can help English language learners access the content and embed specific strategies for how the project will support their English development skills.

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[22] Duncan-Andrade, Jeffrey M. and Ernest Morrell. 2009. "The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools.

Professional development at Castlemont will be evaluated in two major ways: through consistent feedback protocols by participants at the end of every professional development session, and by classroom observation data that shows how well instruction is improving. Teachers will give continuous feedback about the utility of the professional development, and the calendar will remain fluid based on participants' greatest support needs. In addition, coaches and other observers will closely monitor how effectively teachers are implementing major schoolwide focuses such as interdisciplinary projects and critical pedagogy, and will revise professional development as needed.

SECTION 5: FACILITIES

A. Facility Modifications / Improvements

Castlemont High School's plan for facilities is to develop the buildings, equipment and physical space to fully realize our academic vision. Castlemont shares its campus with three schools, Leadership Public High School, Castlemont Junior Academy (CJA), and Castlemont Primary Academy (CPA). The Castlemont campus Castlemont has four general classroom buildings (100, 200, 300, and Arts), a wing of eight portables on the Hillside campus, a Music Building, an Auditorium, a Gymnasium, a Library, a cafeteria, a workshop, two double classroom portables, and a long one room building. LPS currently resides in the 100 building, and CJA and CPA will be moving into the 300 building and the long one room building in the fall. Castlemont, LPS, and CJA will share the cafeteria and Auditorium; Castlemont will have primary use of the other buildings on campus.

Castlemont will add two new district programs in the fall: a Counseling Enriched Class for 14 students, and a 100-student newcomer program. In order to accommodate these programs and support a collaborative use of space with our charter school partners, Castlemont will re-purpose some of our spaces.

Below is a list of the necessary improvements for the fall of 2015:

- Remodel Art room (S3) in 9-10 building to serve as classroom for S.H. class.
- Remodel two classrooms (N1&N2) to serve as classroom for Counseling Enriched class.
- Prepare Hill Side site for use in 2015 -2016:
    - Remodel/repair the interior of all classrooms
    - Provide working internet service
    - Remove fence between Arts Building and Hillside
    - Repave Hillside basketball courts
    - Add benches and tables around Hillside
    - Move parking lot portables closer to hillside to help create continuous space
- Charter School Adjustments (CPA & CJA)
    - Fencing around 300 Building
    - Scheduled Cafeteria use by CPA
    - Build a Playground
    - Additional Portables

Our goal is to renovate the existing Fabrication Lab, Gun Range, and science labs for the 2016-2017 school year. Castlemont is focused on thoughtful use of its facilities to create an optimal and safe learning environment, to this end these spaces need to be upgraded to meet industry standards and Career Technical Education standards. The current electrical in the Fab Lab is inadequate to support the use of industrial grade equipment without tripping circuit breakers and causing power outages that interrupt the instructional program and have the potential to destroy sensitive equipment. The Fab Lab also needs working air conditioning; temperatures soar into the nineties during warm months, creating potentially hazardous health conditions for students. The sensitive electrical equipment requires climate control. The plumbing and drainage in the former gun range are not adequate to support the hydroponic garden and farm. Neither of these buildings has working

internet, making it impossible for students to access online tools or participate in personalized
learning activities. The Science Lab Classrooms in the 200 building must also be remodeled and
upgraded to support the growth of the Public Health Pathway.

In order to provide wall to wall Linked Learning pathways, several major capital improvements will
be necessary. Starting 2016- 2017 school year, Castlemont will work closely with the district's
facilities director and consult with teachers, local business, industry, and postsecondary partners, and
pathway team leaders to determine the facility and equipment needs for current and future pathways.
Castlemont's tentative plan is to build a new Library/Media Center where the outdoor basketball
courts are to house the Library, Media Center and the three pathways (SUDA, Public Health, and
one to be determined). This building will have at a minimum a full service learning center, two
computer labs designed for personalized learning, two fabrication labs, two health labs, a parent
center, a college and career center, two classrooms, and several conference rooms. This building will
be the hub of Castlemont's educational program. It will provide space for research, parent
engagement, and personalized learning. Castlemont also wants to expand the current Fab Lab
building to house two CTE classrooms. A Community Kitchen will be developed to allow for
processing and preparation of food from farm and sustainable foods program as part of sustainable
design projects and public health pathway nutrition and wellness program. The proposed timeline
for the new building is planning and design 2015 -2017 and construction in 2017 – 2018.

Castlemont has ample outdoor space to support academic programs. Castlemont currently has a
campus garden and farm. The garden and farm are both used as outdoor classrooms. The SUDA
pathway will use these spaces for students to learn about sustainable agriculture and the repurposing
of urban spaces. The garden and farm will be a gateway to community based learning and provide
opportunities for action research. By this fall the Castlemont Farm will be in full production and
portions of the current outdoor basketball courts will become greenhouses, storage containers,
office space, post-harvesting stations and food waste processing stations.

Castlemont's field and pool are used for multiple learning and extracurricular activities. Both are
used regularly for physical education, and school athletics. Students at both Castlemont and LPS are
eligible to participate on athletic teams and coaches come from both schools. The field is commonly
used by both LPS and Castlemont High School for field day activities, homecoming assemblies and
other outdoor school events. CJA and CPA charters schools will also have access to the field and
pool for events and athletics. These spaces will be used for common events where all four school on
campus will participate. These may include Field Day, pathway career days, cross school cultural
events, passing the torch, themed family days, unity day etc.

The pool and field are also used for and by the community for soccer, public swim, weekend swim
lessons, and community events such as first Saturday, sponsored by Youth UpRising. The pool has
recently been reopened, but needs some minor repairs, including patching breaks in the marcite,
updated signage, pool light repair, and internet access.

The current football field needs new Astroturf, and several of the bleachers are in need of
replacement. The outdoor area around the Hillside buildings needs to be repaved, and benches and
tables should be installed to create a space inviting for students and families to congregate in, as the
location of the Freshman House this area will be utilized regularly for family gatherings and
community building activities.