

Board Office Use: Legislative File Info.	
File ID Number	12-2911
Introduction Date	11-14-2012
Enactment Number	12-2782
Enactment Date	11-14-12



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Memo

To Board of Education
From Tony Smith, Ph.D., Superintendent
 Vernon Hal, Deputy Superintendent, Business & Operations
 Susana Ramirez, Director, State and Federal Compliance
Board Meeting Date November 14, 2012
Subject 2012-2013 CSSSP – Castlemont High School

Action Requested The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Castlemont High School.

Background In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion The Single Plan for Student Achievement builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Recommendation The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Castlemont High School.

Type into the gray boxes, then print and sign.

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By:

**ASSURANCES
2012-2013**

**School Site: Castlemont High School
Site Number: 301**

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

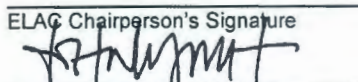
1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 10/24/12.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:


SSC Chairperson's Signature

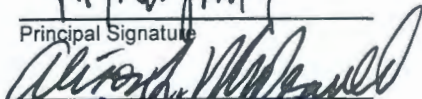
Marsha Rhynes
SSC Chairperson's Name (printed)

10/24/2012
Date

ELAC Chairperson's Signature

Principal Signature

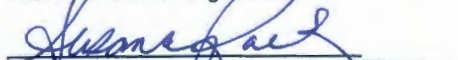
ELAC Chairperson's Name (printed)
John A. Lynch
Principal's Name (printed)

Date
10-24-12
Date


Executive Officer's Signature

Executive Officer's Name (printed)


10-23-12
Date


Director, State & Federal Compliance Signature

Director, State & Federal's Name (printed)

10/29/12
Date

Jody London
President, Board of Education


Edgar Rakestraw, Jr., Secretary
Board of Education

Type into the gray boxes, then print and sign.

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2012-2013**

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Marsha Rhynes

SSC Chairperson's Name (printed)

10/24/2012

Date

ELAC Chairperson's Signature


Principal Signature

ELAC Chairperson's Name (printed)
John A. Lynch

Principal's Name (printed)

Date
10.24.12

Date

Executive Officer's Signature

Executive Officer's Name (printed)

Date

Director, State & Federal Compliance Signature

Director, State & Federal's Name (printed)

Date



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Castlemont High School

0125161

School Year: 2012-2013

File ID Number: 12-2911
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By: [Signature]

[Signature] 11/15/12
Jody London
President, Board of Education

[Signature] 11/15/12
Edgar Rakestraw, Jr., Secretary
Board of Education

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE CONTEXT

2012-13 marked the reopening of a single comprehensive high school on the Castlemont campus, which celebrates and honors the rich legacy of the East Oakland community. Rooted in the core values of kinship, resilience, respect, passion, and hard work, Castlemont High School will partner with community-based organizations and families to work toward the goal of having all students graduate eligible to enter the UC/CSU system. Through our partnership with College Board, we offer a multitude of Advanced Placement courses in all content areas. Additionally, Castlemont offers English Language Development courses and a rich variety of elective courses in the visual and performing arts, digital media arts, leadership, cultural studies, and sustainable urban design. For incoming 9th grade students, The Freshman Prep Academy (FPA) at Castlemont offers a robust academic program that is a transitional bridge from middle school to high school. Castlemont's 9th graders will complete four A-G courses in their 9th grade year, including Ethnic Studies and Urban Ecology, preparing them for success throughout high school. Additionally, FPA students take the majority of their classes in a single building, ensuring that students have a gradual release on to the larger high school campus. Castlemont's after school program offers tutoring and homework support to students, enrichment programming in the arts, internship programming, and a strong athletics program. Finally, Castlemont has a strategic partnership with Youth Uprising and Children's Hospital, providing students with the wrap-around services through the Full Service Community School (FSCS) model, ensuring that all students are safe, healthy, and engaged.

VISION

Castlemont High School will provide all students with a rigorous and relevant education in a supportive and caring learning environment, in

order to achieve the following: 1. Students will be engaged, healthy, and safe. 2. Students will be eligible and prepared for college and/or career 3. Students will be socially conscious agents of change in Deep East Oakland and beyond.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

Principal, with support of School Leadership Team, will report to both School Site Council (SSC) and English Learners Advisory Committee (ELAC) on the implementations status of categorically funded CSSSP action steps. Principal, with support of School Leadership Team, will provide appropriate student academic achievement data and other student related data to both the SSC and ELAC for their review and analysis as part of the CSSSP process.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Castlemont High School

Principal: JOHN LYNCH

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

Theory of Action

- Work of the Instructional Leadership Team to design and implement collaborative professional development program that focuses on integrating student writing into all curriculum areas will support effective English Language Arts instructional program
- Regular teacher directed, detailed, and close reading of rich and complex texts by students will improve student English Language Arts skills.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Develop interim writing assessment and embed these assessments into the instructional calendar for EL students.	Implementation of literacy assessments	English Learners	August-May	AP Over Instruction, ILT	10/24/2012	301SQ11A832	Beyond contractual teaching time, EL faculty will develop common rubric to evaluate writing across content areas in grades 9-12 for EL students.	7091-EIA - LEP	1120-TEACHERS SALARIES STIPENDS		0	\$6,000.00

Instructional Leadership Team (ILT) will create and implement PD workshops with a focus on the integration of literacy (specifically writing) into all areas of the curriculum	Increased proficiency on benchmarks	All Students	August-May	AP Over Instruction, ILT	10/24/2012	301SQ11A835	School wide PD goal of literacy integration, weekly PD developed by Instructional Leadership Team (ILT) to address this goal	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS	0	\$10,000.00
Instructional Leadership Team (ILT) will create and implement PD workshops with a focus on the integration of literacy (specifically writing) into all areas of the curriculum	Increased proficiency on benchmarks	All Students	August-May	AP Over Instruction, ILT	10/24/2012	301SQ11A836	Common planning at the grade level built into Master Schedule for grade level inquiry teams to address common practices at their grade level	N/A		0	\$0.00
Instructional Leadership Team (ILT) will create and implement PD workshops with a focus on the integration of literacy (specifically writing) into all areas of the curriculum	Increased proficiency on benchmarks	All Students	August-May	AP Over Instruction, ILT	10/24/2012	301SQ11A838	Use of cycles of inquiry to continually examine the effectiveness of literacy strategies	N/A		0	\$0.00
Instructional Leadership Team (ILT) will create and implement PD workshops with a focus on the integration of literacy (specifically writing) into all areas of the curriculum	Increased proficiency on benchmarks	All Students	August-May	AP Over Instruction, ILT	10/24/2012	301SQ11A854	Use cohort model in order to enhance opportunities for teachers to track student progress in literacy across the curriculum.	N/A		0	\$0.00
Provide instructional coaching and feedback to support the integration of literacy in all content areas	Increased efficacy in teaching, as measured by TE rubric	All Students	August-June	Administration, Literacy Coach, Other Coaching Staff	10/24/2012	301SQ11A840	Give literacy-specific feedback on unit plans	N/A		0	\$0.00
Provide instructional coaching and feedback to support the integration of literacy in all content areas	Increased efficacy in teaching, as measured by TE rubric	All Students	August-June	Administration, Literacy Coach, Other Coaching Staff	10/24/2012	301SQ11A841	Conduct cycles of observation with clear feedback with all teachers	N/A		0	\$0.00
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	Increased proficiency on benchmarks	FBB, BB and BAS	August-June	ILT, Literacy Coaches, Teachers	10/24/2012	301SQ11A842	Radically increase the number of books that students are reading by purchasing supplemental texts are both rigorous and engaging.	3010-Title I	4200-BOOKS- OTHER THAN TEXTBOOKS	0	\$3,000.00
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	Increased proficiency on benchmarks	FBB, BB and BAS	August-June	ILT, Literacy Coaches, Teachers	10/24/2012	301SQ11A843	Frequent teacher-led, close reading of rich complex texts must be a regular part of student experience. This means emphasizing questions that can only be determined from the text and which combine focused word study and attention to syntax with writing, listening and speaking about text in order to develop deep understanding.	N/A		0	\$0.00
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	Increased proficiency on benchmarks	FBB, BB and BAS	August-June	ILT, Literacy Coaches, Teachers	10/24/2012	301SQ11A844	Develop a systematic approach to 9-12 word study.	N/A		0	\$0.00
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	Increased proficiency on benchmarks	FBB, BB and BAS	August-June	ILT, Literacy Coaches, Teachers	10/24/2012	301SQ11A845	Literacy Specialist teaches sections of reading intervention in grade 9 (i.e. Read 180 or some sort of structured reading support	N/A		0	\$0.00
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	Increased proficiency on benchmarks	FBB, BB and BAS	August-June	ILT, Literacy Coaches, Teachers	10/24/2012	301SQ11A852	Require that in grades 11-12, 70% of ELA texts should be complex informational texts (% based on Common Core Recommendation)	N/A		0	\$0.00
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	Increased proficiency on benchmarks	FBB, BB and BAS	August-June	ILT, Literacy Coaches, Teachers	10/24/2012	301SQ11A853	Work with an Instructional Leadership Team to provide Professional Development around evidence based writing in all content areas, including electives (SUDA electives, humanities electives, etc.)	N/A		0	\$0.00
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	Increased proficiency on benchmarks	FBB, BB and BAS	August-June	ILT, Literacy Coaches, Teachers	10/24/2012	301SQ11A4793	Radically increase the number of books that students are reading by purchasing supplemental texts are both rigorous and engaging.	7090-EIA - SCE	4200-BOOKS- OTHER THAN TEXTBOOKS	0	\$7,000.00

Increase by 15% the number of students who pass CAHSEE, with a focus on 10th and 11th grade students	CAHSEE pass rates in ELA, Math	FBB, BB and BAS	August-June		10/24/2012	301SQ11A855	Class size reduction in 10th and 11th grade ELA classes, as a way to increase student achievement as seen through grades and CAHSEE pass rates	N/A		0	\$0.00
Accelerate student academic achievement in core curriculum areas.	SRI, CST, CAHSEE	English Learners	November 15 to June 15th	Principal and faculty	10/24/2012	301SQ11A4789	Provide supplemental instructional materials and supplies to support effective instructional practices.	3010-Title I	4310-SUPPLIES	0	\$3,034.00
Accelerate student academic achievement in core curriculum areas.	SRI, CST, CAHSEE	English Learners	November 15 to June 15th	Principal and faculty	10/24/2012	301SQ11A4794	Provide supplemental instructional materials and supplies to support effective instructional practices.	7090-EIA - SCE	4310-SUPPLIES	0	\$22,000.00
Accelerate student academic achievement in core curriculum areas.	SRI, CST, CAHSEE	English Learners	November 15 to June 15th	Principal and faculty	10/24/2012	301SQ11A4799	Provide supplemental instructional materials and supplies to support effective instructional practices for EL students.	7091-EIA - LEP	4310-SUPPLIES	0	\$7,343.00
Integrate study tours aligned with EL curriculum to support learning and achievement of EL students.	CST, GPA, CAHSEE, Attendance	English Learners	November 15 to June 15th	Principal, EL Faculty	10/24/2012	301SQ11A4800	Provide full English immersion experiences to EL students by attending activities such as theater performances, musicals, age appropriate films, museum visits, etc	7091-EIA - LEP	5829-ADMISSION FEES	0	\$2,500.00
Integrate study tours aligned with EL curriculum to support learning and achievement of EL students.	CST, GPA, CAHSEE, Attendance	English Learners	November 15 to June 15th	Principal, EL Faculty	10/24/2012	301SQ11A4801	Provide full English immersion experiences to EL students by attending activities such as theater performances, musicals, age appropriate films, museum visits, etc	7091-EIA - LEP	5826-NON-CONTRACT SERVICES	0	\$4,500.00
Provide adequate technology and novels/textbooks aligned with EL curriculum to support EL classrooms to support EL students' achievement.	CST, GPA, CAHSEE, Attendance	English Learners	November 15 to June 15th	Principal, EL Faculty	10/24/2012	301SQ11A4802	Create a learning conducive environment by supplying supplemental reliable technology in EL classrooms.	7091-EIA - LEP	4420-Computer \$500-4,999	0	\$8,000.00
Provide adequate technology and novels/textbooks aligned with EL curriculum to support EL classrooms to support EL students' achievement.	CST, GPA, CAHSEE, Attendance	English Learners	November 15 to June 15th	Principal, EL Faculty	10/24/2012	301SQ11A4803	Create a learning conducive environment by supplying supplemental novels/non-textbooks aligned with curriculum in EL classrooms.	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS	0	\$6,000.00

School Quality Indicator 1: Quality Learning Experiences for All Students Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Castlemont High School

Principal: JOHN LYNCH

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

Theory of Action

- Integrating updated instructional technology into the instructional program will support improved instructional practices and student engagement in the curriculum.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Use Springboard as complementary material in Algebra 1 classes	Students ability to solve problems at the application level of Blooms	All Students	2012-2013	AP over Instruction; Math Coach; Algebra 1 teachers	10/18/2012	301SQ11B754	Need to create rigid guidelines for SB implementation; Include SB application work in unit plans; observe, analyze student work and debrief with teacher.	N/A			0	\$0.00
Use Urban Ecology to pre-teach strategic Biology concepts	% of students who show mastery of these Bio concepts on assessments; % of students who pass Bio with a C or better	All Students	2012-2013	AP over Instruction; Urban Ecology teacher	10/18/2012	301SQ11B755	Need to identify 3-5 Biology standards that are high leverage and could be taught in Urban Ecology course; align assessments to measure these standards.	N/A			0	\$0.00

Using cross curricular planning and projects, SUDA deeply engages students in school	SUDA students grades/attendance compared to similar, non-pathway students	All Students	2012-13	Academy Director; AP over Instruction; SUDA teachers	10/18/2012	301SQ11B762	Time is built into the master schedule to allow SUDA teachers to meet and plan; SUDA Director creates meaningful opportunities for students to connect with teachers and peers to build a formal community and reinforce expectations	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS	0	\$1,500.00
Ensure that pass rate for Algebra 1 increases by 15%	Students ability to solve problems at the application level of Blooms	All Students	August-June	AP over Instruction; Math Coach; Algebra 1 teachers	10/18/2012	301SQ11B846	Open up Instructional Aide position to support in all Algebra 1 classes	7090-EIA - SCE	2128-INSTRATIDES SALARIES HOURLY	0	\$50,690.00
Use Urban Ecology to pre-teach strategic Biology concepts	% of students who show mastery of these Bio concepts on assessments; % of students who pass Bio with a C or better		August-June	AP over Instruction; Urban Ecology teacher	10/18/2012	301SQ11B847	Identify 3-5 Biology standards that are high leverage and could be taught in Urban Ecology course; align assessments to measure these standards	N/A		0	\$0.00
Using cross curricular planning and projects, SUDA deeply engages students in school	SUDA students grades/attendance compared to similar, non-pathway students			Academy Director; AP over Instruction; SUDA teachers	10/18/2012	301SQ11B848	Time is built into the master schedule to allow SUDA teachers to meet and plan; SUDA Director creates meaningful opportunities for students to connect with teachers and peers to build a formal community and reinforce expectations	N/A		0	\$0.00
Upgrade existing technology to improve the integration of technology into the academic curriculum	Increase in student attendance as a indicator of engagement; increase in students using technology to complete tasks	All Students	August-June	Principal	10/18/2012	301SQ11B4785	Purchase desktop computers to supplement the older computer equipment that exists on campus	7090-EIA - SCE	4420-Computer \$500-4,999	0	\$9,000.00
Upgrade existing technology to improve the integration of technology into the academic curriculum	Increase in student attendance as a indicator of engagement; increase in students using technology to complete tasks	All Students	August-June	Principal	10/18/2012	301SQ11B4786	Purchase LCD projectors to supplement the technology that exists on campus and support the integration of technology into the classroom curriculum	7090-EIA - SCE	4310-SUPPLIES	0	\$3,000.00
Upgrade existing technology to improve the integration of technology into the academic curriculum	Increase in student attendance as a indicator of engagement; increase in students using technology to complete tasks	All Students	August-June	Principal	10/18/2012	301SQ11B4790	Provide security for supplemental instructional technology.	7090-EIA - SCE	5826-NON-CONTRACT SERVICES	0	\$15,000.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Castlemont High School

Principal: JOHN LYNCH

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Two week intensive Summer Bridge (SB) program , with a focus on Math, ELA, goals and expectations	% of students who attend SB and eventually matriculate into school; grades and benchmarks vs. those who did not attend SB		Begin recruitment of students in late May; first/last two weeks of summer?	APs,of School Culture, Instruction; Math Coach	2/29/2012	301SQI1C849	Work closely with middle schools to outreach; figure out high leverage Math, ELA standards to reinforce	N/A			0	\$0.00
Comidor approach with local middle schools to create vertical alignment, esp. in Math and ELA	% of students who are proficient on ELA, Math benchmarks; % of students who pass Alg 1 or ELA 9 with a C or better		8th and 9th grade ELA and Math teachers meet monthly to discuss pacing, SWOT, best practices	AP of Instruction; Math, ELA Coach	2/29/2012	301SQI1C850	Work closely with middle school principals to create/facilitate space for this work to happen during PD	N/A			0	\$0.00
All 9th grade students take Alg 1 to ensure that they have deep understanding of Algebra (proficient students can take Geometry simultaneously)	% of students who are proficient on Math benchmarks, CST; % of students who pass Alg 1 with a C or better			AP of Instruction; Math Coach; Math Teacher	2/29/2012	301SQI1C851	Work closely with 8th grade Algebra teachers to to examine benchmarks for strengths and challenges; share best practices; use middle school principal to help message this practice to parents	N/A			0	\$0.00
Develop an academic program that prepares students for the rigor of college, access to college level coursework and support in meeting the expectations of this work.				AP Over Instruction and ILT	2/29/2012	301SQI1C1086	Align all courses (core academic and elective) with the Common Core standards	N/A			0	\$0.00
Develop an academic program that prepares students for the				AP Over			Establish a Castlemont Scholars (CS) program to support and encourage students to succeed in high school while preparing them for the rigors of college. CS					

<p>rigor of college, access to college level coursework and support in meeting the expectations of this work.</p>	<p>Instruction and ILT 2/29/2012</p>	<p>301SQ11C1087</p>	<p>will provide extended day and weekend opportunities to develop academic skills and effective study habits in order to lead all participating students to concept mastery.</p>	<p>N/A</p>	<p>0 \$0.00</p>
<p>Develop an academic program that prepares students for the rigor of college, access to college level coursework and support in meeting the expectations of this work.</p>	<p>AP Over Instruction and 2/29/2012 ILT</p>	<p>301SQ11C1088</p>	<p>Partnering with SAT or ACT preparation course providers (i.e. SEE College Prep) to ensure that Castlemont students are prepared for high stakes college oriented standardized testing.</p>	<p>N/A</p>	<p>0 \$0.00</p>
<p>Develop an academic program that prepares students for the rigor of college, access to college level coursework and support in meeting the expectations of this work.</p>	<p>AP Over Instruction and 2/29/2012 ILT</p>	<p>301SQ11C1089</p>	<p>Ensure that all AP teachers receive adequate summer training and enter the school year with complete syllabi aligned to AP standards.</p>	<p>N/A</p>	<p>0 \$0.00</p>

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Castlemont High School

Principal: JOHN LYNCH

School Quality Standards relevant to this Strategic Priority
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admitted into college.		All Students	August-June	AP Over Instruction, Counseling Staff, ILT, AP Teachers	4/1/2012	301SQI1D2645	100% of students 10-12 will have a one on one meeting with a counselor in order to create a secondary plan and outline post-secondary goals.	N/A			0	\$0.00
Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admitted into college.		All Students	August-June	AP Over Instruction, Counseling Staff, ILT, AP Teachers	4/1/2012	301SQI1D2646	100% of Castlemont High School student will understand A-G and other requirements for entrance to a CSU/UC.	N/A			0	\$0.00
Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admitted into college.		All Students	August-June	AP Over Instruction, Counseling Staff, ILT, AP Teachers	4/1/2012	301SQI1D2648	90% of Castlemont seniors will apply to a two-year program or a four-year college/university.	N/A			0	\$0.00
Castlemont will use an integrated set of services, partner programs, tools, and				AP Over								

resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admitted into college.	All Students	August-June	Instruction, Counseling Staff, ILT, AP Teachers	4/1/2012	301SQI1D2649	60% of the class of 2013 will graduate A-G eligible. 90% of the class of 2014 2013 will graduate A-G eligible	N/A	0	\$0.00	
Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admitted into college.	All Students	August-June	AP Over Instruction, Counseling Staff, ILT, AP Teachers	4/1/2012	301SQI1D2650	90% of the sophomore class will take the PSAT and have one on one meetings with advisor or counselor for personalized feedback on their test performance.	N/A	0	\$0.00	
Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admitted into college.	All Students	August-June	AP Over Instruction, Counseling Staff, ILT, AP Teachers	4/1/2012	301SQI1D2651	Partnership with College Summit in order to build peer-leadership program.	N/A	0	\$0.00	
Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admitted into college.	All Students	August-June	AP Over Instruction, Counseling Staff, ILT, AP Teachers	4/1/2012	301SQI1D2652	College Access director to coordinate and administrate college and career programming, advisory programming and counseling staff.	N/A	0	\$0.00	
Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admitted into college.	All Students	August-June	AP Over Instruction, Counseling Staff, ILT, AP Teachers	4/1/2012	301SQI1D2653		N/A	0	\$0.00	
Continue to develop an AP program that is inclusive and offers all students access to AP level classes and support in meeting the expectations of AP classes	80% of students enrolled in AP maintain a B or better in their AP courses.	Proficient and Advanced	August-June	AP Over Instruction, ILT, AP Coordinator	4/1/2012	301SQI1D2654	After school AP tutoring support.	N/A	0	\$0.00
Continue to develop an AP program that is inclusive and offers all students access to AP level classes and support in meeting the expectations of AP classes	80% of students enrolled in AP maintain a B or better in their AP courses.	Proficient and Advanced	August-June	AP Over Instruction, ILT, AP Coordinator	4/1/2012	301SQI1D2655	Collaboration among teachers for alignment of reading/writing strategies	N/A	0	\$0.00
Continue to develop an AP program that is inclusive and offers all students access to AP level classes and support in meeting the expectations of AP classes	80% of students enrolled in AP maintain a B or better in their AP courses.	Proficient and Advanced	August-June	AP Over Instruction, ILT, AP Coordinator	4/1/2012	301SQI1D2659	Partnership with families around expectations for AP classes, creating study spaces for students at home, etc.	N/A	0	\$0.00
Continue to develop an AP program that is inclusive and offers all students access to AP level classes and support in meeting the expectations of AP classes	80% of students enrolled in AP maintain a B or better in their AP courses.	Proficient and Advanced	August-June	AP Over Instruction, ILT, AP Coordinator	4/1/2012	301SQI1D2660	Mandatory AP Summer Boot Camp for all students enrolled in AP courses.	N/A	0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Castlemont High School

Principal: JOHN LYNCH

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Collaborative Teacher Inquiry. Content and grade level teams Common planning times/conference periods with structured agendas and outcomes	Average grade per teacher/course, Student work data	All Students	Aug-June	AP over Instruction and ILT	10/15/2012	301SQ1E2626	Finalize teacher placements and master schedule	N/A			0	\$0.00
African American Male Achievement Prentice Powell's Advisory	Student data from his group? are they improving academically and socially? GPAs, attendance and focus groups	Ethnicity	Aug-June	AP over School Culture, Matin Abdul	10/15/2012	301SQ1E2628	Create leadership classes during the school day that support the academic and social development of small cohorts of African American male students in the 9th and 10th grades	Funded by Community Partner			0	\$0.00
Academic Language & Literacy Instructional norms and foci for each grade level	Units plans integrating strategic academic vocabulary and literacy development across content areas, Word walls, SRI scores, Learning Targets, samples of student writing throughout the year	FBB, BB and BAS	Aug-June	AP over instruction, Literacy Specialist	10/15/2012	301SQ1E2629	Have content/grade level teams develop and commit to school-wide instructional norms, Set goals for benchmarks, Teach common approaches to writing and vocab development in all classes.	N/A			0	\$0.00
Focal 15 Teacher Inquiry Groups at each grade level	Student data, benchmark and CST scores	Far Below Basic	Aug-June	Literacy Specialist, ELA and Math TSA	10/15/2012	301SQ1E2631	Develop inquiry teams at retreat, set goals	N/A			0	\$0.00
ELD instruction for students who have not reclassified and are in need of additional literacy support	Examining aggregated data of ELL students (GPA, CELDT scores, CST)	English Learners	Aug-June	AP over instruction, ELD instructor	10/15/2012	301SQ1E2639	Provide classroom instruction in ELD to students who have scored a 4 or less on the CELDT test	N/A			0	\$0.00
ELD instruction for students who have not reclassified and are in need of additional literacy support	Examining aggregated data of ELL students (GPA, CELDT scores, CST)	English Learners	Aug-June	AP over instruction, ELD instructor	10/15/2012	301SQ1E4788	Purchase supplemental instructional materials for ELD classes Strategically schedule	7091-EIA - LEP	4300-MATERIALS & SUPPLIES		0	\$5,000.00

Students with Disabilities - working to mainstream more students with disabilities into mainstream classes	Data for students with disabilities - examining growth over time	Special Education	Aug-June	AP over Special Education	10/15/2012	301SQ11E2647	students into mainstream courses. Collaboration between mainstream core teachers and Special Ed and Resource Specialist and Instructional Aides around student IEPs and data indicators (looking at student work, grades, etc.)	N/A	0	\$0.00
Provide targeted intervention for struggling students by engaging teachers, students and families in dialogue around how best to increase student achievement	Increased student achievement for targeted students, as seen by increased grades, attendance	All Students	October-June	Intervention Coordinator	10/15/2012	301SQ11E4787	Funds 1-2 teachers to coordinate intervention services for students at-risk of failing; coordinator(s) chairs parent meetings and creates actionable goals and link students and families to additional services.	N/A	0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Castlemont High School

Principal: JOHN LYNCH

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Create opportunities for students to recover credits during the school day, afterschool and during the summer to move closer to college graduation.	Numbers of students who are credit deficient; fail rate in core classes	All Students		AP over Instruction (primary)	4/1/2012	301SQI1F2627	Create Cyber HS classes and other credit recovery opportunities within the school day by building them into the master schedule.	N/A			0	\$0.00
Create opportunities for students to recover credits during the school day, afterschool and during the summer to move closer to college graduation.	Numbers of students who are credit deficient; fail rate in core classes	All Students		AP over Instruction (primary)	4/1/2012	301SQI1F2666	Effectively advertise credit recovery opportunities to credit deficient students and their families.	N/A			0	\$0.00
Create and update a database that effectively tracks all students progress in meeting graduation requirements.	Number of students who are at, above or below the number of credits they should have at a given time period; number of students passing core classes with C or better	All Students		Counselors (primary); AP over Instruction (secondary)	4/1/2012	301SQI1F2630	Create a database and update each semester based on individual student pass/fail rates.	N/A			0	\$0.00
Create and update a database that effectively tracks all students progress in meeting graduation requirements.	Number of students who are at, above or below the number of credits they should have at a given time period; number of students passing core classes with C or better	All Students		Counselors (primary); AP over Instruction (secondary)	4/1/2012	301SQI1F2632	Have small meetings with students who are credit deficient to create plans for remediation at the end of the first marking period of each semester.	N/A			0	\$0.00
Create and update a database that effectively tracks all students progress in meeting graduation requirements.	Number of students who are at, above or below the number of credits they should have at a given time period; number of students passing core classes with C or better	All Students		Counselors (primary); AP over Instruction (secondary)	4/1/2012	301SQI1F2640		N/A			0	\$0.00
Hire a TSA over Interventions to manage and execute on all	Number of students enrolled in credit recovery classes; number of students	All Students		TSA over Intervention (primary); Counselors	4/1/2012	301SQI1F2658	Hire and train an effective TSA	N/A			0	\$0.00

programs related to intervention.	passing those classes with a C or better;		(secondary); AP over Instruction (secondary)				to manage the program.		
Hire a TSA over Interventions to manage and execute on all programs related to intervention.	Number of students enrolled in credit recovery classes; number of students passing those classes with a C or better;	All Students	TSA over Intervention (primary); Counselors (secondary); AP over Instruction (secondary) Afterschool coordinator (primary); School Community Director (secondary); AP over School Culture (secondary)	4/1/2012	301SQ11F2662		Create opportunities for collaboration and alignment between TSA, counselors and AP over instruction.	N/A	0 \$0.00
Create robust enrichment opportunities for students afterschool and catalog them in an effective manner for the school community.	Number of students who engage in afterschool enrichment opportunities;	All Students	Afterschool coordinator (primary); School Community Director (secondary); AP over School Culture (secondary)	4/1/2012	301SQ11F2674		Use student survey information to identify enrichment opportunities that students will engage in.	N/A	0 \$0.00
Create robust enrichment opportunities for students afterschool and catalog them in an effective manner for the school community.	Number of students who engage in afterschool enrichment opportunities;	All Students	Afterschool coordinator (primary); School Community Director (secondary); AP over School Culture (secondary)	4/1/2012	301SQ11F2676		Outreach to outside organizations to find programs that meet the needs of students; set up objectives and sign MOUs	N/A	0 \$0.00
Create robust enrichment opportunities for students afterschool and catalog them in an effective manner for the school community.	Number of students who engage in afterschool enrichment opportunities;	All Students	Afterschool coordinator (primary); School Community Director (secondary); AP over School Culture (secondary)	4/1/2012	301SQ11F2677		Create engaging, professionally designed catalog that houses all information related to afterschool enrichment opportunities, create enough copies for students, families and community members	N/A	0 \$0.00
Castle Scholars, an opt-in academic and college-readiness support program for students after school and on the weekends.				4/1/2012	301SQ11F2671		SAT/ACT preparation courses offered on Saturdays.	N/A	0 \$0.00
Castle Scholars, an opt-in academic and college-readiness support program for students after school and on the weekends				4/1/2012	301SQ11F2672		Writing tutorials and math/science tutoring.	N/A	0 \$0.00
Castle Scholars, an opt-in academic and college-readiness support program for students after school and on the weekends.				4/1/2012	301SQ11F2673		College counseling provided to Castle Scholars	N/A	0 \$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Castlemont High School

Principal: JOHN LYNCH

School Quality Standards relevant to this Strategic Priority

A quality school...

1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Developing a comprehensive school safety plan.	Decrease in incidents of violence and bullying.	All Students	May 2012- June 2013	AP over School Culture, Head of Security	10/25/2012	301SQI2A2675	Require all SSOs to complete Tier 1 Restorative Justice training. Create more opportunities for collaboration between SSOs and staff to align approaches to student discipline. Align all students, staff and SSOs with Castlemont Code of Conduct. Front door security monitors all people entering and exiting the campus.	N/A			0	\$0.00
Developing and Implementing a Castlemont Code of Conduct	Decrease in incidents of violence and bullying. Decrease in office referrals for behavioral incidents	All Students	Aug-June	AP over school culture, Restorative Justice Coordinators	10/25/2012	301SQI2A2678	Finalize concise Code of Conduct and print into all student agendas and post in every classroom. Integrate Code of Conduct into Professional Development and into SSO training. Ensure that every adult is deeply familiar with the behavioral expectations and consequences for any and all student actions on campus. Every teacher reviews Code of Conduct with students during the first week of school. Mandatory Summer Staff Retreat	N/A			0	\$0.00

Increased opportunities for adult collaboration and positive adult interactions.	Increase in teacher retention. Increase in teacher morale as reported through Use Your Voice surveys.		May 2012- June 2013	AP over school culture, Principal	10/25/2012	301SQI2A2680	focused on adult community building and aligning instructional goals and practices. Building in time for meaningful adult collaboration. Administration commits to and structures teacher and staff public praise and recognition (ie. milestones - birthdays, grad school, family, academic progress of students in classrooms, etc.)	N/A		0	\$0.00
Develop and support an active student government.	Increase in student-led and planned school activities and assemblies. Student Government collaboration and participation in district-wide student leadership development and events.	All Students	May 2012- June 2013	AP over school culture, Leadership teacher	10/25/2012	301SQI2A2681	Organize and facilitate student government campaigns and elections before June 2012. Schedule leadership training and retreat for elected student government.	N/A		0	\$0.00
Increase student participation in student organizations and activities.	80% or more of student body is involved in at least one student club, sport or other organization or activity.	All Students	May 2012- June 2013	AP over school culture, Youth Together Coordinator	10/25/2012	301SQI2A2682	Develop and distribute a common referral system for all available student activities. Post all offered student activities in common places (courtyard, hallways). Lunch time activity "shopping day" with tabling and recruitment.	N/A		0	\$0.00
Ritualize Student Recognition and Celebrations	Calendared student-centered assemblies and celebratory events, public displays of student recognition and celebrations.	All Students	Aug-June	AP over School Culture, Leadership Teacher, School Culture Team	10/25/2012	301SQI2A2683	Build Awards Assemblies and student celebratory events into academic calendar. Monthly updates to student recognition bulletin boards. Ensure that all public wall spaces are updated and full of student work, photos and records of student achievements for both academic and social accomplishments.	N/A		0	\$0.00
Ritualize Student Recognition and Celebrations	Calendared student-centered assemblies and celebratory events, public displays of student recognition and celebrations.	All Students	Aug-June	AP over School Culture, Leadership Teacher, School Culture Team	10/25/2012	301SQI2A4806	Provide recognition awards	3010-Title I	4310-SUPPLIES	0	\$2,500.00
Freshmen and Sophomore Siblings	Increase in 9th grade participation in school activities and organizations. Overall increase in 9th and 10th grade academic performance.	All Students	July 2012- June 2013	AP over school culture, leadership teacher, 9th and 10th grade teachers	10/25/2012	301SQI2A2684	Current 9th graders are each matched with an incoming 9th grader once high school placements are finalized. Students will receive contact info for their ? sibling? and will write welcome letters to middle schools, add them on Facebook, reach out. Once school begins, 10th graders will be in charge of various freshmen welcome activities, facilitate a 9th grade Knight Time Meet & Greet with Siblings	N/A		0	\$0.00
SST plan and structure	Increase in student attendance and achievement	All Students	Aug 2012- June 2013	Principal, AP over School Culture, grade level SST coordinators	10/25/2012	301SQI2A2688	Implement a consistent SST referral system.	N/A		0	\$0.00
Continue to develop strong partnerships with Youth Uprising and Children's Hospital focused on holistic student support	Increase in student attendance and achievement	All Students	Aug 2012- June 2013	AP over school culture, Su Park	10/25/2012	301SQI2A2690	Continue CARE referral system, CARE meetings, calendar standing meetings between Castle administration and YU and CHO administration, create opportunities for Castle staff and YU and CHO staff to collaborate around student support. Contract with organization (such as California Youth Outreach) to	N/A		0	\$0.00

Provide direct support to students and families identified as in need of intervention services.	Improved attendance and GPA - reduction in office referrals.	All Students	November 15 to June 15th	Administrative team, counselors, and faculty.	10/25/2012	301SQI2A4791	provide case management direct outreach support to students and families to increase attendance and refer students and families to other appropriate support services.	3010-Title I	5825-CONSULTANTS	0	\$15,000.00
Provide direct support to students and families identified as in need of intervention services.	Improved attendance and GPA - reduction in office referrals.	All Students	November 15 to June 15th	Administrative team, counselors, and faculty.	10/25/2012	301SQI2A4807	Coordinate and provide support for student/parent/teacher conferences with other appropriate school support staff.	7090-EIA - SCE	1122-TEACHERS SALARIES EXTRA COMP	0	\$6,000.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Castlemont High School

Principal: JOHN LYNCH

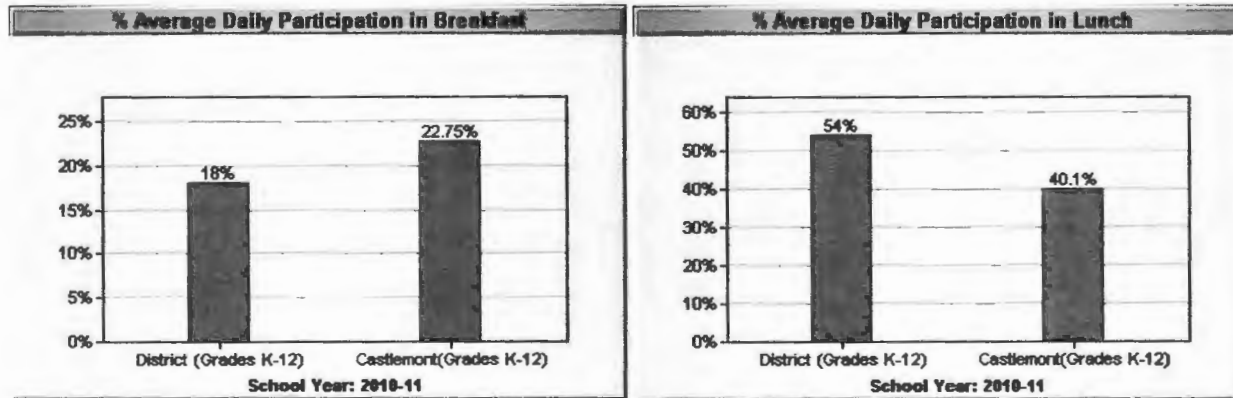
School Quality Standards relevant to this Strategic Priority

A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
School has a partnership with Children's Hospital-Oakland that supports the socio-emotional health of all students through the CARE referral process.	Student disciplinary referrals, student suspension records, student attendance records	All Students		Su Park	2/29/2012	301SQI2B1070	Ensure that all school staff members are taught how to fill out referral and the importance of referring all students in need.	N/A			0	\$0.00
School has a partnership with Children's Hospital-Oakland that supports the socio-emotional health of all students through the CARE referral process.	Student disciplinary referrals, student suspension records, student attendance records	All Students		Su Park	2/29/2012	301SQI2B1071	Ensure that a health professional reaches out to referred student within 48 hours of receiving referral.	N/A			0	\$0.00
School has a partnership with Children's Hospital-Oakland that supports the socio-	Student disciplinary referrals, student						Ensure that school also partners with additional community-based					

emotional health of all students through the CARE referral process.	suspension records, student attendance records	All Students	Su Park	2/29/2012	301SQI2B1072	orgs that support the socio-emotional health of struggling youth.	N/A	0	\$0.00
Create an effective Physical Education program that provides rigorous physical fitness for 9th and 10th grade students.	Percentage of students passing PE with a C or better, percentage of students who can pass CA Fitness Exam, percentage of students engaged in rigorous physical activity outside their PE class	All Students	Physical Education teachers	2/29/2012	301SQI2B1079	Create a syllabus that includes rigorous, relevant activities and clearly define the actions that students must take to pass PE	N/A	0	\$0.00
Create an effective Physical Education program that provides rigorous physical fitness for 9th and 10th grade students.	Percentage of students passing PE with a C or better, percentage of students who can pass CA Fitness Exam, percentage of students engaged in rigorous physical activity outside their PE class	All Students	Physical Education teachers	2/29/2012	301SQI2B1080	Ensure that PE classes are no larger than 35 students (per roster carrying PE teacher)	N/A	0	\$0.00
Create an effective Physical Education program that provides rigorous physical fitness for 9th and 10th grade students.	Percentage of students passing PE with a C or better, percentage of students who can pass CA Fitness Exam, percentage of students engaged in rigorous physical activity outside their PE class	All Students	Physical Education teachers	2/29/2012	301SQI2B1081	Partner with rigorous, reliable community-based orgs to offer alternatives to traditional PE that engage students and offer PE credits	N/A	0	\$0.00
Work with OUSD's Food Services and community-based orgs to create healthier food options for students during lunch.	Percentage of students who eat breakfast/lunch, survey feedback, physical health indicators	All Students	Cafeteria Manager	2/29/2012	301SQI2B1082	Market new, healthy food options for students by announcing over intercom and posting flyers	N/A	0	\$0.00
Work with OUSD's Food Services and community-based orgs to create healthier food options for students during lunch.	Percentage of students who eat breakfast/lunch, survey feedback, physical health indicators	All Students	Cafeteria Manager	2/29/2012	301SQI2B1083	Have "cooking demonstrations" by students from Green Pioneers, the Corner Cafe at YU and other community-based orgs during lunch time on a weekly basis	N/A	0	\$0.00
Work with OUSD's Food Services and community-based orgs to create healthier food options for students during lunch.	Percentage of students who eat breakfast/lunch, survey feedback, physical health indicators	All Students	Cafeteria Manager	2/29/2012	301SQI2B1084	Limit the number of days (no more than 2) that fried/fast food is served	N/A	0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Castlemont High School

Principal: JOHN LYNCH

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Lower the percentage of chronically absent students to 5% of the total student population	Attendance reports	All Students		Attendance Clerk	2/29/2012	301SQI2C1085	Attendance clerk runs attendance report every two weeks, calling the homes of students who have missed more than 33% of the time.	N/A			0	\$0.00
Lower the percentage of chronically absent students to 5% of the total student population	Attendance reports	All Students		Attendance Clerk	2/29/2012	301SQI2C1090	SART meetings are held on campus by attendance clerk and Americorps volunteers. Chronically absent students are put on attendance contracts.	N/A			0	\$0.00
Lower the percentage of chronically absent students to 5% of the total student population	Attendance reports	All Students		Attendance Clerk	2/29/2012	301SQI2C1091	Home visits are done by Americorps volunteers when parents are not available to come to campus and meet.	N/A			0	\$0.00
Increase the number of students who are coming to school 95% of the time or more.	Attendance reports	All Students		Attendance Clerk	2/29/2012	301SQI2C1092	Celebrate STUDENTS who attend school 95% or more with rewards/incentives including: positive phone blasts, healthy snacks, names posted in public spaces, awards.	N/A			0	\$0.00
Increase the number of students who are coming to school 95% of the time or more.	Attendance reports	All Students		Attendance Clerk	2/29/2012	301SQI2C1093	Celebrate PARENTS of students who attend school 95% or more with rewards/incentives including: positive phone blasts, letters home, entrance into lotteries for gift certificates, free PE clothes, college shirts, etc.	N/A			0	\$0.00
Recruit, hire and manage two highly effective, college graduate Americorps volunteers who can support the work of increasing Castlemont's	Attendance reports			Principal	2/29/2012	301SQI2C1094	Work closely with Americorps staff to draft roles and responsibilities for a position that would tackle attendance issues.	N/A			0	\$0.00

average daily attendance rates.

Recruit, hire and manage two highly effective, college graduate Americorps volunteers who can support the work of increasing Castlemon't's average daily attendance rates.

Attendance reports

Principal 2/29/2012 301SQI2C1095

Work closely with Americorps staff to recruit and hire effective volunteers to tackle attendance issues.

0 \$0.00

Recruit, hire and manage two highly effective, college graduate Americorps volunteers who can support the work of increasing Castlemon't's average daily attendance rates.

Attendance reports

Principal 2/29/2012 301SQI2C1096

Clearly define management lines for these volunteers including deliverables, weekly progress monitoring and professional development opportunities.

0 \$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Castlemont High School

Principal: JOHN LYNCH

School Quality Standards relevant to this Strategic Priority

A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Building an effective Instructional Leadership Team.	Tracking weekly PD feedback for teacher satisfaction and PD efficacy. Use of observation to track integration of instructional initiatives into practice.		May 2012- June 2013	ILT Members (classroom teachers, AP over instruction, principal)	10/17/2012	301SQI3A1073	Weekly meetings with full ILT in order to plan school wide instructional initiatives and discuss strategies for implementation (i.e. PD processes)	N/A			0	\$0.00
Building an effective Instructional Leadership Team.	Tracking weekly PD feedback for teacher satisfaction and PD efficacy. Use of observation to track integration of instructional initiatives into practice.		May 2012- June 2013	ILT Members (classroom teachers, AP over instruction, principal)	10/17/2012	301SQI3A1074	Facilitation of Professional Development opportunities	N/A			0	\$0.00
Building an effective Instructional Leadership Team.	Tracking weekly PD feedback for teacher satisfaction and PD efficacy. Use of observation to track integration of instructional initiatives into practice.		May 2012- June 2013	ILT Members (classroom teachers, AP over instruction, principal)	10/17/2012	301SQI3A1075	Analyze formative and summative student learning data, identifying trends and discuss strategies for re-teaching or intervention.	N/A			0	\$0.00
	Tracking weekly PD feedback for teacher satisfaction			ILT Members			Modeling both professional and					

Building an effective Instructional Leadership Team.	and PD efficacy. Use of observation to track integration of instructional initiatives into practice.		May 2012- June 2013	(classroom teachers, AP over instruction, principal)	10/17/2012	301SQI3A1076	Instructional norms, maintain model classrooms and promote the school as a professional space	N/A	0	\$0.00	
Building an effective Instructional Leadership Team.	Tracking weekly PD feedback for teacher satisfaction and PD efficacy. Use of observation to track integration of instructional initiatives into practice.		May 2012- June 2013	ILT Members (classroom teachers, AP over instruction, principal)	10/17/2012	301SQI3A1077	ILT members are assigned a group of teachers, by grade level or subject area, for whom they provide individual coaching. ILT members are provided training on peer-coaching.	N/A	0	\$0.00	
Building an effective Instructional Leadership Team.	Tracking weekly PD feedback for teacher satisfaction and PD efficacy. Use of observation to track integration of instructional initiatives into practice.		May 2012- June 2013	ILT Members (classroom teachers, AP over instruction, principal)	10/17/2012	301SQI3A1078	Use of Teacher Leader Model Standards to guide the work of the ILT and the work of other professional development spaces at the site.	N/A	0	\$0.00	
Support improved instructional practices through attendance at appropriate conferences and classes.	GPA, CST, CELDT, CAHSEE	All Students	November 15 to June 15th	Administrative team and faculty	10/17/2012	301SQI3A4792	Teachers attend conferences and classes that enable them to improve their instructional practices.	3010-Title I	5220-CONFERENCE EXPENSE	0	\$16,000.00

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Castlemont High School

Principal: JOHN LYNCH

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Present events and activities that provide information for parents about school programs and how to understand how students are progressing and participating in school. Events will provide opportunities for meaningful parent engagement and support increased parent involvement at the school.	Increased parent attendance at school events - parent survey	All Students	November 15 to June 15th	Principal and administrative team	10/24/2012	301SQI4A4795	Provide speakers at parent involvement school events. Collaborate with parents to choose topics.	9901-Title I - Parent Participation	5828-ASSEMBLIES/CLASSRM PRESENTION		0	\$1,500.00
Present events and activities that provide information for parents about school programs and how to understand how students are progressing and participating in school. Events will provide opportunities for meaningful parent engagement and support increased parent involvement at the school.	Increased parent attendance at school events - parent survey	All Students	November 15 to June 15th	Principal and administrative team	10/24/2012	301SQI4A4796	Provide refreshments at parent involvement school events .	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,000.00
Present events and activities that provide information for parents about school programs and how to understand how students are progressing and participating in school. Events will provide opportunities for meaningful parent engagement and support increased parent involvement at the school.	Increased parent attendance at school events - parent survey	All Students	November 15 to June 15th	Principal and administrative team	10/24/2012	301SQI4A4797	Provide supplies that support parent involvement events.	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$700.00
Present events and activities that provide information for												

<p>parents about school programs and how to understand how students are progressing and participating in school. Events will provide opportunities for meaningful parent engagement and support increased parent involvement at the school.</p> <p>Present events and activities that provide information for parents about school programs and how to understand how students are progressing and participating in school. Events will provide opportunities for meaningful parent engagement and support increased parent involvement at the school.</p>	<p>increased parent attendance at school events - parent survey</p>	All Students	November 15 to June 15th	Principal and administrative team	10/24/2012	301SQI4A4798	Inform parents of upcoming parent involvement events at the school.	9901-Title I - Parent Participation	5910-POSTAGE	0	\$514.00
<p>Maintain frequent contact with families of low-achieving students to build stronger engagement with the academic programs at the site.</p>	<p>increased parent attendance at school events - parent survey</p>	All Students	November 15 to June 15th	Principal and administrative team	10/24/2012	301SQI4A4805	Provide refreshments at parent involvement school events .	3010-Title I	4311-MEETING REFRESHMENTS	0	\$2,500.00
<p>Maintain frequent contact with families of low-achieving students to build stronger engagement with the academic programs at the site.</p>	<p>Use Your Voice Survey</p>	FBB, BB and BAS	Oct 12 - Jun 2013	Principal and administrative team	10/24/2012	301SQI4A4804	Provide postage for mailing correspondence about family meetings such as Back-to-School Night, SSC, etc.	7090-EIA - SCE	5950-MAILING SERVICES	0	\$4,000.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Castlemont High School

Principal: JOHN LYNCH

School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Ensure that technology is deployed professionally in classrooms without interruption, thus allowing teacher and students 100% of uninterrupted class time.	Teacher surveys, student surveys, facilities walkthroughs	All Students	Sept-June	Principal (primary); Head Custodian, Secretary and Business Manager (secondary)	10/18/2012	301SQI5A1349	Instructional Tech support to assist teacher and students navigate and or load curriculum.	3010-Title I	5825-CONSULTANTS		0	\$27,000.00
Ensure that technology is deployed professionally in classrooms without interruption, thus allowing teacher and students 100% of uninterrupted class time.	Teacher surveys, student surveys, facilities walkthroughs	All Students	Sept-June	Principal (primary); Head Custodian, Secretary and Business Manager (secondary)	10/18/2012	301SQI5A1350	Create system for school staff members to request facilities/maintenance repairs and have the request addressed within 48 hours.	N/A			0	\$0.00
Ensure that technology is deployed professionally in classrooms without interruption, thus allowing teacher and students 100% of uninterrupted class time.	Teacher surveys, student surveys, facilities walkthroughs	All Students	Sept-June	Principal (primary); Head Custodian, Secretary and Business Manager (secondary)	10/18/2012	301SQI5A1351	Head custodian does daily walk through of campus, addressing facilities issues within 48 hours	N/A			0	\$0.00
Create systems to support consistent classroom staffing.	Number of substitute request that go unfilled, number of days that substitute teachers are needed,			AP over Instruction (primary); Secretary (secondary)	10/18/2012	301SQI5A1352	School creates a priority pool of substitute teachers they feel are effective at classroom management, building relationships and instruction. Those substitutes are given priority for jobs.	N/A			0	\$0.00
Create systems to support consistent classroom staffing.	Number of substitute request that go unfilled, number of days that substitute teachers are			AP over Instruction (primary); Secretary (secondary)	10/18/2012	301SQI5A1353	Principal sets tone at the beginning of school year that taking days negatively impacts the culture of teaching and learning.	N/A			0	\$0.00

needed, Number of substitute request that go unfilled, number of days that substitute teachers are needed,										
Create systems to support consistent classroom staffing.			AP over Instruction (primary); Secretary (secondary)	10/18/2012	301SQI5A1354	Create an orientation packet for all substitute teachers, including map, key, important people and telephone numbers, to create an environment that increases their effectiveness.	N/A	0	\$0.00	
Create and implement an effective school safety plan and convene a productive, engaged safety committee.	All Students	Sept-June	Principal (primary); SSOs (secondary)	10/18/2012	301SQI5A1355	Conduct monthly safety walkthroughs to proactively identify challenges and suggest solutions.	N/A	0	\$0.00	
Create and implement an effective school safety plan and convene a productive, engaged safety committee.	All Students	Sept-June	Principal (primary); SSOs (secondary)	10/18/2012	301SQI5A1356	Hold trainings for all staff on specific safety-related topics, including emergency preparedness.	N/A	0	\$0.00	
Create and implement an effective school safety plan and convene a productive, engaged safety committee.	All Students	Sept-June	Principal (primary); SSOs (secondary)	10/18/2012	301SQI5A1357	Create an emergency phone tree for issues that result in a lock down and an email listserv for less serious issues.	N/A	0	\$0.00	
Create a variety of ways to communicate important school related information with various school stakeholders	All Students	Sept-June	Principal (primary); AP over School Culture and Secretary (secondary)	10/18/2012	301SQI5A1358	Create a weekly newsletter that goes out to all school staff members via email and mailboxes. Newsletter should include calendar of daily events, important announcements, as well as a calendar of upcoming events.	N/A	0	\$0.00	
Create a variety of ways to communicate important school related information with various school stakeholders	All Students	Sept-June	Principal (primary); AP over School Culture and Secretary (secondary)	10/18/2012	301SQI5A1359	Use School Messenger system to ensure that parents receive important school-related information in their home language at least once a week.	N/A	0	\$0.00	
Create a variety of ways to communicate important school related information with various school stakeholders	All Students	Sept-June	Principal (primary); AP over School Culture and Secretary (secondary)	10/18/2012	301SQI5A1360	Create and update a high functioning school website and other social media tools (Facebook page and/or Twitter account) that gets important school-related information out to general public and provides school with a space to positively market/advertise itself.	N/A	0	\$0.00	



CASTLEMONT'S HIGH SCHOOL PARENTAL INVOLVEMENT POLICY 2012-2013

Part 1. General Expectations

Castlemont High School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will update the School Parental Involvement Policy to meet the changing needs of parents and school.
- The school will adopt a Home-School Compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that:

- ❖ parents play an integral role in assisting their child's learning
- ❖ parents are encouraged to be actively involved in their child's education at school
- ❖ parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child

Part 2. School Parental Involvement Policy

1. Castlemont High School will promote parent involvement by inviting parents to participate in monthly SSC, ELAC, Back-to-School, and every meeting related to student academic improvement.
2. Castlemont High School will distribute the School Parental Involvement Policy to parents at the time of student enrollment and whenever the document is updated with the approval of SSC.
3. Castlemont High School will institute a flexible number of meetings and/or home visits, paid for with Title 1 funding as long as these services relate to parent involvement.
4. Castlemont High School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet district and school scores.
5. Castlemont High School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible

Part 3. Shared Responsibilities for High Student Academic Achievement

1. The school will build strong parental and community involvement to improve student academic achievement, through portfolio conferences and the implementation of a Student Success Team (SST).
2. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described below:
 - The State of California's academic content standards
 - The State of California's and Oakland Unified School District's academic assessments
 - The requirements of Title 1

- How to monitor their child's progress
 - How to work with educators
3. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and use of technology.
 4. The school will educate its teachers and staff in effective methods for engaging parents as equal partners in support of student success.

Accessibility

Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

- All parent correspondence is translated for Spanish speaking parents
- Translating equipment available for Spanish speaking parents
- School facilities are ADA compliant

Part 4. Adoption

This policy was adopted by Castlemont's School Site and ELAC Councils on October 18, 2012 and will be in effect for the period of the 2012 – 2013 school year. Because this document is being adopted after the school year has begun, this document will be mailed home to all parents (without expectation for signature). In the future, the school will distribute this policy to all parents at the time of student's enrollment and whenever a change to these current policies occurs.



Castlemont's Parent – Student Agreement (2012-2013)

As a parent/guardian of a Castlemont student, my student and I agree to:

At home, I agree to:

- Provide my child with a quiet space for homework and ensure that he/she has all necessary materials
- Ensure that my child is reading every night
- Frequently discuss school work and activities with my child and monitor and support the completion of homework assignments
- Ensure that he/she goes to bed at an appropriate time
- Ensure that he/she eats breakfast daily at home or school
- Ensure that he/she does not bring harmful objects to school

My student at school will:

- Support and adhere to the school discipline and conflict resolution policy
- Observe Castlemont's policies for violation of use of electronics during school hours and policy for vandalism to school property or personal property, and dress code (see attached document)
- Follow through with school recommended actions, including redirection by any school staff member

My student and I will:

- Promptly report to school any change of address, phone number and other contact information
- Promptly respond to calls from the school for any and all issues
- Actively collaborate and communicate with teachers to meet my child's learning needs, including reading communications sent by the teacher and the school
- Ensure that school surveys are completed, many of which will help Castemont obtain funds from grants and outside agencies to improve academic achievement.
- Attend mandatory all-school meetings including School Site Council and ELAC meetings, Back to School Night, Cash for College, student-led portfolio conferences, etc.
- If necessary, meet with educators away from the school campus at my home or another site to discuss academic achievement.
- Make positive contributions of our time, resources, or skills to the Castlemont school community

My signature below represents my understanding and full commitment to the above agreements for the 2012-2013 school year.

Parent/Guardian Name

Parent/Guardian Signature

Date

Student Name

Student Signature

Date

School Site Council Membership Roster – High School

School Name: Castlemont High School

School Year: 2012 - 2013

Chairperson : Marsha Rhynes and Dawn McCladie	Vice Chairperson: Katherine Searing
Secretary: Norma Verdugo	<u>DAC Representative:</u>

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
John Lynch		X				
Patrice Heard					X	
Marcos Zapata					X	
Sonia Abreu					X	
Dina Pineda (Alternate)					X	
Terry Cooper (Alternate)					X	
Daniel Alvarado						X
Dawn McCladdie						X
Zelana Smith						X
Hilda Ortíz				X		
Marsha Rhynes			X			
Katherine Searing			X			
Claire Shorall			X			
Norma Verdugo			X			
DAC Representative						
Home Ph.	Email:					

Meeting Schedule	
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SSC Legal Requirements:

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. There must be equal number of students and parents/community members
4. Majority of school staff members must be classroom teachers;
5. **Students are required members of the High School SSC**

