

# CASTLEMONT HIGH SCHOOL

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OAKLAND UNIFIED SCHOOL DISTRICT

FOCUS ON LEARNING

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WASC 25930

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## PREFACE

The Castlemont High School Community has been working diligently to firmly establish the School-to-Career Program, and build a wall-to-wall academy program. The School-to-Career program incorporates the new urban high school model and creates small schools within a school. Schoolwide academies are comparable to "houses," and are used to facilitate and implement the school-wide action plan. The school is now composed of eight academies and a ninth grade, castle (house). The academies assist in driving student achievement through promoting career choices, post secondary linkages, student interventions, counseling and guidance, awards and incentive programs. A student's choice of an academy designates career path and assists students in determining post secondary education, or training needed to establish career choices.

Academy directors and academy teachers were selected on the basis of their experience, master scheduling and their interest in being part of an academy model. Each academy has a counselor who assists in the coordination of the academy, based on the academy needs, student needs, goals and career paths. The principal's involvement includes, but is not limited to, meetings with academy directors and co-directors to discuss and approve matters dealing with facilities, funding, equipment and supplies, enrollment, scheduling, and any other requirements or needs of academy students and teachers.

Student intervention, a form of guidance and counseling is crucial. The process usually begins with a marking period report of academy students' grades. The report is shared with the academy teaching team. An analysis of student achievement in all classes takes place and a meeting with the students' whose grades fall below 2.0 in any class. During team meetings and one to one teacher/student meetings, individual student information is shared and discussed in order to establish patterns, define problems and propose solutions. Solutions could be counselor appointments, tutoring, improved attitude, improved communication, conflict resolution, completing assignments or re-focusing student on academics. Interventions are designed so that the teacher giving the grade, the student and the parent can propose a collaborative strategy to improve. However, sometimes the director or another member of the team will develop a strategy or solution with the student, informing the director, the grading teacher and/or parents.

Faculty meetings are general sessions where staff and administrators come together to determine solutions for ongoing issues and challenges. Staff comes

together in focus groups, departments, academies or schoolwide to evaluate school culture, climate and student progress. Implementation and evaluation of proposed solutions are carried out in the schoolwide action plan and in academies through practice and planning meetings. Staff continues to give feedback to administrators' as needed. The academy teachers and counselors work together on a regular basis during conference periods, and after school to implement student interventions. Academy teams also discuss and plan for activities such as integrated projects, advisory meetings, guest speakers, field trip studies/study tours, job shadowing, parent night, student-parent orientation, recruitment faire projects, service learning projects and an end of the year awards banquet.

The Oakland Unified School District (OUSD) is committed to maintaining students in the same Academy from grades 10-12, with the same core of academy teachers to create the small learning community that is essential for the long term success of the program. OUSD also maintains formal linkages with Peralta Community College District, California State University, and Hayward, University of California at Berkeley, California College of Arts and Crafts, and Academy of Art College. In addition, the District is currently engaged in a project with Peralta and California State University, Hayward, to develop program entry standards for the career focused areas that relate to degree and certificate programs offered at their institutions. In 1999 there were 25 seniors who enrolled at CSU campuses, about 20% of all college-going seniors.

The school's leadership team is composed of administrators, counselors, academy directors, focus group facilitators, certificated and non-certificated representatives, and community representatives. We are still challenged to increase student and parent participation at the leadership level.

We have successfully begun the process of establishing "Focus On Learning." This has been accomplished by allocating staff planning and meeting time through block scheduling, evenings, weekends and retreats. We rotate the campus planning time to facilitate the following: department meetings, academy meetings, and focus groups. Department meetings focus on curriculum planning and the sharing of best practices. Academy meetings enable us to develop individual academy action plans and carry out best practices. Focus groups are intended to evaluate the progress, procedures and solutions to areas previously identified as "critical needs." Most recently, we have extended our school day in order to create minimum days during which we can continue to effectively review, revise and modify plans to improve schoolwide administrative and academic processes.

## **VISION STATEMENT**

The Castlemont community will work collaboratively with staff, students, and parents to significantly increase the level of academic achievement of our children by taking these steps:

- Assist students as they develop intellectually, emotionally, socially and physically
- Increase students' attendance by 20 %
- Maintain a safe and clean campus
- Provide an interesting, challenging curriculum and motivate students to attend class regularly
- Assist students in meeting Expected Schoolwide Learning Results (ESLRs) and District Standards
- Expand technological instruction across the curriculum
- Prepare students for careers in the 21<sup>ST</sup> Century

Students will demonstrate competence in literacy, academic leadership and technology. Moreover, students will develop a work ethic and demonstrate respect for other cultures, and an appreciation for the arts and pride in their school and community.

# CHAPTER I

## STUDENT/COMMUNITY PROFILE

Castlemont High School, a comprehensive high school, has the potential to be one of the most exciting schools in Oakland. Situated on 12 acres, the school is located in a beautiful "City by the Bay." On one side is the legendary San Francisco. On the other side is a panoramic view of the Oakland Hills. As a "Pacific Rim City," Oakland is an important center of international trade.

The Castlemont school community consists of administrators, counselors, teachers, support staff, parents, students, city officials, community volunteers, and business partners. The school community has rallied to open its doors after being housed in portables while the main buildings were closed for years. Two of the campus' three main buildings opened their doors in September 1998 after five years of seismic retrofitting and renovations. Contractors released the third building in February 1999. Staff and students finally had the pleasure of holding classes in buildings and portables were removed by June 1999. This greatly increased the overall safety and began enhancing school pride, beautification and an improved learning environment.

Presently the school community is pressing for the completion of a new swimming pool, a rolled-iron fence enclosing the campus and the football field, improved custodial services, increased hiring of safety personnel and on-site vendors for expanded food services. Moreover, the Castlemont community is working collaboratively to improve the school climate. Townhall meetings are held after school for collaborations between stakeholders. Our stakeholders are the Castlemont School Community include a strong student voice, advocated by very active and instrumental in promoting student achievement, and participated in our self-study with feedback and a review of reports. Collaborative efforts of youth organizations: Youth Together, Teens on Target, and Youth against Community Injustices (YACIN). The implementation and expansion of the school within a school model, or schoolwide academies, has increased staff input and established a strong, collective voice. Academy teams have four additional hours of paid meeting time outside of weekly meeting time scheduled during the school day. Academy teams are also invited to participate in summer institutes during which they can create their action plan and instructional strategies for the upcoming school year.

Our new administration has incorporated "Focus On Learning," the WASC process, as a major tool for academic achievement. "Focus on Learning" has been established as an ongoing process supported by a three-year action plan. Collaborative effort in "WASC-ing" will lead our school community into Site Based Management, a board-approved process to improve services and facility maintenance. Site based management requires collaborations of all stakeholders. A continuing team effort to utilize the best practices, and strategies

developed within our organizational structure implemented through our action plan will build students' academic success. The WASC self study process has created a team-building effort of staff and administrators to become more accountable for our results. This accountability is needed in order to move to site based management. Staff has worked together as a unit to produce and document our plans. Staff input into the overall organizational structure and the administration of schoolwide issues and challenges produces more accountability. It will also provide more autonomy to Castlemont's stakeholders, increase staff morale, and improve overall academic achievement and instruction through a participatory management style.

Castlemont is located in an economically disadvantaged section of East Oakland, characterized by an influx of multi-racial and multi-lingual, low-income families. The student body and staff have become a more diversified population. Affiliations with community business partners, churches, and social service programs funded by private and government sources have been numerous. Currently there is a joint effort to make Castlemont an oasis in the community, involving staff, faculty, administrators, Alumni, the Parent/Teacher/Student Association (PTSA), the English Learner Advisory Committee (ELAC, formerly BAC), the Homeowners Association, local churches, and community activists. The desired outcome is a campus of peace, tranquility, and beauty that is conducive to learning.

Using the statistical data and test scores shown on the following pages, we have begun the process of matching instructional strategies to create a successful schoolwide focus on attendance and literacy.

# DATA ANALYSIS

**1999 Academic Performance Index (API)  
School report: Summary for Grades 9-11**

**School:** Castlemont Senior High  
**County:** Alameda  
**District:** Oakland Unified  
**CDS Code:** 01-61259-0143092      **School type:** High School

1999 Percent Tested	1999 API	1999 Statewide Rank	1999 Similar Schools Rank	1999-2000 Growth Target	2000 API Target
53	433	1	3	18	451

Castlemont High School has a very low 1999 academic performance index (API):

- 53% of its population was tested.
- Based on an API scale of 200-1000, Castlemont's score was 433.
- Castlemont's rank was 1 based on a scale of 1-10.
- Castlemont's rank with similar schools in the state is a 3 with 10 being the highest score.

Our 1999-2000 growth rate is 5% of the difference between the 1999 API and the interim statewide performance target of 800. Projected over a three year period:

- 2000 – 2001      468 (Growth rate of 5%)
- 2001 – 2002      485 (Growth rate of 5%)

Doubling the growth rate (10%) over a three year period projection:

- 2000-2001      496
- 2001-2002      536

A target of 600 may not be realistic but our goal is to reach a performance target of 600 by the year 2002. Accomplishing the action steps in our Vision, ESLRs and Action Plans will greatly improve our students' academic achievement.

In addition, other factors indicate that motivation to achieve is low among our students. District reports have indicated that student attendance averages 72% daily. The dropout rate is 11%, suspensions are at 23%, and 93% of our students performed below the 50<sup>th</sup> percentile in achievement testing.

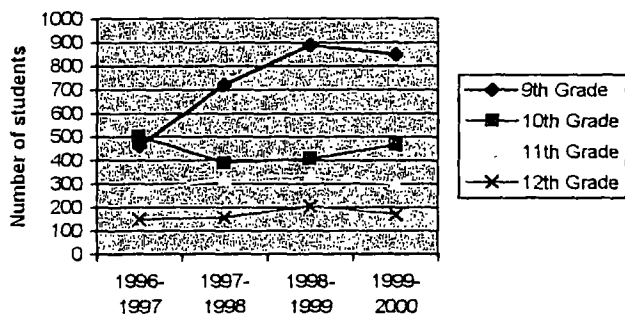
### Student Enrollment and Ethnic Composition

Castlemont is truly a culturally diverse school. Economic and social disadvantages affect all cultural groups at Castlemont. In the Castlemont area, 80% of the students' families are low income, and 46% of students participate in the Free or Reduced-Price Lunch Program.

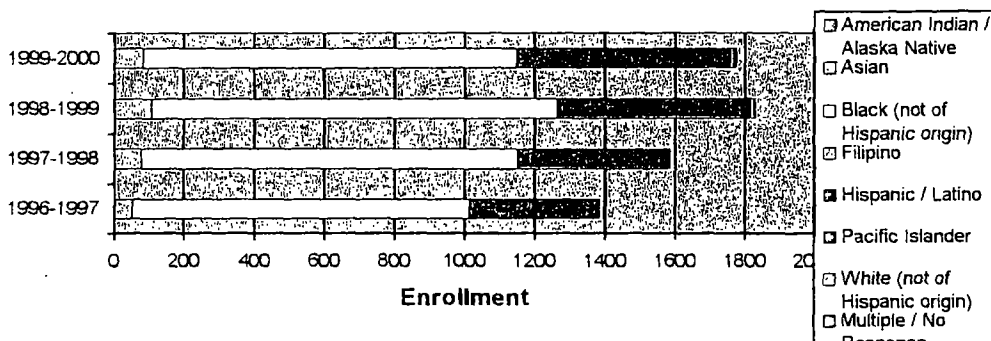
Since the last WASC review in 1996, there has been a steady increase in the total student enrollment, with a slightly lower enrollment in the 1999-2000 school year. While increases occurred at each grade level, the most obvious increase was at the 9th grade level, from 461 students in 1996-97 to 886 students in 1998-99.

African American students have consistently been the majority at Castlemont, but the Hispanic and Asian populations have shown a steady increase from the 1996-97 school year until the present.

**Student Enrollment, By Grade Level**



**Student Enrollment and Ethnic Composition, by year**



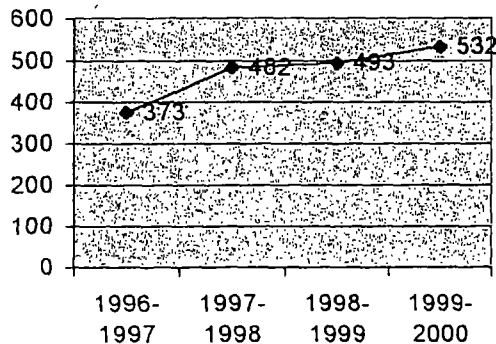


## Special Student Populations at Castlemont

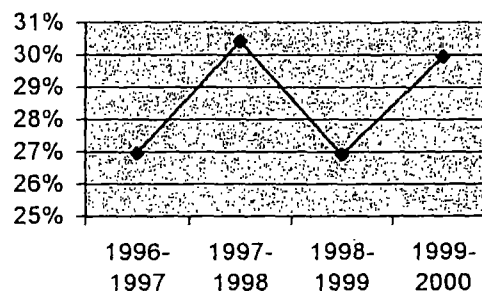
Castlemont services two special student populations: English Language Learners and Special Education Students. The number of students in each category has consistently increased since the last WASC review.

There are seven major and several other minor primary languages represented among Castlemont students, including Spanish, Vietnamese, Cambodian, Laotian, Tongan, and Mien. While the number of English Language Learners (ELLs) enrolled at Castlemont has increased each school year since 1996-1997, the percentage of the student body comprised by ELLs has hovered between 27% and 30%.

**Total English Language Learner Enrollment**



**English Language Learners as a Percent of the Total Student Population**



According to the End of Level Tests written and scored by the District, Castlemont's English Language Learners on average score below the district average. To pass from one level of English Language Development (ELD) to the next highest level, a student must achieve a score of 2.7 or better on the End of Level Tests. On average, Castlemont students did not achieve this score at any of the five ELD levels. See the chart below for more details.

### End-of Level Test Scores, Spring 1999

ELD Level	Number of Students Taking Test	Castlemont Average Score	District High School Average Score
ELD 1	13	1.915	2.57
ELD 2	24	1.892	2.46
ELD 3	32	2.1	2.26
ELD 4A	45	2.156	2.21
ELD 4T	39	2.246	2.26
ELD 5	48	2.285	2.24
Total	201	2.148	2.31

Finally, Castlemont has a very low, close to 0%, redesignation rate for its English Language Learners. In other words, virtually no student who is categorized Limited English Proficient by the district when she or he enters Castlemont is able to switch to Fluent English Proficient before leaving the school. In order to be redesignated, a student must score above the 30<sup>th</sup> percentile in reading, writing, and mathematics on the grade-level SAT-9 exam.

There are two major categories of Special Education students at Castlemont High School: Resource Specialist Pupils (RSP) and Special Day Class (SDC). All RSP students spend most of their day integrated into mainstream classrooms. Their teachers work with a Resource Specialist to ensure that the student is working toward his or her IEP goals.

The data on Special Education students indicates that the number of these students in both categories has grown significantly since the last WASC review. The data also indicates that as students proceed through the school, they are increasingly redesignated as "Regular Education" students. For example, the 9<sup>th</sup> grade male cohort of SDC students entering in 1997-98 began at 17 students, shrank to 12 students in 1998-99, and is now 5 students in the 1999-2000 school year. Similar decreases can be seen across the board. Finally, the data shows that many more males than females are categorized as SDC or RSP students.

School Year	Total Special Education Enrollment	Total CHS Enrollment	% of students in Special Education
1996-1997	69	1385	4.9%
1997-1998	111	1585	7.0%
1998-1999	146	1831	7.9%
1999-2000	146	1776	8.2%

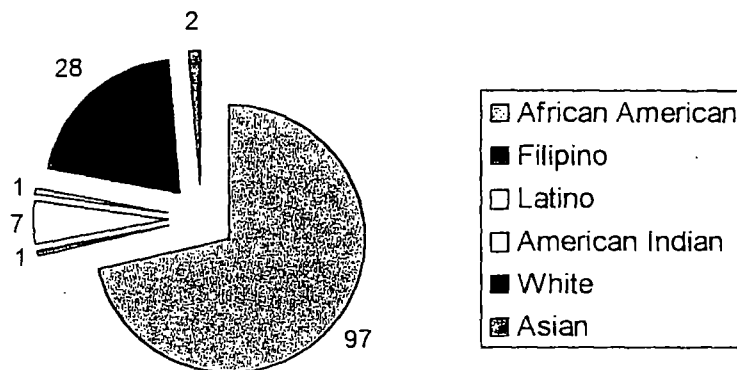
School Year	SDC 9M	SDC 9F	SDC 10M	SDC 10F	SDC 11M	SDC 11F	SDC 12M	SDC 12F	Total SDC
1996-1997	12	3	9	6	11	4	1	2	48
1997-1998	17	7	12	9	4	6	7	2	64
1998-1999	33	10	12	5	5	1	5	5	76
1999-2000	32	20	15	2	4	3	4	1	81

School Year	RSP 9M	RSP 9F	RSP 10M	RSP 10F	RSP 11M	RSP 11F	RSP 12M	RSP 12F	Total RSP
1996-1997	7	3	7	3	1	0	0	0	21
1997-1998	20	7	9	4	6	0	1	0	47
1998-1999	23	7	12	5	11	3	7	2	70
1999-2000	19	7	12	5	12	3	5	2	65

## Staff Gender and Ethnic Composition and Training

The Castlemont staff for the 1999-2000 school year includes 90 certificated and 46 classified staff members. The certificated staff includes five administrators, 80 teachers, and five counselors. The pie chart below shows the ethnic composition of the entire staff. As you can see, the staff is predominantly African American and white, with a few Latino, Asian, and Native American staff members. One significant change this year from past years is the addition of one Latino administrator. In addition, three Latino School Security Officers were hired in spring of 1999, with one continuing to work at the school as of March 2000.

**Staff Ethnic Composition, 1999-2000**



The staff is fairly evenly divided according to gender, although there are slightly more men than women in staff positions across the board. In 1998-1999, the teaching staff had an average of 14 years of teaching experience, and 41 teachers, or approximately 50%, had received a master's degree or higher.

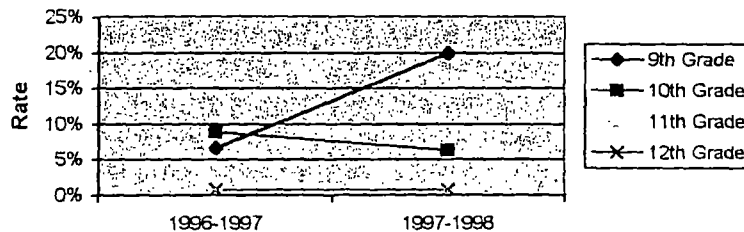
## Student Dropouts

Castlemont's most recent dropout rate statistic, from 1997-1998, showed a dropout rate of 11%. This rate is highest at the 9<sup>th</sup> and 10<sup>th</sup> grade levels, as is shown in the graph below. The chart below also indicates that the ethnic group with the lowest dropout rate was the Asian students, followed by African Americans. Latinos showed the highest dropout rate. The high percentages for white, Pacific Islander, and Filipino students are primarily a result of the low numbers of student enrollment in these ethnic groups.

## Castlemont High School Dropouts, 1996-2000

	1996-1997	1997-1998	1998-1999	1999-2000
TOTAL Dropouts	79	176		
TOTAL Students	1385	1585	1831	1776
Dropout Rate	6%	11%		

Student Dropout Rate, by Grade Level



## Dropout Rate by Ethnic Group, 1996-2000

	1996-1997	1997-1998	1998-1999
Asian	3.8%	5.2%	
Pacific Islander	0%	15%	
Filipino	0%	33%	
Hispanic / Latino	6.0%	12%	
Black	5.6%	10.8%	
White	50%	100%	

There is great concern that the number of graduates in a given year represents only a fraction of those students who were enrolled as 9th graders. As indicated by the graph, the 9th grade year is when we see the highest number of dropouts. Several possible explanations have been offered:

- Graduation classes are smaller because of the number of student retentions. While not actually becoming dropouts, students become part of another graduating class.
- Students transfer to other schools in the district, thus decreasing the number of graduates from the original projection.
- Students become part of the criminal justice system.
- Students become full-time providers for their family.

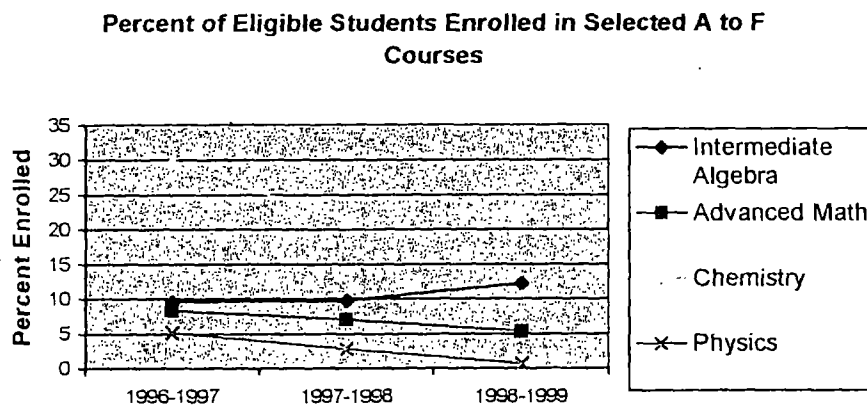
As a school community, we recognize our challenge and have begun to identify and implement more effective strategies to motivate all of our students, with a special emphasis on the 9th graders. Presently, there are plans to implement a "Buddy System," which will provide each 9th grade student with an upper-classman to help him or her become acclimated to the high school environment. Tutoring programs are provided through community agencies, churches, and youth programs to assist students with their academic coursework. The school

presently is affiliated with community support groups that provide mentoring, training in building positive relationships, and workshops aimed at violence prevention.

Castlemont has also begun its Saturday School program, which will allow students to earn graduation credits. This opportunity will assist students whose obligations during the week cause them to miss morning classes. Students can take up to two classes on Saturdays. The first session runs from 9:00 A.M. until 11:00 A.M., while the second session runs from 11:00 A.M. until 1:00 P.M. In order to receive academic credit for participating, students must attend 60 hours for each course. They also benefit from the tutoring and homework assistance that are provided during Saturday sessions.

Another effort to reduce the dropout rate is the utilization of a Family Community Counselor (F.C.C./Truancy Officer) on campus. Students with poor attendance are referred to the F.C.C. by the attendance clerk or by teachers who have been unable to contact parents or guardians regarding student absences. The F.C.C. in turn attempts to locate students through other classes where attendance is frequent or through written notices to parents at the last known address.

### Students Enrolled in Selected A to F Courses



The data shows that students tend not to enroll into courses that require advanced math skills. While not indicated on the graph, when these courses are selected the classes generally have fewer males than females. We need to increase our efforts to recruit males for these courses and provide enrichment courses to augment efforts of the math teachers. The Math Department has opened a Mathematics Computer Lab to assist students who are having difficulty with math skills. Individual teachers offer tutoring to their students in order to strengthen understanding and improve student performance on tests. Furthermore, students who do not pass the first semester of Algebra must now

repeat that class during the second semester. Students will be more successful if they can master basic concepts presented during the first semester before continuing to more advanced coursework.

Recently, we have experienced an increase in the number of students taking chemistry because many academies require students to take it as a second laboratory course. We hope that with our continued efforts to strengthen the math program, enrollment in physics and advanced math courses will increase in the future. If students first understand basic concepts, then they will be successful with more challenging coursework.

Finally, as the chart below shows, in past years, the percent of total graduates who completed A to F requirements has been low – 18% in the Class of 1997 and 30% in the Class of 1998.

### Vocational Education and A to F Graduates, By Ethnic Group

	1996-97			1997-98		
	Voc. Ed.	A to F	Total	Voc. Ed.	A to F	Total
Asian	2	3	3	8	5	12
Pacific Islander	0	0	1	1	0	2
Hispanic	5	5	31	28	10	55
African	44	17	101	51	37	105
American						
TOTAL	51	25	136	88	52	174

### SAT Test Results

The number of students taking the SAT test has fluctuated yearly since 1990. In general, approximately 40% to 50% of the graduating class takes the SAT each year. In general, the years where a greater number of students took the test show lower average scores, both in verbal and in math.

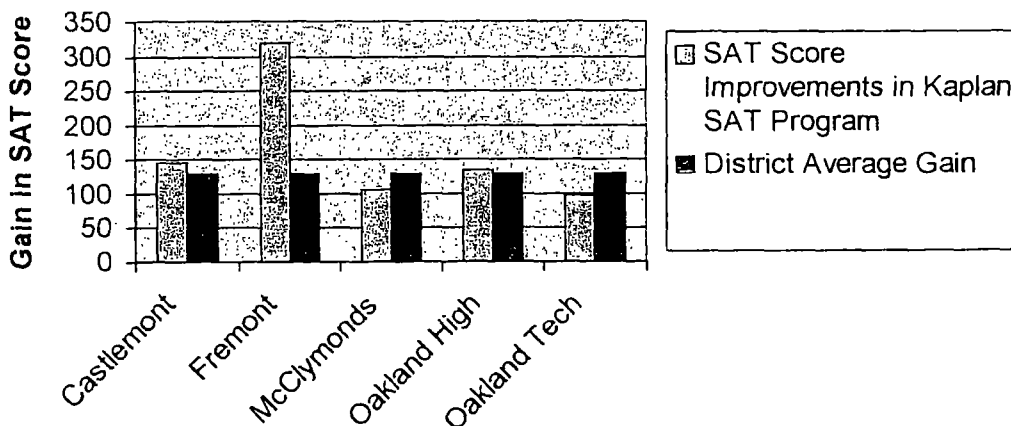
In reviewing enrollment data from the last three years we identified an increase from 40 to 63 Hispanic seniors, some of whom are Limited English Proficient, and might have lowered verbal test results. Students who are enrolled in the Program for Exceptional Children, and are a component of either the Special Day Class (SDC) or Resource Specialist Program (RSP), are also included in these test scores.

	1998	1997	1996	1995	1994	1993	1992	1991	1990
Grade 12 Enrollment	155	149	139	153	180	185	195	190	206
# Taking SAT	82	60	62	78	75	73	68	71	87
% Taking SAT	52.9	40.3	44.6	51	41.7	39.5	34.9	37.4	42.2
Average Verbal Score	353	384	375	354	372	387	383	370	375
Average Math Score	360	394	361	363	392	361	394	389	390
Average Total Score	713	778	736	717	764	748	777	759	765

In an effort to improve our students' performance on this test, the Oakland Unified School District sponsored the Kaplan SAT program during the summer of 1999. The program goals were to expose students to the testing format and acquaint them with the type of material to be tested and some test-taking strategies which can greatly influence their test scores. It was a six-week SAT preparation class for which students were charged a small fee.

The Kaplan SAT program was conducted at several high schools in the city, and for the first time, a program of this kind was held at Castlemont High School. In the Castlemont class, thirty-one students began the program and twenty-nine remained throughout its completion. Castlemont showed the second highest gain in the District, a gain of 147.10, compared to the District's average of

**Gains in SAT Scores Compared to District Average Gain,  
Kaplan Pilot Program Participants 1999**



129.29. Due to the success of the pilot program, the class is now offered twice a week on campus, after school.

### ACT Test Results

Many of the same factors that were cited regarding SAT test results can also apply to ACT results. Most colleges and universities require the SAT test. The fluctuations in the number of students taking the ACT implies fluctuations in the number of students who are enrolling in historically black colleges. These colleges normally require ACT scores in their admissions process.

	1998	1997	1996	1995	1994	1993
Grade 12 Enrollment	155	149	139	153	180	185
# Taking ACT	16	22	19	13	35	17
% Taking ACT	10.3	14.8	13.7	8.5	19.4	9.2
Average Composite Score	16.2	16.1	14.2	15.9	16.3	15.5

## Advanced Placement Test Results

In 1999, students took a total of 78 Advanced Placement (AP) Tests in the subject areas of United States History, Government and Politics, English Literature and Composition, Calculus AB, and Chemistry. The vast majority of these students scored at the 1 and 2 level, with one student scoring a 5 on the Calculus AB test and one student scoring a 4 on the English Literature and Composition Test.

## Stanford 9 Test Results

The April 1998 administration of the Stanford Test of Academic Skills indicates that in all subject areas, at all grade levels, Castlemont students score below the 30th percentile. In general, scaled scores for 10th graders are higher than scores for 9th graders, and scores for 11th graders are higher than scores for 10th graders. In addition, data compiled from the 1999 administration of the test indicates that many students scored below the 25<sup>th</sup> percentile in reading. A major push in literacy skills is needed to help Castlemont students succeed on standardized tests.

## Suspensions and Expulsions

The school suspension rate has decreased consistently since the 1997-1998 school year. The most common offenses for student suspensions have consistently been defiance of authority, injuring another person, and profanity. Other common offenses include possession of tobacco or controlled substances and damaging school property. The data on DHP Referrals refers to the district Disciplinary Hearing Panel, which hears expulsion trials. Suspension and DHP data disaggregated by gender and ethnicity are not available at this time.

## Suspension and Expulsion Data, 1996-2000

School Year	Suspensions	Suspension Rate	DHP Referrals
1996-1997	486	35%	22
1997-1998	586	37%	27
1998-1999	492	27%	20
1999-2000*	425	24%	

\*Projected Data



## Post-Enrollment Data

Post-enrollment data was only available for the Castlemont Class of 1999. Of 202 seniors, 192 graduated, for a senior-class graduation rate of 95%. Of all college-bound seniors, 97 seniors, or about 50% of the class, enrolled at 2-year colleges. In 1999 there were 25 seniors or 13% of the class, about 20% of all college-going seniors, enrolled at Cal State University campuses. Five seniors enrolled at 4-year private colleges and another five enrolled at University of California campuses. College-bound students received on average \$4846 of scholarship money.

While satisfactory completion of the ROTC program can lead to advance placement credit in the Senior ROTC Program or advanced rank in the armed forces, we have not collected data on this.

## CHAPTER II

### ESLRs

**EXPECTED SCHOOLWIDE LEARNING RESULTS**  
**ALL STUDENTS AT CASTLEMONT HIGH SCHOOL WILL ATTEND**  
**SCHOOL REGULARLY AND:**

- I. **Master essential skills in all academic areas.**
  - A. Communicate fluently in English, both orally and in writing, for a variety of purposes and audiences. English language learners will show an increasing level of fluency in English.
  - B. Access, read, comprehends, and interprets a variety of resources (e.g. poetry, novels, expository texts, biographies, periodicals, charts, graphs, and websites)
  - C. Use mathematics and mathematical principles to solve problems across the curriculum, as in academy projects, integrated projects, and service learning.
  
- II. **Demonstrate effective communication skills.**
  - A. Speak and write clearly in all presentations (e.g. essays, creative writing, debates, cross-cultural discussions, speeches, projects, lab reports).
  - B. Use writing and discussions to summarize, analyze, interpret and apply the information to real life situations.
  - C. Practice effective listening.
  
- III. **Think critically in academic and applied situations, (e.g. common sense).**
  - A. Apply essential skills to solve problems.
  - B. Examine problems from many perspectives and generate multiple solutions.
  - C. Use self-monitoring strategies to resolve conflicts (e.g. stop, think, and listen before you react).
  
- IV. **Demonstrate the necessary characteristics to work independently.**
  - A. Complete assigned tasks in a timely fashion.

- B. Find useful resources to complete projects, reports and assignments.
- C. Exhibit self-motivation, self-direction and ambition.

**V. Demonstrate the ability to work collaboratively in teams.**

- A. Contribute and function as a responsible team player.
- B. Work together without prejudice, bias, or discrimination.
- C. Function as leaders, (self-starters), as well as followers.

**VI. Demonstrate physical and emotional well being.**

- A. Follow school rules in dress codes and behavior.
- B. Express knowledge, skill, and behaviors essential to live healthy productive lives.
- C. Show proper respect toward all, regardless of race, culture, gender, or religious beliefs.
- D. Exhibit enthusiasm during lectures and class recitations.

**VII. Demonstrate respect toward all cultures and beliefs, and the values therein.**

- A. Honor opposing viewpoints, multiple perspectives, and different opinions.
- B. View old and new ideas with an open mind.

In the process of aligning our vision statement and ESLRs with our schoolwide action plan, Student Performance Data, district targets, and academy action plans were all scrutinized. We began with a staff session on the overview and organizational structure of small schools within a school. New staff had the opportunity to become acquainted with the academy model, and select academies to participate in and support. The process included a schoolwide effort of review, revision and analysis to determine necessary steps to ensure that students were being uniformly instructed to meet the ESLRs. This process led to a deepened understanding of what we expected students to know and how we would measure it, that is assessment. Academy action plans laid out timelines, identified resources, and established reports of progress and evidence of success. During this phase we spent hours of staff time revisiting and revising our vision statement and expected schoolwide learning results. Once we reached clarity and consensus on the vision and the ESLRs we applied these to the process of modification and improved action steps in academy action plans.

## CHAPTER III

### PROGRESS REPORT

#### Critical Area 1

**The district must move with all deliberate speed to ensure that the school is retrofitted and renovated to provide students with an environment conducive to learning.**

The Site Management Team of Castlemont High School continues to request and monitor requests for repairs and maintenance on campus as they directly relate to the general health and safety of the campus population (i.e. students, teachers, staff, etc.). On an on-going basis, repairs and maintenance tasks vary including, but not limited to graffiti removal, repair and installation of lighting in under lighted areas of the campus and buildings, restroom sanitation and repair. Other areas include repair and maintenance of heating systems, repair and maintenance of drinking fountains, hot running water, replacement and/or repair of windows, doors, operable elevators, new fencing, locker repairs, repairs in gymnasium, and installation of handrails on all stairwells.

Improving food services continues to be a challenge. There is a proposal to renovate the student cafeteria during the summer months. There is also an effort to continue food sampling by stakeholders to create a variety. Parents and student will sample from other schools to help with the selection process. As a result of earlier campus food tasting, chicken salads, tuna salads and the colossal burger has been added. Fully staffing in the cafeteria remains an issue. The hiring practices and stabilizing employees as a team is an on-going challenge. There is a proposal to add more students from the Culinary Academy with a stipend. These changes are necessary to increase students having lunch on campus.

Although all critical areas have not been resolved at this time, action plans are in place to complete the process of renovation. District response to critical repairs and maintenance is vital to overall action plan of Castlemont High School. Time, funding and expediency are all critical in this area.

## **Critical Area 2**

**All staff members will develop and support student performance assessment strategies that measure students' growth according to ESLRs.**

The Academy Action Plans devised some assessment instruments to measure student performance. Student portfolios, learning projects, presentations, rubrics and peer evaluation are some examples instructors use to measure student performance. Some teachers have incorporated hands-on projects that have "sparked" renewed interest and enthusiasm, and sparked a desire in students for further research and study. In some cases, projects assist in students' choice of career goals. These changes have already made marked improvement in students' attendance and performance in the classroom. It is important to note here that some students have demonstrated improvement in testing and class participation.

According to the staff survey, and developmental meetings there is collaboration among new and veteran teachers concerning traditional assessment. There appeared to be a consensus among the staff to develop more assessment strategies. Many teachers expressed the need to develop rubrics and uniform grading within the departments. Another areas of interest included strategies to address learning modalities, especially for our English as a Second Language and Exceptional Children's Program.

Our growth target is to increase students' academic, social and emotional growth by 20%. Social and emotional growth will be measured by a decrease in absenteeism and suspensions. Another measurement will be increased participation in our Conflict Resolution Program. We would also measure growth with an increase in club participation and student generated clubs designed to address concerns and issues.

## **Critical Area 3**

**School-wide planning in support of the vision statements, strategic and tactical plans developed with roles and responsibilities identified and assigned will provide stakeholders with clear directions and related timing, resulting in increased academic/character development for students.**

Castlemont High School has an on-going school-wide action plan that includes individual academy action plans. On May 22 and September 24-26, 1999, stakeholders met to discuss action plans at a school-wide retreat. Items discussed and included in action plans are listed:

- Campus safety – developed and realized by closing campus, installing wrought iron fencing, increased involvement of Conflict Resolution Team, teachers, staff and parent patrol.
- School-wide attendance – attendance/retention plan should improve with the assistance of an on-campus truancy administrator. The measurability and true realization of this new change probably will not be evident until the end of the current school year.
- Creation of a "Ninth Grade Castle" – involves 9<sup>th</sup> grade teachers, students, staff, parents and site administrators. The ultimate goal is to involve students before entry into high school, covering goals, expectations, district and campus policies and procedures, academy exposure as well as the importance of academic achievement.

Future endeavors are currently in place to evaluate academy action plans and maintain updates/revisions. A formal post implementation review of each academy action plan is slated for May 1, 2000, with a revised action plan completion date of June 18, 2000. On-going plans are in place to record all revisions and rationales and are shared with all stakeholders.

#### **Critical Area 4**

**The staff, students and parents continue to develop a comprehensive plan to improve student attendance.**

Improvement in attendance at school impacts:

- students' academic achievement
- development of employability skills
- interpersonal skills
- safety of the school and community

These are all crucial areas. Daily attendance sheets are properly recorded and turned in to attendance clerical staff for daily processing. Weekly reports are presented to site management team for review and assessment. On-going procedures are in place to notify parents of students' attendance, as well as academic standing if applicable. Counselors have been more involved in this process to promote better relationships with students, teachers, parents and site management team.

Methods to promote increased attendance currently implemented and in process include:

- Provide an interesting, challenging curriculum and motivate students to attend class
- Use of attendance contracts (signed by student, parent and site administrator)

Conferences and contracts (signed by student, teachers, parent, and family community counselor)  
Memorandums to teachers, other staff and parent  
Participation of community-based organizations  
Parent Teacher Student Association (PTSA)  
English Learners Advisory Council (ELAC)  
Leadership Team/School Advisory Committee  
Incentive Awards

Academy Parent Night has been utilized to reemphasize to students and parents the importance of school attendance and its critical impact on student academic achievement. Student interventions also take place in these meetings. The response seen thus far this school year continues to improve. The success of this area is evident in individual student improvement, increased number of seniors graduating and academy G.P.A.'s.

#### **Critical Area 5**

**The Castlemont Community will aggressively articulate a plan to feeder schools that will improve the academic achievement of incoming students during the ninth grade.**

With the establishment and implementation of a "Ninth Grade Castle", teachers, counselors, students, site management team, academy directors, and staff have worked arduously to promote the programs, academic course offerings and academy outlines to our feeder schools. Much has been done through the academies through activities such as academy fairs, academy newsletters and brochures. Academy student representatives will accompany counselors to feeder schools to assist in preparation for the transition from middle school to high school.

Ninth grade students have expressed a desire to engage in feeder school career tours to discuss and make student presentations demonstrating the various academies and academic course outlines at Castlemont. Students are being encouraged to develop presentations that illustrate various course offerings, academies, and programs on campus.

A student handbook has been completed in English and is currently being translated in several languages for students, parents, teachers, community business partners and all staff. The district has yet to complete the translation process as of this writing.

## **Critical Area 6**

**Castlemont has expanded from 2 to 8 academies and a 9<sup>th</sup> grade house to utilize teaching team models school-wide. All students will experience academic growth through participation in an academy or the Ninth Grade House.**

All teachers are assigned to an academy or 9<sup>th</sup> grade house. Teachers, students, counselors and staff participate in the planning for academic achievement and activities of all academies and the ninth grade house, supported by our site management team and community partners.

Summer Institutes have included integrated teaching teams as staff development. We currently have one staff member, selected as the coordinator to promote and continue the training in order to facilitate more team teaching practices on our campus.

Teachers currently join together to instruct across academy themes, within core subjects, and within academies.

## **Critical Area 7**

**Safety strategies need support from district and school site to provide a safe environment that is conducive to learning.**

Every effort has been made by the Castlemont site management team to enforce school safety. Continual patrols are made by the site management team, campus police officers, teachers, parent patrol and staff to ensure the safety of all students on our campus. With the use of surveillance cameras, outsiders and students perpetuating violence that threaten the safety of students, teachers and staff can and are identifiable. Several violators have been removed from the campus and in some cases, expelled from the district. School police presence has aided the site management team in their efforts to control student violence on campus.

As an on-going campus policy, the site management team re-emphasizes the importance of school safety by encouraging students to go to their classes and not engage in mischievous activity that is not conducive to learning.

Wrought fencing has been installed but not 100% completed. Action by the district is needed to complete this process. The incompleteness of this project threatens general health and safety of the campus in totality.

There is a need for ongoing evaluation and monitoring to ensure success.



### **Critical Area 8**

**The school needs to move from a technology vision statement to coordinated action plan including intensive staff development and procurement of state-of-the-art equipment.**

On-going measures have been implemented to improve the technology at Castlemont. Updates include but are not limited to:

- Our site has created seven 30-station computer lab rooms, one in progress, and added a 15-station Library Computer Center.

Computer Academy Lab 204  
Career Exploration Technology  
Career Exploration Technology  
Career Exploration Technology  
Campus Computer Lab  
International Trade & Transportation Academy Lab  
Math and Science Computer Lab

- Some updated wiring for internet and computer usage
- New computers and equipment (computer stations, chairs, etc.) delivered and installed.
- Y2K compliant computers have been ordered, delivered and in process of installation.
- Currently a Technology Specialist has been contracted for intensive staff training on integrating technology into curriculum.

Every teacher will be provided with an Internet ready computer for his or her classroom. Staff development for computer training will enhance the knowledge and skills of staff. Computer etiquette training for students and staff is an integral part of training.

Continued site support by the district on a timely basis is required. There continues to be a problem with response time to computer downtimes and software/hardware problems.

More students are being encouraged to use computers in the existing labs and the library. Support is given to all students using computers in the library, including website access and word processing. Computer etiquette is also rigidly enforced. Access to computers has increased student attendance, especially in

classes where teachers encourage the use of computers for informational research, classroom and homework assignments.

For example, the ITTA academy is currently testing a new schoolwide network system. Students gain access to this system by use of their student identification numbers as passwords. Students are able to access information, create documents and save it in personal portfolios. These portfolios can be accessed from any computer that is connected to the schoolwide network. This allows students to begin computer work in one class, and complete it in another. The system will give us the opportunity to compare and document student's academic growth in a data collection from 9<sup>th</sup> grade through 12<sup>th</sup> grade.

On a daily basis, students are experiencing new and exciting projects for hands-on learning for a greater understanding of lessons prepared by teachers. Students are encouraged to share projects with parents, students, staff, counselors and teachers. More students are actively utilizing technology, resources and other academic services on campus to improve and/or enhance their academic achievements. As this "new wave" catches on, an increase in participating students is expected.

#### **Critical Area 9**

**Staff development should be site driven based upon Castlemont's identified ESLRs and action plans.**

Staff development has most recently been designed to involve our new and previous staff in a school-wide effort to revisit our vision statement and revise our ESLRs. Based on critical areas identified by WASC and staff collaboration we developed an action plan based on site needs and concerns. All action plans include teacher resources and staff development needed to implement the steps and increase academic achievement. District resources are needed to fund more on site training. Our self-study shows workshops are needed in the areas of assessment, portfolios, integrating curriculum, assessing special needs students, and teaching different learning modalities. As action steps are implemented and measured, additional staff development can be planned as needed. While the district offers off site opportunities for training, such as technology, and school to career program, an improved district wide training in curriculum development and instructional practices and assessment is needed. This would address our site needs specifically.

In 1997 the leadership team began holding two annual in-service retreats, our major areas of concern were assessment and accountability. We addressed the ongoing issues of assessment and accountability with staff and the community

stakeholders. Staff was given in-service training that included an overview of assessment and an introduction to pedagogy.

In 1998 the leadership team and school site administrators held two more retreats addressing the areas of concern that were presented by the WASC committee and stakeholders. Staff members received training in content standards, and preparing one- year course outlines. Training continued in ongoing areas of sexual harassment and diversity training.

During the 1999 retreat, the staff received more than thirty-four hours of additional training in areas of concern as addressed by stakeholders, teachers and administrators. The in-services were school community collaborations with teachers, staff, parents, students, and business partners to develop academy action plans, aligned with ESLRs to drive the school's program. The retreat also provided an introduction to the school to career academy model for new administrators, teachers and staff. This year we have utilized staff members with expertise to serve as in-service facilitators and presenters. Our focus has been to accurately document our school site programs.

The district must continue to support staff development with continued funding for staff development and in-services in the county in the following areas of present needs.

1. Assessment and Accountability
2. Use of data to drive curriculum
3. Technology across the curriculum
4. Diverse training in Multi-Ethnic studies
5. School site safety
6. Interpersonal relationships and team building
7. Outside consultants, as needed

**CHAPTER IV**  
**SELF-STUDY FINDINGS**  
**LEADERSHIP TEAM PROFILE**

Castlemont High School's Leadership Team is composed of twenty-four individuals who work to improve the quality of education for the students and to assist with their intellectual, emotional, social and physical development. The goal of this team is to identify and implement a schoolwide action plan and curriculum that will assist students in meeting Expected Schoolwide Learning Results (ESLRs) and District standards.

Team members include:

Administrators

- Fulton M. Brinkley ...Principal
- Julius Green ...Assistant Principal
- Fernando Yanez ...Assistant Principal
- Nina Meeks ...Assistant Principal
- Rhea Settles ...Assistant Principal
- Johnny Lorigo ...Head Counselor

WASC Co-chairs

- Hattie Tate
- Bobera J. Lewis

Focus Group Facilitators

- |                                  |                                    |
|----------------------------------|------------------------------------|
| • Vision and Leadership          | Vickie Stoneham and Tadd Scott     |
| • Curricular Paths               | Hazel Jones and Sarah Fuchs        |
| • Powerful Teaching and Learning | James Phillips and Betty Flanagan  |
| • Support                        | Brooke Donovan and Lucero Cabotaje |
| • Assessment and Accountability  | Edmond Lee and Bob Love            |

Advisory Boards

Academies, Parents, Collaboratives, Community Business Partners, Community  
Based Organizations, Students in Leadership

# PROFILE OF THE ACADEMIES

## Arts and Entertainment Academy

**Directors:** Violet Chew-Maclean and Kamal Abdul-Alim

### **AEA Advisory Board**

Ed Bell... Wild Brain, Inc.  
Rene Dickerson... Fine Art  
Kia Duras... Muralist  
James Brooks... Actor  
Marko Fong... Business Consultant  
Matthews Edsel... Conflict Management Consultant  
Robert Terrel... CSH Dept of Mass Comm  
Kevin Curry... PrintMaker  
Tanya Adams... Teacher  
Celisse Johnson... Teacher  
Porsha Jones... 12<sup>th</sup> Grade Student  
Pamela Goodwin... 11<sup>th</sup> Grade Student  
Sheakia Rolland... 11<sup>th</sup> Grade Student  
Eduardo Chavez... 10<sup>th</sup> Grade Student

The Arts and Entertainment Academy is a program designed to prepare students for career opportunities in the arts and entertainment industry. The program helps students to explore their interests and abilities for creative arts, to develop their talents in one or more of the art fields in drama, vocal arts, instrumental arts, visual arts and /or dance, and to provide opportunity for students to explore the vast arts and entertainment industry. The academy gives each student a transparent view of what it takes to continue his or her career pathway into postsecondary education or training.

## **Computer Science and Technology**

**Directors: James Lytle and Sylvérine Brooks**

### **CSA Advisory Board**

Jahi Awakoaiye... Intel Corporation  
Nina Berry... Sandia National Labs  
Marzetta Carr... P.G. & E  
Pamela Williams... Sandia National Laboratories  
Lamena Sumpter... Idea Systems  
Charles Williams... Peoplesoft, Inc.  
Linda Thompson... Community Liaison, Parent Rep  
Ardelia Hoyle... Pacific Bell  
Phil Simms... North Point  
Cherie Randolph... 12<sup>th</sup> Grade Student  
Veronica Tadeo... 11<sup>th</sup> Grade Student  
Sophea Mey... 10<sup>th</sup> Grade Student

The Computer Science and Technology Academy provides a strong foundation for students who are interested in advanced study in computer science or computer information systems, entry-level jobs in office technology using word processing, spreadsheets, databases, graphics and telecommunications, hardware repair, and network management.

Although all Computer Science and Technology academies provide students with a common core of knowledge and skill for the computer industry, each program has a special emphasis. The Castlemont program has an emphasis on computer information systems.

## **Construction and Manufacturing**

**Directors: John F. Smith and Betty Flanagan**

### **CMA Advisory Board**

Bill Dennis... Turner Construction  
Bill Greggins... Van Arsdell Lumber Company  
Raymond "Skip" Jones... Associated General Contractors  
Judy Petersen... Focus 2000  
Ester Dixon... Knight's Café, Oakland Int'l Airport  
Lynn Dodd... OUSD  
Carrie McGathon... Parent  
Steve Nichols ... Mueller & Nichols Cabinets  
Danielle Jones... 12<sup>th</sup> Grade Student

Sonia Gonzales... 12<sup>th</sup> Grade Student  
Erica Franco... 11<sup>th</sup> Grade Student  
Jerrell Turner... 11<sup>th</sup> Grade Student  
Stephen McCoy... 10<sup>th</sup> Grade Student

The construction and manufacturing industry is essential to the well being of individuals, families, communities, and the world. The Construction and Manufacturing Academy is a rigorous and challenging program that integrates academic and career-oriented instruction using practical applications with manufacturing and construction as the context. Students learn to safely layout, fabricate, erect, install, and repair structures and fixtures; common systems of framing, construction materials, estimating, and blueprint reading.

Students will acquire the skills, knowledge and attitudes for entry employment, as well as for entering college, apprenticeship programs, and technical institutions.

Students will gain exposure to and a foundation for such careers as architect, contractor, operating engineers, construction managers, carpenters, furniture makers, and electricians. Females are welcomed and encouraged to participate in the program.

## **Culinary Arts & Food Science Academy**

**Directors: Ester Dixon and Autry Stevenson**

### **CAA Advisory Board**

Chef E. Carter... Allied Sysco  
Ron Goodel... Bellevue Towers  
Mr. Riley... Laney College  
Rocky Saunders... CAI Services, Oakland Int'l Airport  
Julius Green... Asst. Principal  
Coach Holly... Castlemont  
Chef Harold LeBlanc... LeBlanc Catering  
Doris Scott... Alumni  
John Pacey... John & Brown Kitchenware  
Ms. Broach... Parent  
Shundolyn Parks... 12<sup>th</sup> Grade Student  
Jaslynn Anderson... 11<sup>th</sup> Grade Student  
Talese Castain... 10<sup>th</sup> Grade Student

Food is essential to our survival. When you think about what is involved in the processing and preparation of the foods we eat, you realize the importance of the broad food industry. The Culinary Arts and Food Science Academy is designed

to expose students to a range of career options within the food industry such as chef, nutritionist, dietitian, chemist, butcher, cook, and restaurant owner. At the same time, the academy prepares them with those academic and employability skills that will support their success in Postsecondary education and the world of work. The program integrates the core academic subjects, including biology and chemistry, with food science to provide a strong foundation for advanced study along the lines of production, research, or management in the food industry. Students also have the opportunity to participate as owners and employees of "Knights Café", a student-run enterprise located at the Oakland Airport.

### **Environmental Resources Academy**

**Directors: Eric C. Edgerly and Lucero Cabotaje**

#### **ERA Advisory Board**

Peter Crabtree... Peralta Community College  
Mary Hicks... EBMUD  
Linda Thompson... OUSD  
David Ralston... East Bay Urban Gardeners  
Muhammed Nuru... San Francisco League of Urban Gardeners  
Allison Schwartz... Oakland Department of Environmental Services  
Dana Harvey... Environmental Science Institute  
Allen Edson... Environmental Science Institute  
Brondon Reams... Center of Hope Community Church  
Kemba Levexier... Oakland Releaf  
Byron Bartie... 12<sup>th</sup> Grade Student  
Sopheas Mey... 12<sup>th</sup> Grade Student  
Rosetta Brooks... 11<sup>th</sup> Grade Student  
Christopher Garrett... 11<sup>th</sup> Grade Student  
Saul Guzman... 10<sup>th</sup> Grade Student  
Corlis Edwards... 10<sup>th</sup> Grade Student

The Environmental Science Academy is designed as an interdisciplinary program that combines the study of science, social studies, English and mathematics to help students understand how nature works and the connections in nature. Students will develop an understanding of basic ecological principles and ethical issues underlying human impact on the environment.

Students learn to identify and understand environmental resource problems, their causes and possible solutions. In addition to a core body of knowledge related to the study of environmental science, the Castlemont program includes the study and practical experience in forestry, wildlife, natural resource management, urban gardening and landscape design, and hazardous material control.



## **Fashion Design, Merchandising and Manufacturing**

**Directors: Hazel Jones and Brenda Barnes**

### **FACT Advisory Board**

Cecelia A. Franklin... Sew Images  
Brenda Ivey... Professional Model  
Billie Stoker... Designs of Zion  
Husamuddin Matthews... Uniforms America Manufacturing  
Robert O'Hare... College of Alameda, ADAM  
Nancy Rabolt... SFSU  
Ferrari Moss... 10<sup>th</sup> Grade Student  
Jessica Cornejo... 10<sup>th</sup> Grade Student  
Nakisha Jones... 12<sup>th</sup> Grade Student  
Luzeria Wanzo... 12<sup>th</sup> Grade Student

This program prepares students with the basic concepts and skills necessary for advanced study in fashion design, manufacturing and merchandising. Through individual and cooperative projects, students will explore the industry to discover the vast source of multi-level careers represented. This course will direct attention to the specific image, personal, social and communication skills that are present in a successful career in fashions.

Students will develop skills and knowledge in such areas as product development, production, sales, buying, and promotion. Students who successfully complete the program will be prepared for entry-level employment or advanced study in the fashion industry.

## **International Trade and Transportation**

**Directors: Hattie Tate and Kenneth Mason**

### **ITTA Advisory Board**

Anita Hall... College of Alameda  
Dan Gunther... College of Alameda  
Noreen Ranalli... GKO Messinger & Associates  
Laura Luster... Luster Group  
Rosanna Moore... Luster Group  
Irma Dillard... Luster Fund  
Wayne Puckett... FedEx  
Peter Crabtree... Peralta Community College

Joanne Holloway... Port of Oakland  
Brenda Ivory... OUSD  
David Laub... Teacher  
Vicky Stoneham... Teacher  
Pisone Tuputala... Parent  
Vanita Lee... 12<sup>th</sup> Grade Student  
Cornell White... 12<sup>th</sup> Grade Student  
Ramon Quintero... 11<sup>th</sup> Grade Student  
Andrea Dupree... 11<sup>th</sup> Grade Student  
Niaressa Iweka... 10<sup>th</sup> Grade Student  
Aristides Membreno... 10<sup>th</sup> Grade Student

The International Trade and Transportation Academy (ITTA) combines the topics of transportation and international trade studies to provide a unique and academically challenging program in the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades. Under the umbrella of transportation, students study global economic, political, social and geographic issues, as well as world cultures and languages.

The International Trade and Transportation students may elect for their 11<sup>th</sup> and 12<sup>th</sup> grade years to study aviation maintenance technology, automotive technology or advance study in travel, tourism and transportation. The aviation program provides students a head start on Federal Aviation Administration (FAA) Airframe and Powerplant Licensing through a 2+2 program with the College of Alameda Aeronautics Program.

The skills and knowledge gained in the fields of transportation and trade prepares students for college admission and the changing job market.

## **Public Safety and Human Services**

**Directors: Austin Ginigeme and Frances Mabry**

### **PSA Advisory Board**

Willie Hamilton... OUSD Retiree  
Oral Brown... Community Sponsor  
Mary Camezo... West Ed  
Calvin Moore... CTT Web Consulting  
Bill Smith... FBI  
Elena Boykins... Community Rep  
Sandra Smith... Social Worker  
Ward Allen... Community Rep  
Victor Littles... Community Rep

Teyhimba Peyton... Battalion Chief, OFD  
Jeanetta Avery... 10<sup>th</sup> Grade Student  
Nicole Carter... 10<sup>th</sup> Grade Student

Recently an Academy Student Advisory Leadership Team, has been implemented. The students devised an organizational structure that includes 1 campus leader to attend districtwide ASALT meetings and 3 students from each academy that will represent the voice of students, grade levels 10 – 12 within each academy. These students will also participate as a part of the Academy Advisory Boards. Future growth should include representatives from the Ninth Grade Castle. This will link 9<sup>th</sup> graders to our academy student governance team.

### Community Links

- Daa-iyah Salahuddin – PTSA President
- Catarina Ulloa- ELAC President
- Barbara Churchill - School-To-Career Liaison
- Larry Spencer - Special Education Work Coordinator
- Victoria Wimberly - Alumni Association, Chairperson
- Kim Shipp – Community Representative
- Larry Reid - Oakland City Council Member
- Jason Hodge – School Board Member
- Gary Yee – AIA Grant Coordinator
- Millie Cleveland – Healthy Start Coordinator

### 9<sup>th</sup> Grade Castle (House)

**Directors: Nina Meeks and Marisol Arkin**  
Advisory Board (Not completed)

Marisol Arkin	Math Department
Cara Grimes	Math Department
Erin Carlson	English Department
Jane Fossner	Social Science Department
Yaron Prywes	Science Department
Laravia Battle	Lep Department
Berta Bryant	English Department
John Barnes	Science Department
Andrea Hilkovitz	Foreign Language Department
Susie Gallin	Lep Department

## Vision, Leadership and Culture

### Criterion A1

**The school has a clearly stated vision or purpose based on its beliefs, student needs and current educational research. Supported by the governing authority and the central administration, the school's purpose is defined by school-wide expected learning results: what all students should know and be able to do.**

The Castlemont High School community collaborated with students and parents to formulate a revised vision statement and defined school-wide expected learning results. The vision statement is an on-going focus to assess students as they develop intellectually, emotionally, socially, and physically. The state and district curricular frameworks form and direct the focus of our school-wide expected learning results. Our revised vision statement and school-wide expected learning results are academically linked in school-based learning, curriculum and academy action plans.

One of our school-wide action priorities is to increase student attendance by twenty percent. The Oakland Unified School District has completed the installation of a Phone Link Service, which calls the homes of students who are absent two or more days. The District has also hired an on-site Family Community Counselor/Tuancy Officer. The attendance office data is used to assess students with a history of excessive absences. Conferences with parents, students and the Community Counselor are scheduled on a daily basis. Intervention strategies are designed to assist and support students to improve attendance performance. The Community Counselor also receives referrals from Probation Officers, Oakland Unified School District Truant Centers, school-site grade counselors, administration and staff. Referrals are also given to support students with special needs in areas of post-secondary G.E.D. programs, Substance Abuse Programs, and Anger and Violence.

There is an on-going collaboration between the Community Counselor and the School Psychologist. The Community Counselor has successfully implemented action steps resulting in the return of many students to the academic environment. Academy Intervention Action Plans provide goals and implement strategies to improve attendance and academic performance. Challenging and interesting curriculum, innovative teaching strategies, including after-school

tutoring and Saturday school are directly aligned to support our expected school-wide learning results and promote optimum attendance.

**Criterion A2:**

**The school leadership makes decisions and initiates activities that focus on all students achieving the school-wide expected learning results. The leadership empowers the staff and encourages commitment, participation, and shared responsibility for student learning.**

The Leadership Team, which includes the administrators, the directors of academies, the head of the departments and focus group leaders, has made decisions relative to budget allocation, purchasing, staff development, school assemblies and curriculum. The staff regularly collaborates in a wide range of areas including team-teaching, planning retreats, cross-cultural training, and sharing information about class projects and teaching approaches. Individual faculty has been encouraged to participate in professional growth.

School administrators and staff have successfully completed the transition from the administrative team to a new team, that included a new principal, and three new assistant principals. The administrative team initiates collaborative planning and staff development through staff meetings, workshops and retreats. Staff meetings, workshops, retreats, and the school wide academy program will facilitate all students in academy programs, and will facilitate all students in achieving school wide expected learning results.

The early focus of our meetings, retreats, and workshops were to revisit, formulate and link our vision and expected school-wide learning results to our school-wide action plan and our academy.

Our leadership has empowered and encouraged staff commitment, participation, and shared responsibility through the establishment of a school-wide academy program.

The WASC review process has solicited the participation of all staff. All staff is included in the site decision making process and establishing campus policies.

Recently, administrators and staff chose to create a daily schedule that allowed more staff planning and staff development time. The block schedule during the first semester impacted student attendance, campus safety, and demonstrated the need to have more staff development on effect use of block schedule time. With our new schedule, we have incorporated minimum days to begin to meet our needs for more staff planning and staff development meetings and WASC on

Thursdays, 2:30 – 4:00 PM. We can look at data from the first semester to determine how block scheduling impacts student achievement and curriculum, while planning for our future curriculum needs. This change will also give us a comparison of data from both schedules on student and teacher attendance.

### **Criterion A3**

**The culture of the schools is characterized trust, professionalism, and high expectations for all students and a focus on continual school improvement. The school is a safe and orderly place that nurtures learning.**

The Leadership Team collaborates in the decision process relative to budget allocation purchasing, staff development, school activities, assemblies, and academic curriculum. The Castlemont school vision and school-wide expected learning results reflect high expectations for all students. The staff collaborates to correlate lesson plans with district and state frameworks, develop and implement Academy Action Plans and design course syllabus. Academy interventions are collaborated efforts among teachers to assess the needs of students in area of attendance, grades and devise a plan for improvement.

Castlemont has a school-wide Safety Committee composed of Administrators, Focus Group Leaders and staff. The committee makes on-going recommendations in an effort to assure campus safety. We now have a closed campus policy and a full time Conflict Resolution Coordinator. The district has recently trained School Security Officers, and employed School Site Police.

### **Criterion A4**

**The school is a safe, clean and orderly place that nurtures learning. Trust, professionalism, and high expectations characterize the culture of the school for all students, and a focus on continued school improvement.**

Castlemont High School's Action Plan targets several focus areas of growth to address school safety, and District completion of renovation to provide students with an environment conducive to learning. In the focus area of safety, improved and increase lighting in various internal and exterior key locations (i.e., corridors, student café, behind portables, gym parking lots, auditorium, creek area and football field.) Other action steps include installation of gates, completion of wrought iron fence, handrails and operable elevators. There are other areas of concern waiting District renovation and repairs. Windows and water fountains in the 100, 200 and 300 buildings need repair and replacement. Repair

showers and tiles in gym including running hot water. In student restrooms, include seat cover, install hot running water, air dryers and central air fresheners. In addition our physical plant needs renovation of the Auditorium, including P.A. system and repair electrical system on football field. Additional concerns listed by the Safety Committee include staff disbursement of keys to gain entrance to some classrooms and entrance doors.

## CURRICULAR PATHS

### Criterion B1

**All students participate in a rigorous, relevant and coherent curriculum that supports the achievement of the *expected schoolwide learning results*.**

The Curricular Paths team has determined that teachers at Castlemont High School consistently provide students with challenging, relevant and coherent curriculum. Within our departments, the Academy structure and through the ongoing career development of our faculty, Castlemont teachers practice strategies and methods derived from current education research and pedagogy to enable success in our ESLRs in all disciplines. Our Academy structure enables students to choose from eight career path focuses. Students may select an Academy and thus a curriculum developed around a particular career path: Computer and Technology, Culinary Arts, Fashion and Design, Construction and Manufacturing, Environmental Resources, Arts and Entertainment, International Trade and Transportation, and Public Safety and Law. Each Academy program engages students in relevant and challenging curriculum designed to enable students to pursue either higher education or a career upon graduation. Exciting curriculum development is ongoing, particularly in the Academy Lab classes, which utilize strategies from a variety of disciplines to further engage students in the focus area of study. Each academy program provides written learning objectives in the form of action plans that attempt to address inter and intra relationships of courses and programs. Our Academy programs offer a full range of educational opportunities and options intended to increase the success of all students, including those who are learning English, economically disadvantaged, under achieving and at - risk students.

As well as the challenging and sophisticated academic and career programs found within our specific Academy programs, Castlemont provides a variety of other opportunities for academically rigorous, challenging and relevant curriculum. Our ninth grade students are engaged in a semester long Multicultural Studies Course, as well as a Career Development lab which enables them to master basic computer skills and prepares students to choose a Career focus in their tenth grade year. Advanced Placement courses are offered for college - bound students in all applicable disciplines for both 11th and 12th grade students. Castlemont teachers also offer SAT preparation, "College Bowl" - and academic quiz contest, and the opportunity to participate in Moot Court - a rigorous mock trial program in which students argue current Supreme Court cases in front of real judges. Castlemont teachers are being trained in the latest



curricular pedagogy and strategies as evidenced by our project based learning cadre, a team of teachers receiving training in the development of PBL. Across disciplines, grade levels, and academy programs, Castlemont curriculum is designed to enable students to think critically, problem solve, construct meaning, make connections, be creative, be productive and communicate well.

Two of the major growth areas identified by the Curricular Paths team were student attendance and the need to address the lack of essential and basic skills of our incoming students. In order to implement our dynamic curriculum successfully, we must improve the attendance rates of our entire student body. Castlemont is currently using various strategies to actively transform our truancy rates. Our Academies are utilizing outside speakers and mentors to help motivate students. A more concentrated effort is being made by our councilors, attendance office, and teachers to increase communication and collaboration with community and students by constant contact with local churches and media. Teachers are working to maintain contact with the homes of all homeroom students, as well as calling the parents of any student who accumulates three unexcused absences. Teachers are working with the attendance office to verify and update all home numbers. "Buddy Systems" are used in Academy programs to provide peer support for any truancy problem and a variety of clubs and programs are offered on campus to increase student support in and engagement with the campus. In order to address the lack of basic skills in many of our incoming students, our math and English classes are incorporating the reinforcement of basic skills into the curriculum. Tutoring programs are being implemented after school and at lunch, and the focus across discipline for the entire school is LITERACY. We expect to see a marked improvement in both of these growth areas within two school years.

## **CRITERION B2**

**All students have access to the school's curricular paths, assistance with the development and ongoing adjustment of a personal learning plan, and knowledge of realistic post-secondary opportunities.**

OaklandWorks, a School to Career system, housed as a department within the Division of Curriculum and Instruction, is the umbrella for our academy structure. It is the coordination and organization of a sequence of programs and learning activities so that students improve academic performance and are equipped with the knowledge and skills necessary for economic success in the real world. The system is designed into three components:

Career Awareness	Elementary	K - 5
Career Exploration	Middle School	6 - 8
Career Preparation and Decision-making	High School	9 - 12

Each component is organized into six strands. These strands are administered through the Academy Action Plan and are explained in detail below.

School Based Learning: A sequenced program of study that takes place primarily at school. This program of study integrates academic and career-oriented curriculum, including workplace competencies that engages students in contextual learning so that they are able to complete a career major in high school that prepares them for postsecondary study and employment.

Work Based Learning: A planned program of experiential learning activities that utilizes the community and workplaces as classrooms. The learning experience include job shadowing, study tours, internships, career mentoring projects, student-run enterprises, cooperative education, service-learning, and youth apprenticeships that are integrated with school-based learning.

Guidance and Counseling: A systematic, coordinated approach developmentally appropriate guidance and counseling activities to help students gain an understanding of themselves, become knowledgeable of educational and career opportunities, and make informed and realistic career goals and plans of action to achieve those goals.

Postsecondary Linkages: Formal agreements between postsecondary institutions, including employment training organizations, and Oakland Unified School District and its schools that define activities and strategies to assist students in making smooth transitions from high school to employment and/or advanced study and training.

Parent and Family Involvement: Processes in which parents and family members become partners with teachers and school staff to participate in the education of their children and assist them in making informed educational and career decisions.

Community Partnerships: Formal linkages with community stakeholders, i.e. employers, government, community-based organizations, labor unions to support the vision and the mission of academy programs. The goal of our academy system is to prepare our children for their future and the future of our city.

Master programming includes the task of scheduling each academy's students' into a small school within a school model. Each grade level's students are programmed to move to four classes together throughout the school day. The programming is done based on individual student's programming needs and teacher availability. While we have implemented the curricular paths for academic progress by creating nurturing academy paths, there are some strands

that are still underdeveloped. Those strands are guidance and counseling, and parent and family involvement. Another challenge that we face is the allocation of teachers by total student enrollment, which does not take into consideration each academy's needs. However, every student has the opportunity to grow and develop through academies, vocational education, regional occupation programs, or work experience programs. Some academies also provide vocational education classes for students that have selected a different career path. Those courses are construction manufacturing, computer technologies, auto mechanics, culinary arts, and fashion design.

### Junior Reserve Officers' Training Corps Program

The Junior Reserve Officers' Training Corps (JROTC) Program at Castlemont High School is a vital component of the school. It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. The program is a stimulus for promoting graduation from high school and it provides instruction and rewarding opportunities that will benefit the student, community and nation.

The JROTC is a cooperative effort on the part of the Army and Oakland Unified School District. It provides secondary school students with opportunities for total development. The flexibility of the program allows it to bear the scrutiny of the professional educators and to meet the needs of the community. Control of the program at Castlemont High School is the prerogative of the administration and the faculty.

The high school program can consists of 3 or 4 years of instruction, with a maximum of 108 core hours per year and 72 optional hours per year. Castlemont's program is four years in length and is headed by two instructors, who provide instruction for 113 cadets. Cadets perform service learning activities such as: serving as ushers for the school graduation ceremony, providing Color Guards for community meetings and school functions, marching in local parades, and collaborating with elementary schools to provide training for their drill teams.

Cadets must complete Leadership Education and Training courses each year of their enrollment into the JROTC program. After the completion of specified courses of instruction the cadet would earn the distinction of LET 1, LET 2, LET 3, or LET 4. This also indicates the number of years they have completed in the program. For example, a LET 1 cadet has completed his/her first year, a Let 2 cadet would be in their second year, etc. Primary emphasis for LET 4 is placed on the practical application of the cadet's leadership duties and responsibilities within the battalion. Therefore, the Let 4 year will be structured to allow cadets to perform their assigned command or staff duties, act as class instructor for

selected subjects such as Leadership Lab, and/or assistant class instructors for subjects such as First Aid, Map Reading, etc. Academic instruction will consist of self-paced study, suggested readings, seminars, vignettes and special assignments.

### **CRITERION B3**

**Upon graduation, all students are prepared to continue the pursuit of their academic and occupational goals.**

Castlemont's Academy model was designed to ensure the incorporation of personal learning plans into our entire academic and career development program. Students choose their Academy in accordance with their personal academic and career goals. Within each Academy, the opportunity for students to monitor their own development is integrated into the curriculum. Academy "families", which involve students, teachers, parents, and community partners, communicate frequently to enable each student to effectively pursue and accomplish their goals.

The ITT Academy, for example, requires each senior student to undertake a self-assessment of his or her transcript after every marking period. Students re-establish and set new academic goals using the data provided by the counselors and their Academy teachers. The Fashion Academy and the International Trade and Transportation Academy utilizes cumulative Portfolios for each Academy Student, enabling students, parents and faculty to aid that student in accomplishing their school and career goals, and in assessing improvement and challenges over time. In every Academy, staff uses interventions to enable the success of all students. The academy goal is to prepare each student for graduation and one of the following: Entry level positions in students high school career path, entrance into a trade or technical school, and/or community or four year colleges.

Each marking period, Academy teachers collaborate on student performance, sharing notes and objectives about Academy students. Parents are notified and often brought into the discussion; additional student needs and support services are accessed. The Academy model incorporation of personal learning plans begins in the ninth grade, although actual Academy participation does not begin until the tenth grade. The Career and Technology Exploration course is required for all ninth grade students. This semester long course engages student in an active, computer technology driven career search that enables students to make a thoughtful and informed choice of Academies. As freshmen, all Castlemont students are involved in creating their own personal learning and career plan that they continue to develop as they move through the different Academy programs.

Our future plans for this year are to include and establish a stronger articulation with feeder schools. This will include presentations on the academy program, transcript evaluation at the 8<sup>th</sup> grade level, advance programming of 9<sup>th</sup> – 12<sup>th</sup> grades, and inclusion of student data from 8<sup>th</sup> grade into our school wide network. We currently house a schoolwide network with online student portfolios that will eventually contain student data with history from 8<sup>th</sup> to 12<sup>th</sup> grades. This implementation will be a part of our grant to increase the number of students attending state universities.

#### **CRITERION B4**

**There is an organizational structure for school and community commitment to professional development. The staff uses professional development to facilitate greater achievement of the ESLRs. There is staff monitoring and support given to facilitate greater achievement of the ESLRs.**

As a staff, we have many opportunities to enhance our professional growth, these include conferences and workshops that specifically related to subject content, computer classes, and Bay Area Math Project. The OUSD supports teachers' professional development, compensating teachers through salary increases for completing professional development and by sponsoring in-services during scheduled staff development days.

Faculty and staff attend annual professional growth retreats planned by the Castlemont Staff. For example, our 1999 retreat was held at the Chaminade Resort in the Santa Cruz Mountains. The purpose of the retreat was two-fold. First, to allow all staff members to gather in a setting away from school that would be conducive to allowing minds to ponder new thoughts and visions. Second, since we are a school of wall-to-wall academies, we wanted to be sure that our school wide action plan aligned with the academy model. As we revisited our academy action plans, we discovered the need to revise our ESLRs and our Vision Statement. Through Saturdays and after school workshops, we were able to continue the process of:

1. Incorporating ESLRs into our academy action plans.
2. Revising our ESLRs and Mission statement to meet the needs of our students.
3. Incorporating our ESLRs into our lesson plans.

During the summer, the District School-to-Career office provides workshops for teachers, parents and students to further their training. Teachers are also provided job shadowing and internships to enhance their professional growth. Additionally, there are opportunities throughout the year for parents and teachers of special needs students to participate in professional growth workshops.

# POWERFUL TEACHING AND LEARNING

## CRITERION C1

To achieve the *expected schoolwide learning results*, all students are involved in challenging learning experiences. Teachers utilize a variety of strategies and resources, including technology, that actively engage students and help them succeed at high levels.

It's not enough to have students sit and listen anymore. Students are expected to actively engage in their own learning.

To assess this, both teacher and student written reflections on specific learning experiences within and beyond the classroom have become a part of many teachers' strategies to assure that each student is actively involved in his or her own learning. Whether students are engaged in study tours, field trips studies, service learning programs, community service, critiquing a professional performance art, or conducting an experiment, they write reflections, which are read, shared and, in some cases, forwarded to those who were involved in the program. For instance, when English students attend theatre productions, they also must engage in the discussions following the performance with the actors and director and they must write reflections on their experiences to be mailed to the theatre. Excerpts of these reflections can be found on the bulletin boards of the Magic Theatre and Berkeley Repertory Theatre. Likewise, when science students go to the Oakland museum, they must not only complete the learning packages developed, they must also reflect on their learning afterwards. The museum receives their reflections. Although field trips do not necessarily engage all students due to the limited spacing, they are offered to all students and teachers are committed to making certain that all students get a chance to participate. This is particularly true of the academies that are designed to include the underachieving students and engage them in both academic and career planning activities.

Within the classroom, reciprocal teaching is making headway. This strategy used especially within the new teachers' classes, to assure and observe student learning being applied. The teacher models how to teach a lesson whether in math, language, an interpretation of a literary or historical text, or a science experiment. By grouping students in cooperative learning groups and assigning individual students a role in the teaching process, teachers observe the groups in action as they explore a new concept, or a new piece of text. Again, students return to their individual seats and reflect on their learning, as well as, completing the comprehension assessment. In the history department, small groups of

students have actually formed teaching units which go into other classrooms and even to other schools, local churches and community centers, to teach, inform and interpret local voting propositions or current issues affecting the city. They formulate their lesson plans, assign specific roles to each other and actually act as "consultants". These student-facilitators frequently create their own "raps" or additional media and other technology to reinforce their presentations. Videotapes as well as newspaper articles and radio broadcasts provide evidence of this interactive learning technique.

In one English teacher's unit on research papers, each student plans his or her own lesson plan for his or her oral presentation. The research is done on the Internet in one of the two new computer laboratories at our school, or on library computers. The research is presented both in written essay form, and delivered orally to the class accompanied by a student-designed poster. There the other students evaluate it according to a rubric. The student presenting the lesson must also design an assessment for his peers.

Students' display of their learning is not only seen in these varieties of reciprocal teaching, it is also demonstrated through the various "showcases" to which all students have access. For example, one traditional showcase is the actual display cases in the hallways of the buildings. In science, history and English hallways, students work can be seen in the display cases. Other students read, appreciate, and learn from examining each other's work. In the English hallway, the senior personal college essays are on display accompanied by their projects. Other kinds of showcases include the many opportunities students are given to engage in mystery writing contests, poetry, play and essay writing projects, MOOT court competitions, debate contests, math and science contests, and new this year, is the Robotics competition in which students are competing with their own student-made robot. Castlemont's renown choral group, the Castleers, and the dance and art students all perform in front of various audiences, earn many awards and scholarships with their talents on display. Last year Castlemont won the Barbara Jordan Debate and competed in the finals in Phoenix, Arizona. In the previous year, Castlemont won the science and math competition and went on to compete in the nationals in Chicago. Art students annually earn full scholarships for their portfolio work. For two consecutive years, Castlemont has won "best lawyer advocate" at the MOOT court competition at which it also had more students involved than any high school in Oakland. Many students participated in the Chester Himes Mystery Writing Contest, taking the top prizes. New this year is the Bay Area Urban Debate League of which Castlemont is an integral part along with nine other high schools in the Bay Area. Competitions in both debate leagues occur monthly. Also, The Junior States of America students hold debates regularly at the school and participate in debates at various Saturday forums at local universities. Evidence of these experiences is seen in the publishing of the students' poetry, plays and mysteries and in the videotaped performances.



Seeing the benefits of having an audience for student work has also led to teacher collaboration within the school. Frequently, teachers on their conferences or with their classes will become the audience-evaluators for students' presentations within the academic classes. The principal, administrators, various school personnel and community members frequently form panels along with the student audience to observe, evaluate and support students as they present their projects. Although the "Senior project" is not in place yet, teachers from all grade levels in science, social science, English and ELD classes use project-based learning as a strategy to enhance student learning. It is also used as an objective to give all students the opportunity to stand and deliver in front of an audience. Routinely students present their projects and/or reflections on their projects, internships, or field trips to the P.T.S.A. and the various Academies Boards of Directors.

Evidence for this variety of reciprocal teaching can be seen in the various videotapes, pictures, newspaper articles, programs and student writings kept in both the teacher and student portfolios. These kinds of stand-and-deliver presentations for assessment fulfill all the ESLR'S, especially the first, second, and fourth ones which focus on effective communication skills, mastery of the essential skills of writing and speaking, and teamwork, and depending on the themes or topics of the projects, they also demonstrate ESLR'S III., V, VI which demonstrate complex thinking skills, physical and emotional well-being, and an appreciation for others' cultures.

With the additional computer laboratories and computers in teachers' classrooms, all students access to technology has been broadened. This is evidenced by the number of students whose papers are done on the computers and frequently illustrated by computer generated graphics or have added appendixes containing information from the Internet. In one sophomore English class, a major autobiography of seventy pages is required of all students. These projects contain pictures taken by students with the computer digital camera and scanned into their reports. Their personal writing is also decorated with interesting borders and graphics. In senior English one class generated a fictional newspaper containing articles from the point of view of the African-American community regarding the Bigger trial in *Native Son*. They used computer-generated software to create political cartoons for the newspaper as well as creating their own personal editorial columns with their pictures at the top of the column. In social studies and English classes the "give-one-get-one" strategy is frequently used when beginning new areas of studies or new pieces of literature. Students can immediately access new information and share out to the group. Students who are absent or need supplementary assistance go to the computer labs or the library and pull up the lessons on the software, particularly in math and science. Extra tutorials in all subjects, both computer-assisted and teacher-assisted, occur for the ninth graders every Thursday from 3:30-5:30 P.M.

Overheads are being used in social studies, science, ELD and English classrooms both for lecture, student presentations and to add visual arts to the lessons. Although it would be more beneficial to have the overhead and VCR attached to the computer with a large screen, teachers use the technology available to them. Most teachers using visuals, including VCR's are committed to assessing students' active involvement in the viewing of film or art work by having them respond independently or in a group written piece or by using a "fish bowl" discussion which is assessed by a student rubric. Many teachers use the remote to excerpt or highlight specific information or pause to assess students' understanding of the issues in the film. The rubrics and written pieces are within student portfolios and in some cases on the walls of the classrooms. Many teachers have bought their own CD and tape players so that they can reinforce the auditory learning and engage students who are principally auditory learners. With special education students mainstreamed, teachers have become more obviously sensitive to students' various learning modalities and are making conscientious efforts to employ them in the classroom.

Because of the diversity of the school and variety of learning styles among the study body, teachers use multiple interactive approaches to their facilitation of the curriculum. As research has shown us, lecture is the least effective strategy to assure student learning. Therefore, teachers walls frequently display group and individual efforts in collages, scenes from novels or social issues illustrated by photographs of students in costume, acting out a scene from literature or history, and objects drawn or created out of various materials that represent student involvement in their reading and learning. Construction, art, engineering, fashion, home economic, and mechanic classes display and highlight and demonstrate students' talents and skills in these areas but in social studies, English, ELD and science classes students display their understanding or interpretation of an abstract concept using these interactive, hands-on strategies. The ESLR'S which are emphasized using these strategies are IV and V which emphasize working collaboratively, without prejudice, bias, or discrimination and displaying understanding of social issues.

Since the AP classes are mainstreamed, all students are offered the opportunity to achieve at higher levels. The chief criteria are motivation and self-discipline, which characterize students who may or may not enter the classes with the necessary skills to be in an academic intensive program. Castlemont has had AP Calculus for several years but has added AP English Literature and Composition, AP American Government, AP U.S. History, AP Chemistry, and this year AP Language and Composition. AP Spanish may be offered in the fall of 2000. Although the scores on the AP are not evidence of wide success, certainly the numbers enrolled in the classes (n average of 32 per class) and the high

numbers of students taking the AP exams are evidence of students' active involvement in challenging learning experiences.

The curriculum itself generates many higher learning experiences for the students. In science, with a strong emphasis on environmental issues, students are presented with serious problem-solution activities; in social science, particularly in the 9<sup>th</sup> grade multiethnic classes, students are engaged in a deep exploration each other's history and culture both in the U.S.A. and internationally. Likewise, within the English curriculum, the literature has become more intrinsically multi-ethnic and high quality. In the 10<sup>th</sup> and 12<sup>th</sup> grades students are exposed to the international community of writers in world literature classes which stretches the students beyond their own borders and into Africa, China, India, Japan, Asia, Latin America, the Philippines, Canada, New Zealand, Thailand, Vietnam, Greece and Europe. With an ever-growing curriculum, students are being challenged to understand the world of which they are a part. Evidence is embedded in the teachers' lesson plans and the students' portfolios.

For the underachieving students, the school is investing in the Globe Fearon Series, which focuses on the students with severe reading problems. English teachers are actively engaged in district and state reading workshops, exploring mainly the Strategic Literacy Initiative from West Ed. It is hoped that an Academic Literacy Course for all ninth graders in addition to their regular English class will be initiated in the fall with teachers being trained during the summer and throughout the following year. One English teacher is currently piloting the Globe Fearon program. Evidence of students' involvement is in their portfolio.

English teachers administer a district-wide Curriculum Embedded Assessment three times a year, which assesses students' growth in reading and writing. The writing styles focused on thus far are problem solving, reflective, and interpretive. All students enrolled in English classes must take this reading and writing assessment. Teachers score them holistically according to a district rubric that has been designed by students. They then engage in an academic discussion on how to improve students' performance on the next CEA. Students themselves use the rubrics to reflect on their own success at writing interpretive essays and suggest assignments that would strengthen their interpretive skills. Thus they are challenged to reflect metacognitively to improve both their reading and writing.

Sustained Silent Reading is an area of needed growth strategy used to encourage students' love of and ability at reading, it is being used regularly in the English and social studies departments. Evidence is provided in the students' daily logs, but even more impressive evidence is the entrance into a classroom where SSR is occurring. In some classes, students are silently wholeheartedly engaged in reading novels of their own choice checked out of local libraries. In other classes, students are absorbed in challenging, yet thoroughly engaging, texts, reading silently before the discussion.

Some teachers engage students in their own higher learning using the inquiry method. By asking questions and recognizing the various levels and types of questions on taxonomy, students take a more active role in their own learning. This style of teaching is particularly evidenced in classroom discussions but has also been remarked on by workshop directors who remain impressed with the students' abilities to formulate insightful questions.

In addition to classroom active and interactive learning strategies, there are several whole school activities that present challenging learning experiences to all the students. These are namely the cultural assemblies, designed and performed by the students themselves. African-American, Latino, Asian, and Polynesian assemblies are planned by the representative students. All students are invited to the assemblies that are usually followed with the more traditional accessories of food and music in the courtyard. Not only in ESLR number VII directly addressed by these assemblies, students are challenged beyond their daily experiences to understand and learn about each other's history and culture. Evidence is seen in the photos taken, the yearbook, and the school newspaper and in students' eagerness both to plan their own and to see the others.

## CRITERION C2

**All students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content. Collaboration about teaching and learning occurs 1) among staff, 2) between staff and students, and 3) among students, and between school and community.**

The experiences of teaching and learning at Castlemont have recently been invigorated by an influx of new and excited teachers, the development of relevant and challenging curriculum, and the infusion of project based learning across disciplines. Several new teachers have joined the staff in the last three years, bringing with them renewed energy and focus, as well as some of the most recent methods, strategies and praxis from outstanding teacher training programs. Several of our new faculty members have entered teaching from accomplished careers in the corporate world and other professional arenas. These prestigious staff members are able to integrate their direct experience with the "real world" into their teaching, and aid others to do the same. Students are able to connect their academics to future goals in ways that make learning relevant and exciting. The Academy programs especially engage students in powerful learning experiences that are made tangible by the presence of community partners and educators who are active participants in what they teach. We also have fresh teachers who are just out of college, and bring with them the energy and optimism of the youth. Our staff as a whole is in the

process of developing curriculum that meets the needs of the students and challenges them with learning opportunities. These learning opportunities encourage and enable critical, in-depth and insightful thinking. In collaboration with experienced and new teachers, community partners students and administration, the Castlemont faculty utilizes and continues to develop curriculum that is relevant and challenging. Within departments and Academies, students are working on academic and applied learning projects that require higher order thinking skills. International Trade and Transportation Academy and Computer Science Academy students recently built a working robot from scratch, implementing their own creative designs and using academic learning in math and science to engineer advanced technology. They were able to use teambuilding skills from academy lab classes to develop and complete a team project. In English and Social Studies, students prepare and argue current Supreme Court cases before actual Judges. Entire classes write and direct their own plays, which are then performed by professional actors. Students engage in an in-depth study and analysis of their own cultural and ethnic experience, and create from those their own authentic answers to the question "How does history create ME?" Culinary Arts students run a successful catering business and Café that services the Oakland Airport and surrounding community. The Environmental Resources Academy lab class builds their own water purification devices and learns to test the water in the community. Fashion, Design, Merchandising, and Manufacturing hosts and conducts a spring and fall fashion show annually. And daily in classrooms across the campus, students and teachers engage in powerful discussion and cooperative learning projects focused on both academic and applied subjects. Students are excited and engaged in the learning they experience at Castlemont, and as we continue to update and revitalize our curriculum, we fully anticipate that student achievement will match their enthusiasm in the classroom.

### **CRITERION C3**

**Students routinely use a variety of resources for learning and engaging in learning experiences beyond the limits of the textbook and the classroom.**

Our schoolwide learning results, vision statement, Academy action plans and individual course descriptions reflect the use of a variety of resources for engaging students in the experience of learning beyond the limits of the textbook and the classroom. Among the experiences afforded to our students outside of the classroom are career related field trips that target job shadowing, career fairs, after school activities, yearbook publishing, curriculum integrated academy projects, Saturday campus beautification projects and Summer Internships. There are committees to engage students in key leadership roles with exposure to decision-making that impacts helps to establish school policy, and govern

students. These committees include Student Government, Principal's Roundtable and All City Council members. Other schoolwide clubs afford students the opportunity to collaborate, voice concerns with their peers and devise solutions. These clubs include Teens on Target, Youth Together, Conflict Resolution and two new clubs True Soldiers and True Queens.

Our teachers and staff are dedicated to designing powerful teaching and outside classroom experiences to meet the need of all our students and empower them to meet the challenges of the new century. Teachers explore a wealth of resources and techniques to foster student success and enable them to prepare to make successful career choices. We have student Entrepreneurial Programs linked to the following Academies:

Environmental:	Urban Garden and Floral Shop
Culinary Arts:	Knights Café (Oakland International Airport)
Construction Academy	Designed Furnishings
Fashion Academy	A Clothing Line

These programs connect students to the real world of work. Students are afforded an opportunity to learn workplace skills. Some of these skills include marketing, customer service, managerial, creating and managing a budget, workplace ethics and other employable skills. These students maintain a 2.0 grade point average, give on-going feedback, and participate in the decision-making process, thereby promoting leadership.

Our Media Center, Technology Classes and classroom Internet access awards the utilization of research to advance in our technological society. Our most recent advancement in the area of technology is the NASA Partnership. The International Trade and Transportation Academy housed the project and provided administrative, team building, materials and supplies to support an integrated academy approach to build a robot for State and National Science competitions.

In keeping with the Castlemont community vision statement we work collaboratively to assist students as they develop academically, intellectually, emotionally, socially and physically.

## Support Focus Group

The Support Focus Group met and discussed the four criteria relating to supporting students during the school year. Both strengths and areas of improvement were identified under each criterion.

### CRITERION D1

**All students receive appropriate support to help ensure academic success.**

All students received appropriate support to help ensure academic success. As a full-academy high school, Castlemont provides academic support to its tenth through twelfth grade students through the academy structure. Academy teachers focus on their shared students, providing them with opportunities for enrichment or extra support where appropriate. Academy staff complete a student intervention form and write an academic improvement plan with students at risk of failing one or more classes and their parents whenever possible.

During the fall of 1999, ninth grade students have finally been integrated into the academy support model with the formation of the Ninth Grade House. Ninth grade staff members have been communicating more frequently about students' academic strengths and weaknesses, and they have implemented a tutoring program after school on Thursdays for ninth graders in the four major academic subjects (English, Algebra, Physical Science, and Multi-Cultural Education).

Based on high failure rates of the graduation proficiency exam among LEP students, an after-school program was implemented providing LEP students who have been in the U.S. fewer than three years with tutoring in English and Algebra in order to smooth their transition into the school.

Flexible scheduling has also been developed so that students who need to work or care for younger siblings in the after-school hours can still carry a full course load. All students have the option of attending school periods A through period 5 (7:30 a.m. to 2:30 p.m.) rather than period 1 through period 6. In addition, students who have failed a graduation or college entrance requirement during the first semester, or who want extra assistance, have the option of attending Saturday school during the second semester. After school classes are available on campus through Edward Shands Adult School, and/or through the Peralta Colleges.

Second semester revisions of the school's Master Schedule were made for 9<sup>th</sup> graders with acceptable attendance that failed first semester Algebra 1A. Over 100 freshmen were re-programmed to repeat Algebra 1A with an Algebra Lab class to provide appropriate support.

However, students must be present in class for teachers to assess their academic strengths and weaknesses. Student attendance data shows an attendance rate of only 72%. Data collection via student surveys around the area of attendance would help teachers identify instructional strategies that attract students to the classroom. In addition, staff, students, parents, and community members need to continue meeting and discussing possible ways to increase student attendance. The value of the support received from our Family Community Counselor/Tuancy Officer will be evaluated during next school year's planning sessions.

Data collected through the SASI system, as well as informal, anecdotal data from staff, indicate that days with block scheduling showed higher rates of absenteeism, extreme tardiness, and eruptions of violence. More data should be collected to evaluate and compare block schedule with the new short day schedule planned for second semester.

Increased communication between academy directors and counseling staff will help to create a "pure academies" model, so that teachers can more easily identify and intervene with their own academy students.

Furthermore, the Ninth Grade House will need to create an organized procedure for academic interventions for ninth graders at risk of failure.

## **CRITERION D2**

**Students have access to a system of personal support services, activities, and opportunities at the school and within the community.**

Castlemont's students have created a variety of clubs and student groups on campus. Club-sponsored activities, sporting events, and school-wide celebrations comprise the bulk of activities for students on campus. The Career Center is now open and fully operational in the newly renovated 200 Building, providing students with information about post-graduation education and work options. The School-to-Career Office and Academies also provide students with information about academic-year and summer internships and job options.

However, Castlemont has some dire needs in the area of personal support services. A survey conducted by the One Land, One People Collaborative indicates that "student and parent access to health care" was identified as a basic need by 69% of students and 58% of parents. "Access to employment opportunities for students and parents" was identified as a basic need by 79% of students and 61% of parents. Staff and students have called for a full-time psychologist, nurse, and social worker on campus. Staff, parents and students have expressed a continued need for these services. Planning is in place for a



school nurse, as soon as funds are allocated. Furthermore, a school and community support resource guide should be compiled and distributed to students, parents, and staff, perhaps through student and staff handbooks.

Perhaps the most promising initiative to improve personal support services on campus is the proposal for a Student Unity Center. The One Land, One People Collaborative has submitted a proposal for a Healthy Start Operational Grant to fund the Center. The proposal for the Student Unity Center includes seven main components: health services, academic achievement, safety committee, parent outreach and development, 9<sup>th</sup> grade support services, after school programs, and youth organizing. Hopefully, the Student Unity Center will be housed in the Alameda County building adjacent to Castlemont so that it will truly be a part of the school grounds. This initiative has been student-driven, and the Collaborative holds monthly planning meetings that are open to the entire school community.

### **CRITERION D3**

**The school leadership employs a wide range of strategies to encourage parental and community involvement.**

As the Academy structure has expanded, more parents, community partners, and business partners have become involved in the school through their involvement in the academies. Two parent groups, the Parent Teacher Student Association (PTSA) and English Learners Advisory Committee (ELAC), meet once each month, discussing their concerns and bringing information about the school, its goals (including the ESLRs and Vision Statement), and its challenges to parents. Parents and community members are always welcome to volunteer or observe in classrooms. Data on parent volunteer rates are kept in the Career Center.

School leadership has committed to hold bimonthly Townhall/Community meetings in order to gain community and parental input around issues of student attendance, violence reduction, and academic excellence. The first of these meetings was held on January 22, 2000.

Data on parent attendance at PTSA, ELAC, Academy, and other events should be recorded and monitored, with a goal of identifying types of events and days and times that attract the most parents.

As staff members try to communicate with parents about student attendance and academic performance, the need for updated, working parent telephone numbers constantly resurfaces. An improved procedure to collect parent communication data should also be developed for record keeping on parent communications. A weekly staff report could perhaps work in this case.

Many times, parents are unaware of school events because the primary means of communicating meeting times and school events to parents is by sending notes home with their children. Parents have requested an automated calling program or a "hotline" number that parents can call so that they can be updated on school events. Although great efforts have been made to send parent communications home in the various primary languages of students, more consistency is needed in primary language communications.

#### CRITERION D4

**The human, material and financial resources, as well as facilities available to the school are sufficient and effectively used to support students in accomplishing the *expected schoolwide learning results*.**

School facilities have greatly improved in the past three years as the school transformed from portable classrooms to the retrofitted and renovated 200 and 300 Buildings. Now only 15 teachers are teaching in portable classrooms. The library is now open for whole-class or individual student visits. Various computer labs have been opened throughout the campus, and are fully staffed and available for student groups or entire classes to use. In addition, staff have lobbied for and received time during the school day for department and academy meetings, during which teachers can collaborate on supporting students and involving parents and community members. Finally, the Ninth Grade Castle, (house) has been implemented for the first time.

An area of growth would be to conduct a staff survey to identify areas of priority for allocation of professional development time and material resources (e.g. overhead projectors, supplementary materials, etc.). As we continue to plan for our additional meeting times, we will focus on using data analysis, to improve student achievement, and academic performance.

In terms of human resources, Castlemont, like many schools in Oakland, lacks sufficient credentials for teachers and instructional assistants for bilingual and sheltered courses as well as math and science courses. There is a need to provide staff development that could impact the stress that has built up over years of neglect in veteran teachers.

In terms of facilities, the student cafeteria is built to hold approximately 500 students, although there are nearly 1800 students on campus. The need for a full-capacity cafeteria and more variety in the cafeteria menu has been emphasized repeatedly by students. The tasting and addition of new foods has been started. Reports are given back to parents and students. In fact, the lunch

program is the second most important school issue for 58% of students, 46% of parents, and 42% of staff according to the One Land, One People Collaborative survey.

The Library provides access for all students, grades 9-12, in the use of all printed and Technological Resources. The librarian provides orientation on the use of computers for academic research. "LITERACY, DIVERSITY, TECHNOLOGY AND QUALITY", guides the library program. Lessons adapted from teacher specific assignments and are applicable across the curriculum and support our ESLRs. Teachers schedule classes with the librarian. The librarian supports students using computers in the library, including web access and word processing. As teachers require more Internet research projects as part of their curriculum, independent study is encouraged and provided for students. In one English teacher's unit on research papers, students used library computers, searching the Internet. The librarian provided instruction on using the Internet for academic research. Students' works are on display in the library.

"Library Information Literacy Handbooks" are available for expanded research assignments using traditional print and electronic resources. The library staff provides research paper strategies utilizing extended Internet research, multi-media and other technological services.

State funding, AB-862, provided for school libraries in California, in order to update the aging book collections, especially in the areas of math, science and social sciences. Based upon the rate of \$25.00 per student. We were funded for two years as of May 10, 1999. This year the District only provided \$2.00 per student for expanded funding.

## Assessment Focus Group

The Assessment Focus Group addressed three Criteria for considering assessment needs at Castlemont.

### CRITERION E1

**Teachers employ a variety of assessment strategies to evaluate students to modify the curriculum and instructional practices. Students use assessment to modify their learning in order to enhance their educational program.**

The school community regards assessment as an integral process to evaluate and modify instructional practices and curriculum. The revised Academy Action Plans provide one vehicle to introduce, implement and modify instructional strategies and assessment instruments. The school community recommends a school wide process to provide additional vehicles for assessment of student achievement and modification of instructional practices. Some of the recommendations include workshops on generating student portfolios, teaching strategies that address various learning modalities, devising departmental assessment rubrics and departmental uniform grading policies.

There are many instructors that use traditional assessment instruments such as teacher-made exams, quizzes and textbook generated exams. Our findings also show a number of instructors who have not employed new teaching strategies, modified curriculum/instructional strategies or include student input into the decision making process in the curriculum. There are also instructors who employ strategies to revise curriculum as a result of assessment. These strategies include, tutoring, individual conferences with students, re-teaching concepts, re-testing, adjustment of grading policy and adjustment of curriculum. These instructors also employ instructional creativity by the use of, peer teaching/evaluating, rubrics, cooperative grouping, oral presentations, guest speakers and project-based instruction.

Formal assessment includes state-standardized tests (SAT9, SAT, PSAT, GRE and AP) The District formal assessment includes the Curriculum-Embedded Assessment and Proficiency. Data is gathered and analyzed to evaluate student performance. Based on data from the results of standardized testing, Saturday School has been implemented for second semester in 1998-1999 and 1999-2000. A Literacy Program is currently in the beginning stages. Staff and student surveys were developed for self-study involving teaching strategies and student performance using current assessment practice.

The assessment focus committee also recommends workshops for teachers who have expressed concerns in devising strategies to modify curriculum and grading

policy to meet the needs for the students mainstreamed from Programs for Exceptional Children.

The English Language Development (ELD) has departmental assessment instruments for example, student portfolios and end of level exams. District assessment includes the SABE, a standardized test equivalent to the SAT 9, but is used for Spanish speakers and Proficiency exam.

## CRITERION E2

**The School, district and community review of student progress toward accomplishing the expected schoolwide learning results. Assessment results are reported to the entire school community on a regular basis.**

The District Research Department reports assessment results to stakeholders. These results are sent to school sites, counselors, teachers, parents and published in local papers. Students' Honor Roll G.P.A.'s are posted on the counselors' bulletin board each marking period, and posted on classroom bulletin boards. G.P.A.'s are also used to determine awards and scholarships. Awards and scholarships are announced, published in school newspaper and celebrated. School site policy is to notify parents of a student's failure, or a student's need to repeat semester courses before final grade of failure is recorded. Parents are contacted and conferences with teachers/directors in the academy intervention process. Community Business partners review students academic progress with parent permission for incentive programs.

The faculty has collaboratively revised the school mission statement and schoolwide ESLRs. The revised mission statement and ESLRs are presently posted in each classroom and school office. School progress is aligned to our expected schoolwide learning results in the School Wide Action Plan, Academy Action Plans, Teachers' One-Year Course Descriptions and Lesson Plans. In addition, our Expected School-wide Learning Results are disseminated during Parent Orientation, (P.T.S.A.'s Open House), Academy Business Partners, and Student Handbook. We are currently revising our Web page for Castlemont, which will include our revised Vision Statement and ESLRs.

## CRITERION E3

**The assessment of *expected schoolwide learning results* drive the school's program development and resource allocation.**

**ESLR ASSESSMENT.** Standardized assessment data is the basis for development of school programs. Data must be correlated with ESLRs. Resources insufficient to keep up with current needs must be documented.

Standard and traditional data alone is not an assessment of effective instruction, but must be taken as one among many methods and tools integrated into authentic assessment. Castlemont needs to develop timely action plan steps to effectively assess the results of ESLRs that will affect revised instruction and curriculum programs and resource allocation. These plans must address the root causes of the problems, not the symptoms. This school wide assessment needs to take place in time to impact instructional practices at the beginning of each semester.

We need to develop additional instruments to assess our ESLRs and school-wide programs. Potential instruments are Parent/student/staff surveys of response to ESLRs, instructional practices and student performance. Dissemination of these results to the whole community, and feedback via surveys would provide valuable data for implementation for improved student achievement. Whole school community "strategic planning," with a focus on increasing academic achievement will also drive program development and resource allocation.

The Castlemont community realizes the impact of assessment on our school population. We are requesting the District to allocate more funding for workshops to improve our assessment instruments, teaching methods and strategies. We are in an on-going drive to improve assessment and results of our standardized test scores. We are under the opinion that our District and the State of California must support our efforts as a continued on-going process.

## CHAPTER V

### Schoolwide Action Plan

#### Area of Focus/Rationale

In support of the vision statement, strategic and tactical plans developed schoolwide, with roles and responsibilities identified and assigned will provide stakeholders with clear directions and related timing. The implementation of this planning will result in increased academic skills and character development for students. In order to achieve these goals Castlemont High School must have an ongoing schoolwide action plan, (including ELAC, Ninth Grade Castle (House), and individual academy plans). Communication must be developed and executed with common understanding of school objectives by stakeholders. These foundational steps will assure us that Castlemont High School will progress toward achievement of district targets and ESLRs.

To ensure that all staff, students and stakeholders have a safe environment conducive to learning; we have identified three critical core areas of concern that are vital to the overall success of our school.

- 1) Working in concert with the district, we will work to provide and maintain an updated and retrofitted facility.
- 2) Using district provided instruments and resources, the site will work towards improving schoolwide attendance.
- 3) Through district provided resources the site will work towards improving overall school site safety.

#### Growth Targets:

All stakeholders e.g. staff, students, community will continue to improve site facilities, attendance and safety through continually improving comprehensive plans.

**CASTLEMONT HIGH SCHOOL**

**SCHOOLWIDE ACTION PLAN**

1999-2002

FINAL Draft March 4, 2000

WASC 26001



# ADMINISTRATIVE AREAS

SPRING - WINTER, 1999

I. **Area of Focus/Rationale:** Schoolwide planning / In support of the vision statement, strategic and tactical plans developed with roles and responsibilities identified and assigned will provide stakeholders with clear directions and related timing, resulting in increased academic/character development for students.

**Growth Targets:**

- All academies have an ongoing action plan.
- Castlemont High School has an ongoing school wide action plan, including individual academy plans.
- Communication plans developed and executed – common understanding of school objectives by stakeholders.
- Castlemont High School progresses toward achievement of district targets.

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data / Evidence Of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Action plans were developed for all academies and ninth-grade house.	Summer 1998 – Summer 1999	Academy directors and staff, school-to-career personnel	stakeholders input, time, action plan template,	Completed plans, minutes and attendance from planning meetings, record of acceptance of plan by stakeholders	Final plan shared with all stakeholders	ALL	#3
All stakeholders will meet to discuss action plans at a school-wide retreat held every fall and spring	Ongoing (e.g. May 22, 1999 and Sept. 24-26, 1999)	Retreat Committee Staff, Parents, Business Partners, Students, Academy Directors, Community	Money, time, stakeholder participation	Records of attendance, minutes from meetings including new ideas and revised action plans	Memo and photographs to parents, students and other stakeholders	ALL	#3
Staff changes: Administration	Summer, 1999	Superintendent	Board members	Revised list of assignments for Oakland administrators	Release list of new assignments to media	Vision Statement	#3

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data / Evidence Of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
WASC facilitators receive updated orientation on WASC review process	May, 1999	WASC leadership – Lewis, Tate, Abono	WASC template, feedback on Castlemont's school profile, sample action plan, Focus on Learning 2000, purpose for WASC process	First May 22 Retreat on WASC preparation produced	Orientation to lead team on focus group leader	ALL	#3
Principal identifies who will hold stakeholders accountable for implementing plans that address WASC-identified areas of need	Before April, 1999	Principal	Administrators, Teachers, staff, students, parents, alumni, business partners	Names of persons identified, Teachers produce lesson plans with WASC areas incorporated	Web site, Newsletter, CCR Voluntary Resolution Plan	All	#3
Central Security System	Sept 1999 and on-going	Principal and District Personnel	District Personnel	Safe and secure campus during on and off peak hours	Completed work orders, Burglary reports	#5	#7
Graffiti removal: school wide	1997-ongoing	District personnel, Principal, all staff members and students	District personnel, Beautification Committee, Academies, Parents, paint and/or graffiti removal equipment	A clean, graffiti-free campus	Completed work orders, Newsletters, Site Annual Report, FCMAT	#5	#1

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Refined ESLRs and School Vision Statement with input from all stakeholders	Fall, 1999	Administrators and WASC chairpersons	Time for WASC focus groups meetings, Ballots to vote on revised ESLRs, School-To-Career support	Refined ESLRs and School Vision Statement, various drafts and feedback from stakeholders	Publication of refined ESLRs and School Vision Statement to stakeholders	All	#3
Administrators and leadership teams participate in WASC Orientation with the WASC chairperson.	December 8, 1999	Administration and leadership team	WASC Team, chairperson, leadership team, administration, action plans, substitutes to cover classes of members of the leadership team	Attendance records, feedback for chairperson,	Announcement of visit to all stakeholders	ALL	#3
Incorporate WASC critical areas of need into a school-wide action plan.	December 1999 - February 2000	Administration and leadership team	All stakeholders' input, 1996 WASC report, time	Updated action plan and record of staff participation	Share updated action plan with all stakeholders and WASC chairperson	ALL	#3
Prioritizing action items	Fall, 1999	Principal, Self-Study Team	Teachers, staff, School-to-Career office and liaison	Timeline	Faculty meetings, Focus Group meetings, Newsletter	All	#3
Develop and execute communication plan - get feedback and buy-in from stakeholders	Fall, 1999	Administrators and WASC Self-Study team	Teachers, staff, students, Alumni, parents, business partners	Survey forms, Focus Group attendance forms, Focus Group summaries	Memos, Presentations at community meetings,	All	#3

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Develop accountability plan/matrix -- including all stakeholders Monitor data on students and alumni	Fall, 1999 and on- going	Administrators and WASC Self-Study team, School- to-Career office	Teachers, staff, students, Alumni, parents, business partners	Plan of Action developed	Newsletter, Academy Action Plans, Voluntary Resolution Plan, CCR	All	#3

**PRIORITY ITEMS**

**SCHOOL YEAR 1999 - 2000**

**Facility**

**Attendance**

**Safety**

**I. Area of Focus/Rationale:** The District must move with all deliberate speed to ensure that the school is retrofitted and renovated to provide students with an environment conducive to learning.

**Growth Target:** By the end of this academic school year, June 2000, all renovations should be completed.

<b>ACTION STEPS:</b> What will be done?	<b>Timeline:</b> By When?	<b>Person(s) Responsible:</b> By Whom?	<b>Resources:</b> Support(s) Needed?	<b>Assessment:</b> Data/Evidence of Success?	<b>Report of Progress</b>	<b>ESLRs Addressed</b>	<b>WASC Criteria</b>
Upgrade present heating system to provide sufficient heat to all classrooms, offices and all buildings	Immediately by June 2000	District Personnel and Principal	District Personnel	Heat working in all areas (warm offices and classrooms)	Completed work orders, Newsletters, Site Annual Report	#5	#1
Water fountains repaired or replaced with working systems	Immediately by June 2000	District Personnel and Principal	District Personnel	Drinking water fountains around the school	Completed work orders, Newsletters, Site Annual Report	#5	#1
Hot running water in all areas where it is required (offices, lab classrooms, gym, restrooms)	Immediately by June 2000	District Personnel and Principal	District Personnel	Hot water available throughout the school site	Completed work orders, Newsletters, Site Annual Report	#5	#1
Repair broken windows /replace dilapidated ones with modern varieties	Immediately by June 2000	District Personnel and Principal	District Personnel	Working windows	Completed work orders, Newsletters, Site Annual Report	#5	#1
Operable elevators for use by students or staff with special needs and for making deliveries	Immediately by June 2000	District Personnel	District Personnel	Working elevators that are wheel-chair accessible	Completed work orders, Newsletters, Site Annual Report	#5	#1

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Repair lockers and locks in the gym and other buildings	Immediately by June 2000	District Personnel	District Personnel	Operable lockers	Completed work orders, FCMAT, swimming pool requirement	#5	#1
Install shower heads and repair shower tiles in the gym	Immediately by June 2000	District Personnel	District Personnel	Operable lockers	Completed work orders, FCMAT	#5	#1
Install metal benches in the courtyard	By June 2000	District Personnel and Principal	District Personnel	Visible metal benches	Completed work orders	#5	#1
Heating: Improved and/or installed: Gymnasium, auditorium, classrooms, library, offices and any other facility involving heating	Immediately by June 2000	District Personnel and Principal	District Personnel	Heat working in all areas (warm room and offices)	Site Annual Report, Newsletter, completed work orders, FCMAT	#5	#1



ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Install window screens in Food Lab	Immediately by June 2000	District Personnel and Principal	District personnel and funding	Screens visible	Completed work orders, Newsletters, Site Annual Report	#5	#1
Add air conditioning to all non CET computer labs Shop 2,3,305 Add fans or air conditioning to portables	June 2000	District/ Principal	Purchase and installation of equipment	Work orders, invoices, delivery of equipment Installation of equipment	Announcements Facility Updates Staff and town meetings	#5	#1
Operable elevators for use by students or staff with special needs and for making deliveries	Immediately by June 2000	District Personnel	District Personnel	Working elevators that are wheel-chair accessible	Completed work orders, Newsletters, Site Annual Report	#5	#1
Repair lockers in buildings	Immediately by June 2000	District Personnel	District Personnel	Operable lockers	Completed work orders	#5	#1
Install shower heads and repair shower tiles in the gym	Immediately by June 2000	District Personnel	District Personnel	Operable showers	Completed work orders	#5	#1
Install metal benches in the courtyard	By June 2000	District Personnel and principal	District Personnel	Visible metal benches	Completed work orders	#5	#1

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Installation of new pool, remodeling of locker room, urinals, and hot water	August 2000	OUSD, City of Oakland, & Community Reps	Continued Planning & collaboration with all stakeholders	New operating pool, with remodeled locker room, completed work orders	Planning dates, City Council reports or minutes Staff Agendas	#5	#1

**II. Area of Focus/Rationale:** Attendance at school impacts students' academic achievement, development of employability skills, interpersonal skills and safety of the school and community.

**Growth Targets:** Increase attendance by 20% from 72% to 92% during the 1999-2000 school year

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Develop attendance rewards for students and teachers	June 2000	Principal, Leadership Team	Planning and collaboration	Established system	Report outs to stakeholders	All	#4
Attendance will be properly recorded and submitted daily	Daily and on-going	All staff	Roll sheets, Attendance sheets, I.W.E.'s, ROP attendance	Attendance Office reports, STU 99, teacher attendance reporting showing increased attendance	Memos to teachers, students, parents, and the Board; Marking period and semester reports	All	#4
All staff will participate in increasing student attendance, encouraging others to report students' presence on campus if they are not in class.	Daily and on-going	All staff	Communication between counselors and teachers, admin. and teachers, parents and school; tardy sweeps, Family Community Counselor, increased number of campus supervisors	Attendance Office reports, STU 99, teacher attendance reporting showing increased attendance	Memos to teachers, students, parents, and the Board; Marking period and semester reports	All	#4

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Family Community Counselor (FCC) will target students with 20% or higher absenteeism	Daily and on-going	All staff	Legal resources	Number of conferences held with students and their parents, increased attendance	Memos to teachers, students, parents and Board , reports from FCC	All	#4
Community Liaison (3 hours)	March 2000	Assistant Principal	Job posting, interviews, Bridges, Elmhurst Community and other community groups	Positioned filled	Community, parents, students, newsletter, Websites	All	#4
School wide Attendance / Retention Plan	June 2000 and on-going	Administrators	Teachers, Staff, I.W.E.s, District Truancy Center, Family Community Counselor (FCC)	Attendance sheets, Increases attendance,	FCC Reports, District CBEDS, parents, students	Vision Statement	#4
Counselors, Administrators and FCC will develop new procedures to target and increase student attendance	February 2000	All administrators, counselors, clerical staff and FCC	Access to SASI database, parental contact, counseling time (planned), form to inform parents of resources, brochure of community resources and to promote student's emotional well- being	Brochure outlining plan and steps, improved GPA and attendance, improved graduation rates, improved promotion rates, college enrollees increased parental evidence	Newsletters, Websites, parents, students	All	#4

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	Wasc Criteria
Special Education will conduct a computer based learning pilot program to assist students in reading	March 2000	Special Education Ms. Oden and Principal	Special education computer stations (10), additional staff development	Improved reading by 20% as evidenced by students and teachers	IEP, testing, student portfolios	All	#4
Arts and Entertainment will develop a plan to implement computerized art animation into the curriculum	January 2001	Ms. Chew-MacLean, Ms. Oden and Principal	Computers (2), software, Staff Development	Animations, outlined animations, projects and at least one feeder school project	Completed projects, student portfolios, student voice	All	#4
Application for 21 <sup>st</sup> Century to enhance After School Program/School Program	Pending September 2000	Principal	Grant continued collaboration with the community, One Land One People, Alameda County and the District	An operational program developed with collaboration from the community business partners and Alameda County	Reports to staff, students, parents, PTSA, ELAC, community meetings	All	All

**III. Area of Focus/Rationale:** Safety strategies need support from District and school site to provide a safe environment that is conducive to learning.

**Growth Targets:** Enforce and monitor existing safety strategies to reduce the number of security incidents by 15% (theft, physical assaults, etc.)

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Recruit effective School Safety Officers (SSOs)	On-going	OPS Police Services, School Admin.	Training, funding, staff	Proof of completion of training, performance assessment, DHP's are managed by site crime reports	Crime reports Teachers, students, parents	#5, #6	#7
Enforce Closed-Campus policy	On-going	Site Admin., teachers, SSOs, staff, campus supervisors,	Fence, security cameras and supplies, personnel (OPS, Police) funding	Fewer students leaving campus, improved attendance (4 <sup>th</sup> and 5 <sup>th</sup> periods), reduce tardiness, reduce off campus incidents, students and staff wear IDs	Attendance roll sheets Students, teachers	#5, #6	#7
Conflict Resolution Programs integrated and functional: 1. Youth-Together 2. Teens On Target 3. New Bridge 4. Conflict Resolution	On-going	Program staff, school admin., student mediators	staff, funding, facility	Reduction in number of suspensions, incidents, student program data	Program data, Crime reports, District CBEDS Students	#3	#7

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Lighting A. Improve lighting in these areas: restrooms, auditorium, corridors, Exit signs, football field B. Increase exterior lighting system in areas (walk ramps, football area, in front and behind portables, open space between gymnasium and field, parking lots, in front of shops and 100 building, creek area, garden area and behind auditorium)	Immediately by June 2000	District Personnel	District Personnel (Superintendent and other personnel)	Lights operating in all of these areas properly: (a) sensed lights in restrooms (b) sensed lighting in all areas in step B (What will be done) (c) State-of the - Art lighting in the auditorium	Crime reports, Newsletter Stakeholders	#5	#7

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Install new iron wrought fences and gates	By June 2000	Principal, District Personnel	District personnel	Fence and gates around school, number of intruders reduced	Completed work orders, crime reports, newsletters, stakeholders	Vision Statement	#7
Install handrails for stairwells in all buildings (iron wrought)	By June 2000	Principal, District personnel	District personnel	Visible handrails	Completed work orders, Safety Compliance report, stakeholders	Vision Statement	#7
Secure buildings during lunch, after school and evenings (with teacher access)	On-going	Administrators and staff	SSOs, teachers, campus supervisors secured outside cameras, lights and monitored gates	Reduced incidents of vandalism, student movement and class interruptions	Crime reports, stakeholders	#6	#7
Repair / replace broken door locks	By June 2000	Principal, District Personnel	District Personnel	Operable locks on doors	Completed Work orders, FCMAT, complete documentation stakeholders	#5	#7
Enforce the ID policy	On-going	Entire staff	Camera and supplies, personnel, training, funding	Students and staff have and wear ID badges	Increase in the number of students wearing ID badges	#6	#7



# PRIORITY ITEMS

SCHOOL YEAR 2000- 2001

**Facility**

**Technology**

**I. Area of Focus/Rationale:** The District must move with all deliberate speed to ensure that the school is retrofitted and renovated to provide students with an environment conducive to learning.

**Growth Target:** By the end of this academic school year, June 2001, all renovations should be completed.

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
State-of-the-art lighting system in the auditorium	June, 2001	District personnel, Principal	District Personnel (Superintendent and other area personnel), District appropriations	Existence of the required lighting system in the auditorium, stakeholder	Completed work orders, Newsletters, Site Annual Report	#5	#1
Repair electrical system on football field: outlets, etc.	By June 2001	District Personnel and principal	District Personnel	Operable electrical system, stakeholders	Completed work orders	#5	#1
Restrooms: provide seat covers, install air dryers and central air fresheners	By June 2001	District Personnel and Principal	District Personnel and budget allocations	Seat covers available, air dryers and central air fresheners installed, stakeholders	Site Annual Report, Newsletters, Completed Work Orders, Digital High School Grant, Donations/or Oakland Technology Exchange	#5	#1

**II. Area of Focus/Rationale:** Bridging the Divide – The Castlemont community must work collaboratively to expand technological instruction across the curriculum.

**Growth Target:** By the end of the school year, Castlemont High School will implement a technology plan, which will insure computer training for students and parents, provide take-home computers for completion of student assignments, and develop a maintenance program for computer units.

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Digital High School: Every classroom equipped with appropriate wiring for at least 5 student computer areas	June 2001	Principal and District Personnel	District Personnel and budget allocations	Classrooms wired and student computers stations present	Site Annual Report, Completed work orders, Newsletters, Oakland Technology Exchange, Donations, Other donations	#5	#8
Student computer training for skills and etiquette	June 2001	Principal	Computers, Computer lab teachers	Check list of skills for student evaluation	Successful completion of training, Staff Development	Vision Statement	#8
Site support system for maintenance of computer systems	June 2001	Principal	Computers, District personnel	Computer technician on staff Students	List of repaired computers, Maintenance schedule, EAF for Technician Sept. 2000	Vision Statement	#8

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Assist students as they develop intellectually and socially through use of computer take-home programs	June 2001	Principal	Computers	Student homework and reports produced by computer	Signed Contracts, Oakland Technology Exchange MOU, Staff Development	#1	#8
Parent computer training	June 2001	Principal	Computers, Parents, staff	Attendance sheets	Program contracts	Vision Statement	#8

# PRIORITY ITEMS

SCHOOL YEAR 2001-2002

FACILITY

TECHNOLOGY

**I. Area of Focus/Rationale:** The District must move with all deliberate speed to ensure that the school is retrofitted and renovated to provide students with an environment conducive to learning.

**Growth Target:** By the end of this academic school year, June 2002, all renovations should be completed.

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
State-of-the-art Track and Field: Public Address system, and concession booths	June 2002	District Personnel and Principal	District Personnel, Bond allocations	State-of-the Art facility	Site Annual Report, Newsletters, Completed Work Orders, students	#5	#1
Demolition of old pool, Landscaping for tennis courts and softball field	By June 2002	OUSD, City of Oakland, Parks & REC, Community	District personnel and Bond appropriations	Work completed	Completed work orders, Newsletters, Site Annual Report, Students	#5	#1
Auditorium: new seats, Public Address system and purple fire-proof curtains	By June 2002	District personnel and Principal	District personnel	New seats, Public Address system and fire-proof curtains	Completed work orders, Newsletters, Site Annual Report Stakeholders	#5	#1
Computer lab access (with a site technician) for each of the 8 academies	June 2002	Principal and District Personnel	District personnel budget allocations	8 computer labs with services of a site technician	Site Annual Report, Completed work orders, Newsletters, Digital High School Grant, Donations/or Oakland Technology Exchange, stakeholders	#5	#1



# ON-GOING

## Critical Areas of *Follow-Up*

1999 – 2002

9<sup>th</sup> Grade

Improving Academies

Bridging the Digital Divide

**I. Area of Focus/Rationale:** The leadership, teachers and counselors aggressively pursue articulation with feeder schools through meaningful dialogue regarding methods to improve student achievement of incoming students.

**Growth Targets:** Reduce 9<sup>th</sup> grade dropout rate by 20 %

<b>ACTION STEPS:</b> What will be done?	<b>Timeline:</b> By When?	<b>Person(s) Responsible:</b> By Whom?	<b>Resources:</b> Support(s) Needed?	<b>Assessment:</b> Data/Evidence of Success?	<b>Report of Progress</b>	<b>ESLRs Addressed</b>	<b>WASC Criteria</b>
Create and maintain an all academy brochure outlining core curriculum, detailed explanation of all school academies, programs and activities	On-going	Site management, academy directors/co-directors, students, teachers, counselors, and community liaison	District personnel, Site management, teachers, counselors, students, community liaison, computers, supplies, funding	Increased knowledge of programs, academies, activities feeder school presentations (videos, brochures, student presentations, etc.) Prompt response from district personnel, stakeholders	1. School-to-Community Newsletter (Monthly) 2. Surveys and feedback 3. Increased interest, participation and attendance, Voluntary Resolution Plan	All	#5
Provide written state, district and school expectations of all incoming high school students	On-going	Administrators, counselors, feeder schools	Clerical staff, office supplies, District Guidelines for Student Success	Dissemination of materials to students and parents, stakeholders	Presentation at feeder schools	All	#5



ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Counselors will collaborate with Ninth Grade Castle, Academy Directors students and administrators to develop a presentation for incoming students, parents	March thru August 2000	All staff	Department and leadership meetings, Academy planning time	Plan presentation, translated and updated Student Handbook	Agenda from presentation, list of parents present, Voluntary Resolution Plan	ALL	#5
Parent involvement	Daily and on-going	All staff, Social services	Legal Resources	Increased participation in BAC, PTSA, Parent Night and other school activities	Attendance at BAC and PTSA meetings, parents assume active roles on school committees	All	#5

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Pre-registration and orientation will be held for all incoming ninth graders and their parents.	Pre-registration- two weeks before school starts Orientation -one week before school starts	Administrative counseling, attendance office, and other clerical staff	Staff, counselors, transcripts for incoming 9 <sup>th</sup> graders, leadership students, alumni, volunteers, textbooks, lockers, additional SASI support	90% of students will have all available books, lockers, and schedules before school starts, emergency card and immunization records on file, attendance at orientation, feedback from parents	Newsletter to parents, alumni, and district, positive press, Voluntary Resolution Plan, stakeholders	ALL	#5
Grant to increase the number of college bound students with at least an average of "C"; increased number of students in Advanced Placement courses with a score of "3" or above; increase the number of students taking national norm tests	02/ 2000 - 08/2000	Principal, Mills College (Gary Yee), Healthy Start, Alameda County, Oakland technology Exchange, One Land One People collaborative	Assessment counselor for 8 <sup>th</sup> and 9 <sup>th</sup> grades, electronic student portfolio, computer/software e. collaboration/community support	Implementation of Collaborative planning grant, improved SAT 9 & ACT scores, Newsletters	Program articulation to all feeder schools by counselors, 21 <sup>st</sup> Century Collaborative, business partners and community	All	#5

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Algebra Lab planning and implementation	August 1999 to June 2000	Principal, Yolanda Young, Math TSA	9 <sup>th</sup> and 10 <sup>th</sup> graders	Teacher, 10 computers, curriculum/software, staff Development	20% increase in the number of students passing Algebra A & B; 20% increase in student attendance; 20% increase in students going into Geometry & Advanced Placement classes	ALL	#5
Master schedule will be adjusted to ensure 20:1 student-teacher ratio in 9 <sup>th</sup> grade Algebra and English classes	Annually, beginning September, 1999	Counselors, administrators, clerical staff, teachers	SASI, accurate class counts	Revised schedule, updated class counts	Newsletter to parents, alumni, and district, positive press, Voluntary Resolution Plan, CCR	# 1,2,3,4	#5
Plan to integrate English Language Learners in academic model	On-going	Principal, Counselors	Parents, Bilingual office, teachers, students	Student class schedules	School Annual Report, CBEDS, Voluntary Resolution Plan, CCR, Bilingual Compliance	All	#5

**II. Area of Focus/Rationale:** Improve teacher effectiveness in preparing lesson plans and designing academic lessons that comply with District and State standards, which emphasize ESLRs and improve the overall quality of instruction.

**Growth Targets:** Project-based lesson plans produced by all teachers

<b>ACTION STEPS:</b> What will be done?	<b>Timeline:</b> By When?	<b>Person(s) Responsible:</b> By Whom?	<b>Resources:</b> Support(s) Needed?	<b>Assessment:</b> Data/Evidence of Success?	<b>Report of Progress</b>	<b>ESLRs Addressed</b>	<b>WASC Criteria</b>
Create a school-wide six-week lesson plan template for teachers.	By June 2000	Administrators and Self-Study Team	Release time	School-wide lesson plan template	Teacher lesson plans that are aligned to school action plan and ESLRs, Voluntary Resolution Plan	All	#6
Evaluate teacher lesson plans and give feedback in a timely manner	Before June 2000	Administrators	Conference time, teacher lesson plans	Conference held to discuss lesson plan documents	Teacher's approved lesson plans (according to school-wide template), Voluntary Resolution Plan	ALL	#3
Academy action plans will be evaluated and updated to align with school ESLRs	Fall, 1999, ongoing	Academy directors and staff, WASC focus groups, School-to-Career office	Input from all stakeholders, action plan template, time, data on student achievement, e.g. SAT9 scores, curriculum-embedded assessments, aggregated data, school wide GPAs, attendance, etc, -services in drive planning	Formal post-implementation review of each academy action plan, completed by May 1 Revised action plan, completed by June 18	Plan revisions and rationale shared with all stakeholders	ALL	#3

III. **Area of Focus/Rationale:** All stakeholders recognize the necessity to access and maintain the skills to keep pace with current technological developments, to insure that we continually broaden educational opportunities and remain competitive in employability skills.

- Growth Targets:**
1. Number of student computer units will increase to 5 per classroom
  2. Student research protocols will include multiple internet sources referenced, increasing to 3 per assignment
  3. Teacher-generated graphics, interactive activities and grading protocols.
  4. Every teacher will generate a website that includes lesson plans, student assignments, study guides, homework and additional information
  5. Institute and maintain program, which allows computers to be taken home, for use by students and parents

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Every teacher provided with an internet ready computer for their classroom	June 2000	Principal	District personnel, computers, cables, software	Computers in each classroom	Completed work orders Students/teachers	Vision Statement	#8
Pretest to benchmark computer skills of all students and staff	June 2000	Computer instructors	Time, computers, personnel	Completed pre-test	Increased number of students who are computer literate	#1	#7
Staff development for computer training	By September 2000	Principal	Computers, District Technology Specialist	Attendance sheets of staff, computer-generated lesson plans	Use of computer graphics in lesson plans	Vision Statement	#9
Bridging the Digital Divide Technology	By September 2000	Principal	Computers	Computers, District, Technology Specialist	Attendance sheets of staff, computer-generated lesson plans	Use of computer graphics in lesson plans	Vision Statement

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Provide an interesting, challenging internet-embedded curriculum to motivate student involvement and participation	June 2000 and on-going	Teachers	Computers, Lesson Plan template		Voluntary Resolution Plan, students	ALL	#8
Continual opportunities for staff exposure to and interaction with current technology	June 2000 and on-going	Principal, District Technology Center	District personnel, Computers, software	District and County Technology brochures	Professional growth credit records	ALL	#9

IV. Area of Focus/Rationale: All staff members will develop and support student performance assessment strategies that measure students' growth according to ESLRs

Growth Targets: Increase students' academic growth by 20%

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Lesson Plans: teacher lesson plans relate to district and state frame Works	A. On-going B. Submit lesson plans at the beginning of each six weeks	Teachers and Administrators	1. District and state frameworks for each teacher 2. Academy Action Plans 3. Academy syllabus	Improved test scores and GPAs	1. Report Cards 2. Statistical data from Research Department (District) 3. Voluntary Resolution Plan 4. Students	All	#2
Portfolios: students will create portfolios	On-going	Teachers, Students, Academy Directors	District -funded staff development	1. Improved GPAs (Academic growth) 2. Portfolio completed 3. Aids in employment	1. Prospective employers 2. Business Partners 3. Submit to college 4. students	All	#2

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
<p>Interventions:</p> <p>A. General population - Academic</p> <ol style="list-style-type: none"> <li>1. Include a variety of teaching modalities</li> <li>2. Use of Academy Academic Intervention Form</li> </ol>	On-going	<p>Teachers, Administrators and District</p> <ol style="list-style-type: none"> <li>1. Academy Directors and Teachers</li> <li>2. School-to-Career Director</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff Development (District funded)</li> <li>2. Administration</li> <li>3. School-to-Career Liaisons</li> <li>4. Academy Directors</li> </ol>	<p>Improved GPAs</p> <ol style="list-style-type: none"> <li>2. Raises level of self-esteem</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents, Students, Counselors, Administration and other Teachers</li> <li>2. Parents, Students, Counselors, Administrators and other Teachers</li> </ol>	All	#2
<p>B. Exceptional Children (SDC and RSP)</p> <ol style="list-style-type: none"> <li>1. Include a variety of teaching modalities</li> </ol>		<p>Teachers, Administrators and District Department for Exceptional Children and Counselors, Psychologist and Psychiatrist</p>	<ol style="list-style-type: none"> <li>1. Staff Development</li> <li>2. I.E.P. (Individualized Education Plan)               <ol style="list-style-type: none"> <li>A. Annual</li> <li>B. Tri-Annual</li> </ol> </li> <li>3. Periodic collaboration between Special Education Department and regular Education Teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Improved GPA</li> <li>2. Raise level of self-esteem</li> <li>3. Social and Domestic Independence</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents, Students, Counselors, Administrators and other teachers</li> <li>2. District Department of Exceptional Children</li> <li>3. Voluntary Resolution Plan</li> <li>4. E-Base Pilot Program</li> </ol>		



V. Area of Focus/Rationale: Staff Development should be site driven based upon Castlemon't's identified ESLRs and Action Plans

Growth Targets: Increase Staff Development by 25%

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Provide desirable in-services that are beneficial to the school site	On-going	All staff	Leadership Team, consult administrative staff, calendar of staff development in-service including time, location and funding	Evaluations, surveys, attendance of staff	Staff development, newsletter, Voluntary Resolution Plan	All	#9
Staff development on professionalism, sexual harassment, diversity and other needs	On-going	All staff	Stipend, trained staff members, district personnel, community outreach, videos	Feedback from surveys and group discussions	School bulletin (weekly), parent bulletin and P.A. system, Voluntary Resolution Plan	All	#9
Staff development by other staff members in their area of expertise/best practices	On-going	All Staff	Stipend, funding, staff members that are trained in their area of expertise	Feed back from evaluations, staff requests for additional in-services	Memos to all staff, parents, students, report of surveys, Voluntary Resolution Plans	All	#9
Provide an in-service on types of student assessment		All staff	Funding	Feedback from evaluations	Increase in attendance by all staff, varied assessment strategies employed by teachers	All	#9

**VI. Area of Focus/Rationale:** Castlemont has expanded from 2 to 8 academies and a 9<sup>th</sup> Grade House to utilize integrated teaching team models school-wide.

**Growth Targets:** All students will experience academic growth through participation in academies or the Ninth Grade House.

<b>ACTION STEPS:</b> What will be done?	<b>Timeline:</b> By When?	<b>Person(s) Responsible:</b> By Whom?	<b>Resources:</b> Support(s) Needed?	<b>Assessment:</b> Data/Evidence of Success?	<b>Report of Progress</b>	<b>ESLRs Addressed</b>	<b>WASC Criteria</b>
All 10-12 <sup>th</sup> grade students will select an academy	10 <sup>th</sup> grade	Counselor, Academy Director, Attendance, Staff	Survey forms, recruitment faire, parents	Completed Academy Selection Forms,	Counselor's list of students "tagged " for an academy	# 1,2,4,6	#6
All ninth grade teachers and students will participate in the planning and activities of the Ninth Grade Castle	On-going	All staff and 9 <sup>th</sup> grade students	Administration support and follow-up	9 <sup>th</sup> grade student handbook, attendance by teachers	List of student activities	#1,3,6	#6
All teachers select an academy or the Ninth Grade Castle	On-going	Administration and teachers	Recruitment, Profile of each academy	List of all teachers assigned to an academy or the Ninth Grade Castle	Copy of the school's master program	Vision Statement	#6

**VII. Area of Focus/Rationale:** Recently instituted safety strategies should receive continued support from the District and the site administration

**Growth Targets:** Castlemont High School will remain a safe campus for all stakeholders before, during and after normal hours of operation

ACTION STEPS: What will be done?	Timeline: By When?	Person(s) Responsible: By Whom?	Resources: Support(s) Needed?	Assessment: Data/Evidence of Success?	Report of Progress	ESLRs Addressed	WASC Criteria
Maintain safety features in optimal condition	On-going	Administration and District Personnel	District funding, District personnel	Safety checks are performed periodically to access status	Completed work orders	Vision Statement	#7

# MONITORING & FOLLOWUP PROCESS

The proposed follow-up plan to ensure Castlemont High School's Action plans are implemented and monitored will be the major responsibility of the Leadership Team and the Focus or Learning Focus Groups as it relates to the eight academies. Prior to the "Focus on Learning" process, the academy structure was the emerging driving force for curricular, structural, school climate changes, safety or a catalyst for change (restructuring).

At the beginning of each school year, we will continue to have a two-day retreat/staff in-service before instruction begins. The Leadership Team will review the Action Plan drafted in this self-evaluation and incorporate necessary changes and refinements. Discipline specific (Departments) and Focus Groups will also review the Action Plans for the current year and beyond.

In other words, "The WASC-ing Process" will continue and will be incorporated into our emerging governance which is moving toward our version of Site-Based Management.

The Leadership Team meeting will be held monthly after each faculty meeting. These meetings will review our progress for that year as well as keeping records of our progress for future and on-going improvements. The Leadership Team will establish bench marks for action items in the action plan and assist in developing multiple assessment measures to identify the levels of achievement for students. Other major considerations will be on going assessments of attendance, integration of Bilingual students into the academy process in the 9<sup>th</sup> grade, staff development, etc.

Additionally, the Leadership Team will be responsible for monitoring an on-going WASC structure which orientated all support groups to the "WASC-ing Process". Moreover, this will be ways and means to organize support groups under the WASC umbrella and void support groups from working in isolation. Thus, the effort of all support groups will be focused to impact/educate more students.

One Staff Development/Buy-Back Day will be set-aside in the spring to analyze data about our site. This effort will afford Castlemont the opportunity to annually horn our skill on implementing site specific surveys and collecting site data. This will re-enforce Staff Development/In-service on data, standards and

assessments. By having the latest site specific and district data, we will be able to make base changes on student needs as opposed to our instincts, as staff desires.

An Administrator appointed by the Principal will facilitate the progressive movement of the action plan. The facilitator's role will include setting and chairing meetings with the Leadership Team. Additionally, the School-to-Career Liaison will work closely with the facilitator in an effort to give direction to academy directors.

## PARENTAL CONCERNS

Societal acts of violence throughout the district, state and community cultures affected all youths citywide. As a reflection of these acts of violence, Castlemont High School has experienced random acts of violence that have launched increasing and on-going parental and community concerns. Some of these concerns included but were not limited to safety and security, lack of or limited participation of parents, cultural differences, tardiness, language barriers, open campus policy and attendance. Several community meetings were held on the school site for which parents, students, teachers, site administrators, district, city and county officials, community, clergy, law enforcement and others attended. Several follow-up meetings and workshops were held addressing these concerns.

The table below reflects some of the concerns and solutions derived from these meetings:

CONCERNS	SOLUTIONS
1. Safety and Security on campus, with fencing to promote more safety and security.	More parent patrol, more teacher monitoring and trained security officers. Wrought iron fencing is being installed on campus.
2. Student discipline (classroom and grounds)	Parents must be responsible for the children.
3. Lack of parental involvement	School-wide effort to encourage participation of parent(s) and/or guardian(s) through PTSA, ELAC, Parent Nights, etc.
4. Poor food services for students	Provide better quality foods for students and/or provide fast food services such as: McDonald's, Burger King, Taco Bell, and student-run deli
5. Truancy and on campus absences	FCC/Truancy Officer now on site. Re-vamp calling system to notify parents of all periods of absences/tardiness. Mandatory meetings with site administrators for habitual truants and their parents/guardians with focus on: <ul style="list-style-type: none"> <li>• Better school attendance</li> <li>• Getting to all classes on time</li> <li>• Completing ALL assignments when due</li> </ul>

6. Cultural differences	More multi-cultural courses of study for both parents and students (Diversity Training) to promote a better understanding of all ethnic groups (lifestyles, traditions, etc.)
7. Lack of campus healthcare professional	Need for a full time nurse/practitioner on campus at all times for general health and emergency needs of students and staff. Project Healthy Start coming (September 2000)
8. Family Counseling & Violence	With the impending arrival of Healthy Start, many concerns in this area will be addressed and other services to families provided. There is a need for intervention policies and programs about violence. Currently Conflict Resolution Program is campus-based, and needs improvement.
9. Library Access	Parents have requested accessibility before, during and after school, using paid staff with extended contract if necessary.
10. Redesignation of ELL students	Faster planning and support after redesignation.

It is extremely important to note here that students are just as concerned as parents are when it involves safety, health and education. Students have taken an active role in helping to make positive changes as they relate directly to the concerns and solutions above.

## Student Population

The Leadership Team developed a preliminary Student Survey. This survey was taken at the end of the first semester. The participants were randomly selected from the student population. The population consisted of ninety- seven participants. The goal was to begin a process of assessment involving student input and evaluation of teaching practices. The survey was a trial effort and will be revised. The next student surveys will consist of a two- fold process. One will address curriculum and teacher practices and another survey will address Castlemont student's community concerns and solicit ideas for improvement.

The ninety-seven surveys generated data in the following areas:

The English Department was the favorite academic subject (57%), Science Department was second, Math Department third and Social Science least favorite. Students selected group work (47%), study tours (45%) and group work (47%) as practices that make a class interesting. In understanding main ideas, students reflected most instructors used lectures (45%), demonstrations (30%), and small group and projects were (25%). In the area of working together to make decisions regarding class projects 40% wanted to help in the planning. In the area of teachers planning without input from students, (45%) students agreed. According to the survey, most teachers inform students of their progress verbally (35%), (10%) inform in a student-teacher conference, (20%) call parents and the remainder don't consistently communicate student progress. Homework is given on a average of four to five times a week, only (10%) said they never have homework.

The survey also addressed availability of the Library, most students (45%) indicated the Library is not open at the time when they need access. One section of the survey allowed the students the opportunity to give their teachers a letter grade. According to departments, grades (A's and B's) were in English and Science and majority D's and F's in Math:

Overall the survey gave an instrument to measure a small student population. The Leadership Team will use this instrument as a guide to develop and broaden the evaluation scope for devising a new survey.





# APPENDIX

**CASTLEMON HIGH SCHOOL  
MASTER PROGRAM 1999-2000  
ART DEPARTMENT**

TEACHER ROOM # TCH #	PERIOD A	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
"Chew-MaClean, V. Room A-2 114		ART I 106	ART ADV P 206	ART I 306	CONF	ART I 609	ART I 604
Barnes, B. Room 326 260		CONF	ART I 207	SEE CONSED	ART I 407	SEE CONSED	ART I 606

**BUSINESS DEPARTMENT**

"Lytle, J. Room 204 149		COMP APPL II CA 157	COMP APPL I CA 257	COMP APPL II CA 356	COMP APPL II CA 453	COMP APPL 559	CONF
Cephas, G. Room 226 241		COMP APPL I CA 156	CONF	COMP APPL I CA 354	COMP APPL III CA 452	CAREERS/ TECH 557	CAREERS/ TECH 650
Somerwill, J. Room 322 224	COMP APPL (SP) 013	CAREERS TECH 162	CAR EX/ TECH SE/SP 288/289/294	CAREERS TECH 384	CAR EX/ TECH SE/SP 480/496	COMP APPL SP 550	CONF
Thom Room 326 260		CONF	CAREERS/ TECH 288	CAREERS/ TECH 386	CAREERS/ TECH 482	CAREERS/ TECH 589	CAREERS/ TECH 652

**CONSUMER EDUCATION DEPARTMENT**

"Dixon, E. Room 324 117		CULINARY ARTS LAB I 106	CULINARY ARTS LAB I 208	CULINARY ARTS LAB II 308	CONF	CULINARY ARTS LAB III 511	OFF
Barnes, B. Room 326 260		CONF	SEE ART	FASHION LAB III 307	SEE ART	FASHION LAB II 510	SEE ART
Jones, H. Room 321 249		SEE ENG	FASHION LAB I 247	CONF	FASHION LAB I 443	SEE ENG	LIFE SKILLS 635

WASC 26043

# ENGLISH DEPARTMENT

TEACHER ROOM # TCH #	PERIOD A	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
*Abono, G. Room 234 102	ENG II P/AY 008	ENG II P/CA 148	ENG II P/CA 248	ENG II P/CA 346	ENG III P/CM 444	CONF	OFF
Adams, T. Room 221 242	ENG II P/AE 153	CONF	SEE PERF ART	SEE PERF ART	SEE PERF ART	ENG II P/AY 638	ENG II P/AY 638
Ard, R. Room M-2 109			ENG I P/AE 361	ENG I P/AE 361	SEE PERF ART		
Baldernston, W. Room 224 107	ENG III P/CF 146	CONF	ENG III P/ER/AE 342/343	ENG III P/ER/AE 342/343	ENG I P 441	ENG I P 648	ENG I P 633
Bryant, B. Room 320 112		ENG I P 244	ENG I P 244	ENG I P 341	SEE SOC STY		
Carlson, E. Room 233 126	ENG I P 144	ENG I P 144	ENG I P 245	CONF	ENG I P 440	ENG I P 647	ENG I P 632
Dajji, H. Room P-14 115	CONF	CONF	ENG II P/FM 254	ENG I P 362	ENG I P 448	ENG II P/AY 656	ENG I P 639
Drew, M. Room 232 108	ENG I P 140	ENG I P 140	ENG I P/ER 240	ENG II P/CM 338	ENG I P 438	ENG I P 646	CONF
Frucht, J. Room P-10 123	ENG I P 148	ENG I P 148	ENG I P 248	ENG I P 345	SEE LEP	SEE LEP	CONF
Halpern, L. Room 227 131	ENG IV AP 154	ENG IV AP 154	ENG IV P/AY 255	ENG IV P/AY 353	ENG III HP 449	LIT COACH	CONF
Jones, H. Room 321 248	ENG II P/ER/AY 147/183	ENG II P/ER/AY 147/183	SEE CONS ED	CONF	SEE CONS ED	ENG II P/FM/CF 648/656	SEE CONS ED

WASC 26044

TEACHER ROOM #	PERIOD A	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
Labry, F. room 231	ENG II P/PH 146	ENG III P/PH 246	ENG II P/CAJAY 383/344	ENG II P/CA 442	CONF	ENG II P/CA 834	ENG II P/CA 834
Robb, S. room 202	ENG I P 160	ENG I P 260	CONF	ENG II P/AY/CF 478/487	ENG I P 650	ENG I P 636	ENG I P 636
Scott, T. room 201	ENG I P 141	ENG I P 241	ENG I P 339	ENG I P 439	CONF	ENG III P/CA 630	ENG III P/CA 630
Stonham, V. room 220	ENG IV P/PM 142	ENG IV P/CN/CF 243/242	ENG I P 340	CONF	LIT COACH	ENG IV P/TA 631	ENG IV P/TA 631
EXCEPTIONAL CHILDREN							
Williams, M. room 304	LRN CTR RSP/SDC 173	LRN CTR RSP/SDC 279	LRN CTR RSP/SDC 374	LRN CTR RSP/SDC 469	CONF	LRN CTR RSP/SDC 682	LRN CTR RSP/SDC 682
Wood, K. room 304	CONF	LRN CTR RSP/SDC 280	LRN CTR RSP/SDC 376	LRN CTR RSP/SDC 478	LRN CTR RSP/SDC 678	LRN CTR RSP/SDC 683	LRN CTR RSP/SDC 683
Calley, D. room 306	WORK EXP MATH TPP	WORK EXP	WORK EXP	CONF	WORK EXP	WORK EXP	WORK EXP
Hiles, J. room 222	270	271	367	670	670	656	656
Le, A. room P-6	CARENG SDC MUL-CULT ED 186/186	WLD/US/AM GOVT SDC 272/273/274	CONF	CAR/MATH SDC 484	BIO/PHY SCI SDC 672/671	CARENG SDC MUL-CULT ED 658/657	CARENG SDC MUL-CULT ED 658/657
Spencer, L. room 306	CAR/MATH SDC 187	BIO/PHY SCI SDC 276/276	WLD/US/AM GOV SDC 368/369/370	CONF	CAR/MATH SDC 673	CARENG SDC MUL-CULT ED 658/659	CARENG SDC MUL-CULT ED 658/659
Teacher A room 304	WORK EXP	ENG TPP	CONF	WORK EXP	WORK EXP	WORK EXP	WORK EXP
Teacher B room M-3	171	277	761/762/373	467	678	681	681
Teacher N. room P-5	LRN CTR RSP/SDC 172/185/780	LRN CTR RSP/SDC 278/781	LRN CTR RSP/SDC 761/762/373	LRN CTR RSP/SDC 2	LRN CTR RSP/SDC 677	CONF	CONF
	WLD/US/AM GOV SDC 188/188/170	CONF	CARENG SDC MUL-CULT ED 371/372	BIO/PHY SCI SDC 468/466	CARENG SDC MUL-CULT ED 674/676	CAR/MATH SDC 680	CAR/MATH SDC 680
	MUL-CLT ED SDC WLD CLT/US HIST 197/198/199	CARENG SDC	CONF	CAR/MATH	PHY SCI SDC BIO SDC 802/803	FINE ARTS SDC 804	FINE ARTS SDC 804
		800		801			

**FOREIGN LANGUAGE DEPARTMENT**

TEACHER ROOM # TCH #	PERIOD A	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 6	PERIOD 6
*Drovin, P. Room 310 160	FRENCH II P 004	FRENCH I P 102	FRENCH I P 203	FRENCH I P 304	CONF	FRENCH III/IV P 603/604	OFF
Bridgeman, J. Room 327 110		SPANISH I P 163	CONF	SPANISH I P 306	SPANISH I P 404	SPANISH I P 605	SPANISH I P 602
Hilkovitz, A. Room P-3 266		FRENCH I P 104	FRENCH I P 206	CONF	FRENCH I P 408	FRENCH I P 608	FRENCH I P 603
Oserlo, J. Room 312 190		SPANISH II P 103	SPANISH II P 204	SPANISH II P 384	SPANISH I P 406	SPANISH III / IV P 606/607	SPANISH II P 616

**INDUSTRIAL ARTS DEPARTMENT**

TEACHER ROOM # TCH #	WOOD ADV CAB/INDST LAB III 012/011/010	INDST CAREER LAB I 161	INDST CAREER LAB I 261	WOOD BEG 348	CONF	INDST CAREER LAB II 661	WOOD BEG 637
*Smith, J. Room 8-6 164		AUTO TRDES I 162	AUTO TRDES I 262				
Lane, S. Room 8-7 216		SEE SCI	LAB 10 TA 202	SEE SCI	SEE SCI	CONF	OFF
Mason, K. Room 126 263	LAB 10 TA 003			LAB (12) TA 349	CONF	SEE SOC STY	SEE SOC STY
Tate, H. Room 8-3 265							
Upchurch, D. Room 8-8 126		LAB (11) TA 263			AV TECH TA 662		LAB (11) TA 681

LEP DEPARTMENT

*Jenney, W. Room 303 134	ELD 1A 193 CONF		ELD III A 005 SEE SCI	CONF	ELD III A 520 SEE SCI	ELD II A 612 PHY SCI SD 648/687
Barnes, J. Room 124 247	PHY SCI SE/SD/SP 263/264/717		SEE SCI	SEE SCI	SEE SCI	PHY SCI SD 648/687
Battle, L. Room 102 154	ALGEBRA SE/SD 114/116 CONF	ALGEBRA SE/SD 217/218	ALGEBRA SE/SD 314/316	CONF	EPH 2/3 (SP) ALG SE/SD 521/622/518/519 779/786	EPH 2/3 (SP) 779/786
Donavan, B. Room 308 243	MLUTI CULT ED SE/SD/SP 222 SEE ENG	WLD CULT SE/SD/SP 318/388/396 SEE ENG	WLD CULT SE/SD/SP	WLD CULT SE/SD/SP 420/477/497 ELD IV T 417	WLD CULT SE/SD/SP 523/714/716 ELD IV T 543	AM/ECON GOV/TIECON SE/SD/SP 613/614/682 CONF
Frucht, J. Room P-10 123	SEE ENG	SEE ENG	SEE ENG	ELD IV T 417	ELD IV T 543	CONF
Gallin, S. Room 300 175	ELD IV A 120	ELD IV T 220	ELD IV A 317	MLT CULT ED SE/SP 419/495	ELD III A 520	CONF
Love, R. Room 106 245	BIOLOGY SE/SD/SP 112/113/188	CONF	PHY SCI SE/SD/SP 756/757/758	BIOLOGY SE/SD/SP 412/413/498	BIOLOGY SE/SD/SP 516/517/719	PHY SCI SD/SE/SP 608/609/683
Phillips, J. Room 100 179	GEOM SE/SD/SP 116/117/189	SEE MATH	SEE MATH	CONF	SEE MATH	SEE MATH
WIKKIE, H. Room 307 228	ELD VII A 118	ELD II A 219	ELD V P 316	ELD V P 416	CONF	ELD V P 610
Teacher C Room P-18 231	SEE SCI	SEE SCI	PHY SCI SE/SD/SP 326/327/396	SEE SCI	CONF	SEE SCI
Teacher D Room 102 220	ALGEBRA I (9) SE/SD/SP 185/186/190	ALGEBRA I (9) SE/SD/SP 289/290/720	ALGEBRA I (9) SE/SD/SP 388/390/397	ALGEBRA I (9) SE/SD/SP 488/489/499	ALGEBRA I (9) SE/SD/SP 599/716/721	CONF

MATHEMATICS DEPARTMENT

Brooks, S. Room 110 111	ALGEBRA I P/YA 136	ADV ALG P/YA 234	CONF	GEOMETRY P/YA 436	ALGEBRA I P (9) 540	ALGEBRA I P (9) 627
Allich, F. Room 101 103	GEOM P/YA 134	MATH ANALY P/YA 237	GEOM P/YA 334	CALCULUS AP 433	CONF	GEOM P/YA 624
Arkin, M. Room P-16 267	ALGEBRA I P (9) 136	CONF	ALGEBRA I P (9) 336	ALGEBRA I A P (9) 437	ALGEBRA I P (9) 536	ALGEBRA I P (9) 629
Brooks Room 226 106	CONF	ALGEBRA LAB	ALGEBRA LAB	ALGEBRA LAB	ALGEBRA LAB	ALGEBRA LAB
Gaskin, M. Room A-3 221	ALGEBRA I (9) 143	748 ALGEBRA I (9) 289	749 CONF	750 ALGEBRA I (9) 450	751 ALGEBRA I A (9) 544	611 ALGEBRA I A (9) 654
Grimes, C. Room 121 248	ALGEBRA I P (9) 132	CONF	ALGEBRA I P (9) 331	ALGEBRA I P (9) 431	ALGEBRA I A P/YA 542	GEOM P/YA 678
Laub, D. Room 127 144	ALG I P/YA 137	INTERALG P/YA 238	SEE SCI	CONF	ALG I P (9) 541	ALG I A P (9) 628
Lucas, E. Room 111 147	ALG I P/YA 133	ADV ALG TRIG P/YA 232	ALG I P/YA 332	ALG I P/YA 432	CONF	ALG I P/YA 622
Morgan, P. Room 106 104	INTER ALG P/YA 136	ALG I P (9) 236	ALGEBRA I P (9) 337	ALGEBRA I P (9) 463	GEOMETRY P/YA 500	ALGEBRA I P (9) 653
Phillips, J. Room 100 179	GEOM P/YA SE/SD 179/116/117	GEOMETRY P/YA 233	GEOMETRY P/YA 333	CONF	GEOMETRY P/YA 537	ALG I P/YA 623
Samuels, J. Room 120 162	CONF	ALG I P (9) 235	ALG I P (9) 335	ALG I P (9) 434	ALG I P (9) 536	ALG I P (9) 625
Stevenson, A. Room 103 263	ALGEBRA 135	GEOMETRY 238	CONF	GEOMETRY P/YA 435	ALGEBRA	ALGEBRA 626

WASC 26048

PERFORMING ARTS DEPARTMENT

Abdul-AJm, K. Room M-1 257	BAND ADV/BEG 007/008	MUSIC LIT APPR 122	CONF	MUSIC LIT APPR 320	MUSIC LIT APPR 422	MUSIC LIT APPR 525	OFF
Adams, T. Room 221 242		SEE ENG	CONF	DRAMA	DRAMA ADV P 443/448	SEE ENG	SEE ENG
Ard, R. Room M-2 108				350 SEE ENG	VOC ENGS SWP 447		
Johnson, G. Girls GYM 172		DANCE BEG 109	DANCE INITIADV 212/211	SEE PE	SEE PE	SEE PE	CONF
PHYSICAL EDUCATION DEPARTMENT							
Arman, K. Room Girls' GYM 188		PE 110	PE 213	PE 312	PE 410	PE 514	CONF
Carter, A. Boys Gym 148		PE 107	PE 208	PE 309	PE 408	PE 513	ADV SPORTS MEN 808
Johnson, C. Room Girls' GYM 172		SEE PERF ARTS	SEE PERF ARTS	PE 311	PE 409	PE 513	CONF
Keiffer, I. Boys' Gym 198		PE 108	PE 210	PE 310	CONF	PE 9-10 512	ADV SPORTS MEN 907
McWilson, M. Boys' Gym 259		PE 111	PE 214	PE 313	PE 411	PE 515	CONF

ROTC DEPARTMENT

Jones, G. Room P-16 139		JROTC 121	JROTC 223	JROTC 319	JROTC 421	JROTC 524	JROTC 815
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## SCIENCE DEPARTMENT

TEACHER ROOM #	PERIOD A	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
Lewis, B. Room 107 146		CONF	PHYSIOLOGY P/AY 227	BIO P/CF 324	CONF	BIO P/ER 531	BIO P/CF 819
Barnes, J. Room 124 247		CONF	SEE LEP	PHY SCI	PHY SCI	PHY SCI	PHY SCI
Butler, G. Room 108 262		PHY SCI	PHY SCI	322	424	526	848
Cabotaje, L. Room 125 233		101	201	BIO P/FM 302	BIO P/ER 402	CONF	BIO P/CA 801
Ederly, E. Room 109 120		CHEM P/AY 100	CONF	CHEM P/ER 300	CHEM P/AY 400	CHEM P/AY 500	CHEM P/AP 801
Intartaglia Room 123 261		LNDS CP (12) ER 184	PHY SCI	PHY SCI	PHY SCI	PHY SCI	PHY SCI
Laub, D. Room 127 144		CONF	BIO P/TA 228	BIO P/TA 325	BIO P/PH 428	501	800
Mason, K. Room 128 263	SEE IND ARTS	PHY SCI	SEE IND ARTS	PHY SCI	PHY SCI	CONF	ENV LAB (10) 820
Prywes, Y. Room S-4 162		124	PHY SCI	303	403	530	SEE MATH
Yevich-Day, E. Room 122 106		123	224	BIO P/CA 323	423	502	817
Teacher C Room 121/P-18 231		PHY SCI	PHY SCI	SEE LEP	CONF	BIO P/CM 529	BIO P/CM 818

# SOCIAL SCIENCE DEPARTMENT

TEACHER ROOM #	PERIOD A	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
Sternal, R. Room 200 165		US HIST P/PH 127	CONF	US HIST P/CM 328 SEE ENG	US HIST P/TA 439 STU GOVT LEADERSHIP 451	US HIST P/CA 534	US HIST P/ER 621
Bryant, B. Room 320 112			SEE ENG				
Flanagan, B. Room 301 218		AM GOVT/ECON P/CM/CA 131/130	AM GOVT/ECON P/CA 231	AM GOVT/ECON P/AE 330	WLD CULT PCM 430	WLD CULT P/CM 535	CONF
Fosner, J. Room P-8 248		CONF	WRLD CULT P/AE 262	MULTI - CULT (9) 362	WLD CULT PCF 468	MULTI-CULT ED (9) 643	MULTI-CULT ED (9) 643
Fuchs, S. Room 223 284		US HIST AP 128	MULTI - CULT ED (9) 260	WRLD CULT P/ER 356	WLD CULT PER 456	CONF	MULTI - CULT ED (9) 646
Glinigame, A. Room 311 234		CONF	PBL SFTY LAB 1 281	PUB SFTY LAB I 357	PUB SFTY LAB II 457	AM GOVT/ECON P/ER/PH 565/568	PBL SFTY LAB III 647
Herman, J. Room 302 244		US HIST P/AE 128	US HIST CFIAY 230/732	WRLD CULT PICF 358	WRLD CULT PPH 477	WRLD CULT P/AE 532	CONF
Robinson, J. Room P-4 121		WRLD CULT P/CA 155	WRLD CULT P/CA 256	MULTI - CULT ED (9) 360	CONF	WORLD CULT P/CA 558	WORLD CULT P/CA 641
Tate, H. Room S-3 285				SEE INDUS ARTS	CONF	WLD CULT P/TA 528	WLD CULT P/FM 640
Youngblood Room 203 238		US HIST CA/AY 158/733	US HIST TA/CM 228/731	AM GOVT/ECON P/AP 329	AM GOVT/ECON P/FM 428	AM GOVT/ECON P/TA 533	CONF
Ziegler, D. Room 309 198		MULTI-CULT (9) 150/160	US HIST AY/CA 258	CONF	MULTI-CULT ED (9) 484/455	MULTI-CULT ED (9) 563/564	US HIST P/FM 644



# APPENDIX

**CASTLEMONTE HIGH SCHOOL  
MASTER PROGRAM 1998-2000  
ART DEPARTMENT**

TEACHER ROOM # TCH #	PERIOD A	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
*Chew-McClean, V. Room A-2 114		ART I 105	ART ADV P 206	ART I 306	CONF	ART I 509	ART I 604
Barnes, B. Room 326 260		CONF	ART I 207	SEE CONSED	ART I 407	SEE CONSED	ART I 606

**BUSINESS DEPARTMENT**

*Lytle, J. Room 204 149	COMP APPL II CA 167	COMP APPL I CA 257	COMP APPL II CA 356	COMP APPL II CA 453	COMP APPL II CA 559	COMP APPL 569	CONF
Cephas, G. Room 226 241	COMP APPL I CA 156	CONF	COMP APPL I CA 364	COMP APPL III CA 452	CAREERS/ TECH 567	CAREERS/ TECH 660	CAREERS/ TECH 660
Somerwill, J. Room 322 224	COMP APPL (SP) 013	CAREERS TECH 162	CAREERS TECH 364	CAREERS TECH 462	CAREERS/ TECH 560	CAREERS/ TECH 662	CONF
Thom Room 325 260	CONF	CAREERS/ TECH 268	CAREERS/ TECH 366	CAREERS/ TECH 462	CAREERS/ TECH 568	CAREERS/ TECH 662	CONF

**CONSUMER EDUCATION DEPARTMENT**

*Dixon, E. Room 324 117	CULINARY ARTS LAB I 106	CULINARY ARTS LAB I 208	CULINARY ARTS LAB II 308	CULINARY ARTS LAB II 407	CULINARY ARTS LAB III 511	CULINARY ARTS LAB III 611	OFF
Barnes, B. Room 326 260	CONF	SEE ART	FASHION LAB III 307	SEE ART	FASHION LAB II 610	SEE ART	SEE ART
Jones, H. Room 321 249	SEE ENG	FASHION LAB I 247	CONF	FASHION LAB I 443	SEE ENG	SEE ENG	LIFE SKILLS 636

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# ENGLISH DEPARTMENT

TEACHER ROOM # TCH #	PERIOD A	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
*Abono, G. Room 234 102	ENG II P/AY 009	ENG II P/CA 149	ENG II P/CA 249	ENG II P/CA 349	ENG III P/CM 444	CONF	OFF
Adams, T. Room 221 242		ENG II P/AE 183	CONF	SEE PERF ART	SEE PERF ART	ENG I P/AY/PH 563/664	ENG II P/AY 638
Ard, R. Room M-2 109				ENG II P/AE 361	SEE PERF ART		
Balderson, W. Room 224 107		ENG III P/CF 145	CONF	ENG III P/ERIAE 342/343	ENG I P 441	ENG I P 548	ENG I P 633
Bryant, B. Room 320 112			ENG I P 244	ENG I P 341	SEE SOC STY		
Carlson, E. Room 233 125		ENG I P 144	ENG I P 245	CONF	ENG I P 440	ENG I P 547	ENG I P 632
Dahl, H. Room P-14 116		CONF	ENG II P/FM 284	ENG I P 362	ENG I P 448	ENG II P/AY 568	ENG I P 639
Drew, M. Room 232 108		ENG I P 140	ENG I P/ER 240	ENG II P/CM 338	ENG I P 438	ENG I P 546	CONF
Frucht, J. Room P-10 123		ENG I P 148	ENG I P 248	ENG I P 346	SEE LEP	SEE LEP	CONF
Halpern, L. Room 227 131		ENG IV AP 154	ENG IV P/AY 266	ENG IV P/AY 363	ENG III HP 449	LIT COACH	CONF
Jones, H. Room 321 248		ENG II P/ER/AY 147/183	SEE CONS ED	CONF	SEE CONS ED	ENG II P/FM/CF 549/665	SEE CONS ED

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TEACHER ROOM #	PERIOD A	PERIOD 1	PERIOD 2	PERIOD 4	PERIOD 6	PERIOD 6
Chubb, F. Room 231	ENG II P/PH 146	ENG II P/CAIAY 383/344	ENG II P/PH 246	ENG II P/CA 442	CONF	ENG II P/CA 634
Chubb, S. Room 202	ENG I P 160	CONF	ENG I P 280	ENG II PIAY/CF 478/487	ENG I P 650	ENG I P 636
Scott, T. Room 201	ENG I P 141	ENG I P 338	ENG I P 241	ENG I P 439	CONF	ENG III P/CA 630
Stonham, V. Room 220	ENG IV P/FM 142	ENG I P 340	ENG IV P/C/MCF 243/242	CONF	LIT COACH	ENG IV P/TA 631

EXCEPTIONAL CHILDREN

TEACHER ROOM #	PERIOD A	PERIOD 1	PERIOD 2	PERIOD 4	PERIOD 6	PERIOD 6
Williams, M. Room 304	LRN CTR RSP/SDC 173	LRN CTR RSP/SDC 374	LRN CTR RSP/SDC 279	LRN CTR RSP/SDC 489	CONF	LRN CTR RSP/SDC 692
Wood, K. Room 304	CONF	LRN CTR RSP/SDC 376	LRN CTR RSP/SDC 280	LRN CTR RSP/SDC 476	LRN CTR RSP/SDC 678	LRN CTR RSP/SDC 683
Wiley, D. Room 306	WORK EXP MATH TPP	WORK EXP	WORK EXP	CONF	WORK EXP	WORK EXP
Wiley, J. Room 222	002	270	271	367	670	666
Wiley, A. Room P-4	CARENG SDC MUL-CULT ED 186/186	WLD/US/AM GOVT CONF	WLD/US/AM GOVT CONF	CAR/MATH SDC 484	BIO/PHY SCI SDC 672/671	CARENG SDC MUL-CULT ED 666/667
Wiley, L. Room 306	CAR/MATH SDC 187	CAR/MATH SDC 368/368/370	WLD/US/AM GOV CONF	WLD/US/AM GOV CONF	CAR/MATH SDC 673	CARENG SDC MUL-CULT ED 668/669
Wiley, A. Room 304	WORK EXP	CONF	CONF	WORK EXP	WORK EXP	WORK EXP
Wiley, B. Room M-3	014	171	277	467	676	681
Wiley, N. Room P-5	WORK EXP	WORK EXP	CONF	CONF	CONF	CONF
Wiley, S. Room 270	LRN CTR RSP/SDC 172/195/780	LRN CTR RSP/SDC 761/762/373	LRN CTR RSP/SDC 278/761	LRN CTR RSP/SDC 2	LRN CTR RSP/SDC 677	CONF
Wiley, T. Room 170	WLD/US/AM GOV SDC 168/168/170	WLD/US/AM GOV CONF	CONF	BIO/PHY SCI SDC 468/466	CARENG SDC MUL-CULT ED 674/676	CAR/MATH SDC 680
Wiley, V. Room 170	MUL-CLT ED SDC WLD CLT/US HIST 197/198/199	CONF	CARENG SDC 800	CAR/MATH 801	PHY SCI SDC BIO SDC 802/803	FINE ARTS SDC 804

**FOREIGN LANGUAGE DEPARTMENT**

TEACHER ROOM # TCH #	PERIOD A	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
Drovin, P. Room 310 160	FRENCH II P 004	FRENCH I P 102	FRENCH I P 203	FRENCH I P 304	CONF	FRENCH III/IV P 503/504	OFF
Bridgeman, J. Room 327 110	SPANISH I P 163	SPANISH I P 103	CONF	SPANISH I P 306	SPANISH I P 404	SPANISH I P 506	SPANISH I P 602
Hilkovitz, A. Room P-3 266	FRENCH I P 104	FRENCH I P 104	FRENCH I P 206	CONF	FRENCH I P 408	FRENCH I P 508	FRENCH I P 603
Oserio, J. Room 312 190	SPANISH II P 103	SPANISH II P 103	SPANISH II P 204	SPANISH II P 384	SPANISH I P 405	SPANISH III/IV P 506/607	SPANISH II P 616

**INDUSTRIAL ARTS DEPARTMENT**

TEACHER ROOM # TCH #	WOOD ADV CAB/INDST LAB #	INDST CAREER LAB I	INDST CAREER LAB I	WOOD BEG	CONF	INDST CAREER LAB II	WOOD BEG
Smith, J. Room 8-5 164	012/011/010	LAB I 151	LAB I 251	BEG 348	CONF	LAB II 551	BEG 637
Lane, S. Room 8-7 216		AUTO TRDES I 152	AUTO TRDES I 252				
Mason, K. Room 126 263	LAB 10 TA 003	SEE SCI	LAB 10 TA 202	SEE SCI	SEE SCI	CONF	OFF
Tate, H. Room 8-3 266				LAB (12) TA 348	CONF	SEE SOC 8TY	SEE SOC 8TY
Upehuroh, D. Room 8-6 126		LAB (11) TA 253	LAB (11) TA 253			AV TECH TA 552	LAB (11) TA 681

LEP DEPARTMENT

*Jenney, W. Room 303 134	ELD 1A 193 CONF		ELD III A 005 SEE SCI	CONF	ELD III A 520 SEE SCI	ELD II A 612 PHY SCI SD 648/687
Barnes, J. Room 124 247	PHY SCI SE/SD/SP 263/264/717		SEE SCI	SEE SCI	SEE SCI	PHY SCI SD 648/687
Battle, L. Room 102 154	ALGEBRA SE/SD 114/116 CONF	ALGEBRA SE/SD 217/218	ALGEBRA SE/SD 314/316	CONF	EPH 2/3 (SP) ALG SE/SD 521/522/518/519 779/786	EPH 2/3 (SP) 779/786
Donavan, B. Room 308 243	MLUTI CULT ED SE/SD/SP 222 SEE ENG	WLD CULT SE/SD/SP 318/388/396 SEE ENG	WLD CULT SE/SD/SP 318/388/396 SEE ENG	WLD CULT SE/SD/SP 420/477/497 ELD IV T 417	WLD CULT SE/SD/SP 523/714/716 ELD IV T 543	AM/ECON GOVT/ECON SE/SD/SP 613/614/682 CONF
Frucht, J. Room P-10 123	SEE ENG	SEE ENG	SEE ENG	ELD IV T 417	ELD IV T 543	CONF
Gallin, S. Room 300 175	ELD IV A 120 BIOLOGY SE/SD/SP 112/113/188	ELD IV T 220 CONF	ELD IV A 317 PHY SCI SE/SD/SP 756/757/758 SEE MATH	MLT CULT ED SE/SP 419/495 BIOLOGY SE/SD/SP 412/413/498 CONF	ELD III A 520 BIOLOGY SE/SD/SP 516/517/719 SEE MATH	CONF PHY SCI SD/SE/SP 608/609/683 SEE MATH
Phillips, J. Room 100 179	GEOM SE/SD/SP 116/117/189 ELD VII A	SEE MATH	SEE MATH	CONF	SEE MATH	SEE MATH
Winkie, H. Room 307 228	ELD VII A 118 SEE SCI	ELD II A 219 SEE SCI	ELD V P 316 PHY SCI SE/SD/SP 328/327/396	ELD V P 416 SEE SCI	CONF CONF	ELD V P 610 SEE SCI
Teacher C Room P-18 231	SEE SCI	SEE SCI	PHY SCI SE/SD/SP 328/327/396	SEE SCI	CONF	SEE SCI
Teacher D Room 102 220	ALGEBRA I (9) SE/SD/SP 185/186/180	ALGEBRA I (9) SE/SD/SP 269/290/720	ALGEBRA I (9) SE/SD/SP 388/390/397	ALGEBRA I (9) SE/SD/SP 488/489/499	ALGEBRA I (9) SE/SD/SP 599/715/721	CONF

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MATHEMATICS DEPARTMENT

Brooks, S. Room 140 111	ALGEBRA I P/Y 136	ADV ALG P/Y 234	CONF	GEOMETRY P/Y 436	ALGEBRA I P (9) 540	ALGEBRA I P (9) 627
Ahrich, P. Room 101 103	GEOM P/Y 134	MATH ANALY P/Y 237	GEOM P/Y 334	CALCULUS AP 433	CONF	GEOM P/Y 624
Arkin, M. Room P-15 267	ALGEBRA I P (9) 138	CONF	ALGEBRA I P (9) 336	ALGEBRA I A P (9) 437	ALGEBRA I P (9) 536	ALGEBRA I P (9) 629
Brooke Room 226 108	CONF	ALGEBRA LAB	ALGEBRA LAB	ALGEBRA LAB	ALGEBRA LAB	ALGEBRA LAB
Gaskin, M. Room A-3 221	ALGEBRA I (9) 143	ALGEBRA I (9) 288	CONF	ALGEBRA I (9) 450	ALGEBRA I A (9) 544	ALGEBRA I A (9) 654
Grimes, C. Room 121 248	ALGEBRA I P (9) 132	CONF	ALGEBRA I P (9) 331	ALGEBRA I P (9) 431	ALGEBRA I A P/Y 542	GEOM P/Y 678
Laub, D. Room 127 144	ALG I P/Y 137	INTERALG P/Y 238	SEE SCI	CONF	ALG I P (9) 541	ALG I A P (9) 628
Lucas, E. Room 111 147	ALG I P/Y 133	ADV ALG TRIG P/Y 232	ALG I P/Y 332	ALG I P/Y 432	CONF	ALG I P/Y 622
Morgan, P. Room 106 104	INTER ALG P/Y 139	ALG I P (9) 236	ALGEBRA I P (9) 337	ALGEBRA I P (9) 463	GEOMETRY P/Y 590	ALGEBRA I P (9) 663
Phillips, J. Room 100 179	GEOM P/Y SE/SD 179/116/117	GEOMETRY P/Y 233	GEOMETRY P/Y 333	CONF	GEOMETRY P/Y 537	ALG I P/Y 623
Samuels, J. Room 120 162	CONF	ALG I P (9) 235	ALG I P (9) 335	ALG I P (9) 434	ALG I P (9) 536	ALG I P (9) 625
Stovenson, A. Room 103 263	ALGEBRA 135	GEOMETRY 236	CONF	GEOMETRY P/Y 435	ALGEBRA 539	ALGEBRA 626

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PERFORMING ARTS DEPARTMENT

Abdul-Alim, K. Room M-1 267	BAND ADV/BEG 007/008	MUSIC LIT APPR 122	CONF	MUSIC LIT APPR 320	MUSIC LIT APPR 472	MUSIC LIT APPR 525	OFF
Adams, T. Room 221 242		SEE ENG	CONF	DRAMA	DRAMA ADV P 445/448	SEE ENG	SEE ENG
Ard, R. Room M-2 109				SEE ENG	VOC ENS SWP 447		
Johnson, C. Girls GYM 172		DANCE BEG 108	DANCE INT/ADV 212/211	SEE PE	SEE PE	SEE PE	CONF
PHYSICAL EDUCATION DEPARTMENT							
Armon, K. Room Girls' GYM 168		PE 110	PE 213	PE 312	PE 410	PE 514	CONF
Cartar, A. Boys Gym 148		PE 107	PE 208	PE 309	PE 408	CONF 808	ADV SPORTS MEN
Johnson, C. Room Girls' GYM 172		SEE PERF ARTS	SEE PERF ARTS	PE 311	PE 409	PE 513	CONF
Kelifer, I. Boys' Gym 196		PE 108	PE 210	PE 310	CONF	PE 9-10 512	ADV SPORTS MEN 807
McWilson, M. Boys' Gym 269		PE 111	PE 214	PE 313	PE 411	PE 515	CONF

ROTC DEPARTMENT

Jones, G. Room P-16 139		JROTC 121	JROTC 223	JROTC 319	JROTC 421	JROTC 524	JROTC 815
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## SCIENCE DEPARTMENT

TEACHER ROOM # TCH #	PERIOD A	PERIOD 1	PERIOD 2	PERIOD 1	PERIOD 4	PERIOD 6	PERIOD 8
Lewis, B. Room 107 145		CONF	PHYSIOLOGY P/AY 227	BIO P/CF 324	CONF	BIO P/ER 531	BIO P/CF 619
Barnes, J. Room 124 247		CONF	SEE LEP	PHY SCI 322	PHY SCI	PHY SCI	PHY SCI
Butler, G. Room 108 252		PHY SCI	PHY SCI	BIO P/FM 302	BIO P/ER 402	CONF	BIO P/CA 601
Cabotaje, L. Room 126 233		CHEM P/AY 100	CONF	CHEM P/ER 300	CHEM P/AY 400	CHEM P/AY 500	CHEM P/AP 601
Ederly, E. Room 109 120		LNDSGP (12) ER 164	PHY SCI	PHY SCI 301	PHY SCI	PHY SCI	PHY SCI
Intarsaglia Room 123 281		CONF	BIO P/TA 228	BIO P/TA 325	BIO P/PH 428	ENV LAB (10) 530	ENV LAB (10) 620
Laub, D. Room 127 144		SEE MATH	SEE MATH	PHYSICS P/AY 321	CONF	SEE MATH	SEE MATH
Mason, K. Room 128 283		PHY SCI 124	SEE IND ARTS	PHY SCI 303	PHY SCI	CONF	OFF
Prywes, Y. Room S-4 152		PHY SCI 123	PHY SCI	CONF	PHY SCI 403	PHY SCI	PHY SCI
Yevich-Day, E. Room 122 105		BIO P/CA 126	BIO P/CA 226	BIO P/CA 323	CONF	BIO P/CM 529	BIO P/CM 618
Teacher C Room 121/P-18 231		PHY SCI 125	PHY SCI 225	SEE LEP			

# SOCIAL SCIENCE DEPARTMENT

TEACHER ROOM #	PERIOD A	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
Sternal, R Room 200 166		US HIST P/PH 127	CONF	US HIST P/CM 328 SEE ENG	US HIST P/TA 428	US HIST P/CA 534	US HIST P/ER 621
Bryant, B. Room 320 112			SEE ENG		STU GOVT LEADERSHIP 451		
Flanagan, B. Room 301 218		AM GOVT/ECON P/CM/CA 131/130	AM GOVT/ECON P/CA 231	AM GOVT/ECON P/AE 330	WLD CULT P/CM 430	WLD CULT P/CM 535	CONF
Fosner, J. Room P-9 246		CONF	WRLD CULT P/AE 262	MULTI - CULT (9) 362	WLD CULT P/CF 468	MULTI-CULT ED (9) 562	MULTI-CULT ED (9) 643
Fuchs, S. Room 223 264		US HIST AP 128	MULTI - CULT ED (9) 260	WRLD CULT P/ER 356	WRLD CULT PER 456	CONF	MULTI - CULT ED (9) 646
Gingeme, A. Room 311 234		CONF	PBL SFTY LAB 1 281	PUB SFTY LAB I 357	PUB SFTY LAB II 457	AM GOVT/ECON P/ER/PH 565/568	PBL SFTY LAB III 647
Herman, J. Room 302 244		US HIST P/AE 128	US HIST CF/AY 230/732	WRLD CULT P/CF 358	WRLD CULT P/PH 417	WRLD CULT P/AE 532	CONF
Robinson, J. Room P-4 121		WRLD CULT P/CA 155	WRLD CULT P/CA 256	MULTI - CULT ED (9) 360	CONF	WORLD CULT P/CA 558	WORLD CULT P/CA 641
Tate, H. Room S-3 265				SEE INDUS ARTS	CONF	WLD CULT P/TA 528	WLD CULT P/CM 640
Youngblood Room 203 238		US HIST CA/AY 158/733	US HIST TA/CM 229/731	AM GOVT/ECON P/AP 328	AM GOVT/ECON P/CM 428	AM GOVT/ECON P/TA 533	CONF
Ziegler, D. Room 309 198		MULTI-CULT (9) 158/160	US HIST AY/CA 258	CONF	MULTI-CULT ED (9) 454/455	MULTI-CULT ED (9) 563/564	US HIST P/CM 644