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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Castlemont High School

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Castlemont High School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2026-2027 School Plan for Student Achievement (SPSA) for Castlemont High School

2026-27 SPSA ENGAGEMENT TIMELINE**School Site:** Castlemont High School**Site Number:**

301

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/26/2026	Admin Team	Reviewed SPSA goals and strategies
1/27/2026	SSC	Reviewed SPSA goals and strategies
2/9/2026	Admin Team	Reviewed SPSA goals and strategies
2/23/2026	Admin Team	Reviewed SPSA goals and strategies
2/17/2026	SSC	Reviewed SPSA goals and strategies
3/3/2026	Admin Team	Reflected on instructional practices and supports
3/10/2026	ILT	Reviewed SPSA goals and strategies
3/12/2026	Other	Reviewed SPSA goals and strategies
3/17/2026	SSC	Discussed proposed expenditures and priorities
4/21/2026	SSC	

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$1,122,260.00
Total Federal Funds Provided to the School from the LEA for CSI	\$735,860.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,677,307.88

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$379,500
Title I Parent & Family Engagement Resource 3010	\$6,900
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$735,860
SUBTOTAL OF FEDERAL FUNDING:	\$1,122,260

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$2,677,307.88

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$66,400
LCFF Equity Multiplier Resource 7399	\$949,248
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$100,000
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$291,761
Proposition 28 (Arts & Music in Schools) Resource 6770	\$147,639
SUBTOTAL OF STATE & LOCAL FUNDING:	\$1,555,048

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Castlemont High School		School ID: 301
CDS Code: 1612590125161	SSC Approval Date:	Board Approval Date:

School Mission and Vision

Our vision is that Castlemont High School will produce a cadre of leaders prepared to lead social change in their communities and beyond. We believe that education is essential to creating a just, equitable and democratic society where communities are safe, healthy, economically sustainable, beautiful places to live. Castlemont is part of a continuum that supports East Oakland’s children from cradle to career through community partnership and co-development. Alongside our community partners, our youth practice and develop the skills, agency, and mindsets to positively transform themselves and their community. Youth become compassionate and collaborative life-long learners with knowledge and love of self, family and community.

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

All students will graduate from Castlemont High School:

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

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

Low number of AP/honors courses, few Dual Enrollment classes in Spring, only one World Language option, high number of non-credentialed teachers,

These inequities impact our school programs in the following ways:

- insufficient course offerings impact college readiness rates
- non-credentialed teachers impact student levels of mastery of highly rigorous, standards-based curriculum

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
54.5%	28.5%	60.5%	3.2%	2.2%	19.2%	99.7%	50.2%	14.5%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
45.3%	2.6%	1.3%	0.3%	0.6%	0.6%	99.0%	30.5%	72.4%

1B: GOALS & IDENTIFIED NEEDS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal: By June 2027, students will demonstrate increased literacy and math proficiency as measured by
 1) 60% of students reaching their growth goals on i-Ready reading assessment
 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.

Identified School Need: Our students need to demonstrate mastery in literacy and math in order to be college and career ready.

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-163.7	-156.3	-149.9	-150.0	-145.0
SBAC ELA Participation	All Students	63.5%	75.8%	72.3%	95.0%	78.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	15.3%	25.4%	35.5%	52.8%	60.0%

Mathematics/Science Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-231.7	-163.0	-182.9	-200.0	-180.0
SBAC Math Participation	All Students	75.8%	75.8%	72.3%	95.0%	78.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	2.2%	0.7%	4.2%	11.7%	5.0%
California Science Test (CAST) Participation	All Students	56.2%	81.1%	72.0%	95.0%	78.0%

Graduation Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Four-Five Year Cohort Graduation Rate	All Students	61.3%	68.8%	64.6%	75.0%	70.0%
On Track to Graduate: 9th Grade	All Students	31.7%	46.3%	55.6%	65.0%	60.0%
On Track to Graduate: 11th Grade	All Students	26.3%	32.1%	25.4%	50.0%	30.0%
A-G Completion	All Students	31.7%	27.8%	22.3%	50.0%	30.0%
College/Career Readiness	All Students	11.3%	16.3%	22.9%	25.0%	25.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027, we will increase the percentage of African American and students with IEPs that are on-track to graduation from 38% to 45% (AA) and 21% to 30% (IEP) as measured by graduation requirements and correlative data (attendance; interventions/discipline).
Identified School Need:	African American Students and students with IEPs are falling behind other demographic groups' graduation rates. There is a need to bolster case management for both groups, increase family engagement and awareness, and redesign our Special Education model

Academic Measures & Targets for Focal Student Groups						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-183.8	-194.1	-202.8	-150.0	-150.0
SBAC ELA Distance from Standard Met	African American Students	-145.7	-148.6	-109.4	-120.0	-100.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	50.1%	73.6%	61.7%	70.4%	50.0%
SBAC Math Distance from Standard Met	Special Education Students	-237.1	-200.1	-217.3	-200.0	-180.0
SBAC Math Distance from Standard Met	African American Students	-244.4	-154.5	-183.4	-190.0	-170.0

Reclassification Measures & Targets						
<i>*Reference ELL Progress Data</i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	1.3%	2.4%	6.7%	5.0%	10%
LTEL Reclassification	Long-Term English Learners	3.3%	5.8%	17.2%	15.0%	20.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.						
School Goal:	By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 64.5% to 35% and increase average period attendance from 82% to 87%.					
Identified School Need:	We need to develop a stronger communication system with families. Students and staff are all aligned with utilizing practices designed to promote increased attendance.					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	59.7%	51.7%	38.5%	80.0%	75.0%
Out-of-School Suspensions	All Students	10.9%	8.5%	8.4%	5.0%	6.0%
Out-of-School Suspensions	African American Students	24.8%	20.8%	21.6%	10.0%	12.0%
Out-of-School Suspensions	Special Education Students	23.4%	19.9%	17.4%	12.0%	10.0%

Chronic Absenteeism	All Students	76.0%	55.7%	54.6%	30.0%	35.0%
Chronic Absenteeism	African American Students	72.4%	64.5%	60.8%	35.0%	35.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

School Goal: By May 2027, all teachers will demonstrate growth and alignment with school instructional practices as measured by IPG and Castlemont metrics (OETF) and we will retain at least 80% of teachers from 24/25 school year.

Identified School Need: Teacher preparation and retention

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	69.4%	72.4%	71.9%	80.0%	80.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	By June 2027, students will demonstrate increased literacy and math proficiency as measured by 1) 60% of students reaching their growth goals on i-Ready reading assessment 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.	<ul style="list-style-type: none"> - have intervention reading classes happening (SIPPS pull out & STARI class) - Have done PD on literacy Practices - hired reading specialists and 2 instructional coaches - biweekly literacy meetings - Retained our math teachers and held regular meetings are CEA expectations - Retention for ELA teachers and coaching for 3/5 ELA teachers - Administered CEAs for Alg1, Geometry, not well for Alg2 - increased number of L1 classes for students with IEPs - District approved curriculum for math (IM) and English (Fishtank) that increases and sustains rigor - More high interest books in Media Center for students to check out - Librarian and Library Technician promoting reading clubs and checking out books" - weekly coaching team meetings and walkthroughs aligned to IPGs - Blueprint math fellows teaching second block of algebra for 9th grade students

<i>LCAP Goal 2:</i>	By May of 2027, we will increase the percentage of African American and students with IEPs that are on-track to graduation from 38% to 45% (AA) and 21% to 30% (IEP) as measured by graduation requirements and correlative data (attendance; interventions/discipline).	<ul style="list-style-type: none"> - Have more pull outs for L1 classes and doing more elevation room support for students with IEPs - SpEd team has improved around IEPs being up to date and improving implementation of IEPs - Black Men's symposium work - Partner with MOCHA for two AA female self-identity classes - fully staffed for teachers and IAs -Create an Affinity advisory group for AA Males - have intervention reading classes happening -Fully staffed librarians working with our teachers to hold sessions with students. -All teachers hold office hours -All teachers practice a D/F protocol to identify students who need additional support -Accelerated graduation program for international students -Retention of RSP Staff -Continuity of case managers across multiple years for students with IEPs -International teachers are teaching credit recovery courses
<i>LCAP Goal 3:</i>	By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 64.5% to 35% and increase average period attendance from 82% to 87%.	<ul style="list-style-type: none"> -Implemented an attendance pledge and offered awards to students who fulfilled the pledge -Attendance recovery through independent studies -Attendance has improved for the start of the year - In School Suspension protocol reduces out of school time - Tardy sweeps periodically - Increased staff to help with case management from EOYDC, DVP, OKF - SST meetings held by counselors have been greatly improved - Attendance team improvement on some attendance protocols (Mass SARTs, attendance contracts, SARBs) - Student need protocols have helped with Advisors following up with students - Using more Parent Square features to inform families of student attendance -Prioritize and acknowledge students who have great attendance - More focused on Period attendance in general this school year" -Independent study protocol revamp
<i>LCAP Goal 4:</i>	By May 2027, all teachers will demonstrate growth and alignment with school instructional practices as measured by IPG and Castlemont metrics (OETF) and we will retain at least 80% of teachers from 24/25 school year.	<ul style="list-style-type: none"> - Hosting regular PDs - Aligned to district PD focus on scaffolding rigor/IPGs - Multiple learning walks to calibrate and evaluate on IPGs - Consistent team meetings in departments or SLCs/grade level teams and common prep built into the Master schedule - Retained more than 80%

Goal Area:	School Goal:	Priority Challenges
<p><i>LCAP Goal 1:</i></p>	<p>By June 2027, students will demonstrate increased literacy and math proficiency as measured by</p> <ol style="list-style-type: none"> 1) 60% of students reaching their growth goals on i-Ready reading assessment 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments. 	<p>In consideration of #1:</p> <ul style="list-style-type: none"> -High proportion of students start at Castlemont with us reading multiple years below grade level -When students are struggling to read at the high school level, they have often built some internal/mental resistance to reading tasks and have low confidence/engagement -Attendance: many students are chronically absent and this affects learning in the classroom which then affects proficiency -Staff absences affects small reading groups -Need to train new staff on teaching foundational literacy skills (many staff are new) <p>In consideration of #2</p> <ul style="list-style-type: none"> -Same attendance concern -Students have foundational math gaps that developed in elementary/middle school and the pandemic which affects proficiency and confidence -Staff retention: veteran math teachers left, 2 math teachers are teachers on emergency permits <p>-students lack of awareness around the importance of the test and don't always take seriously. Castlemont High will allocate Title I funding to support critical student-facing roles, including 2 Case Managers totaling 2.0 FTE and 1 Attendance Specialist totaling 1.0 FTE. Additionally, any remaining Title I Student funds will be voted on by the Site Council to be directed toward supplementing funding for the above positions, as well as classified overtime, classroom materials, and buses for field trips.</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027, we will increase the percentage of African American and students with IEPs that are on-track to graduation from 38% to 45% (AA) and 21% to 30% (IEP) as measured by graduation requirements and correlative data (attendance; interventions/discipline).</p>	<p>In general</p> <ul style="list-style-type: none"> -Low student participation in summer school -Limited spaces for credit recovery classes -Heavily impacted demographic (student trauma/life circumstances, including homelessness and foster youth) -difficulty in reaching families -Mastery based grading rubrics may lead initially to lower grades/more Ds and Fs <p>AA Students</p> <ul style="list-style-type: none"> -struggle with connecting and accepting mental health interventions due to lack of representation. -AA students struggle to accept alternate educational placements <p>IEP Students</p> <ul style="list-style-type: none"> -Students start at Castlemont without records or credits (working from an inherited credit deficit) -Students start at Castlemont with high % of overdue/incomplete IEPs -CAR team sometimes says no credit recovery for students with IEPs or seniors, for example. Title I Parent Education funding will support LCAP Goal 2 at Castlemont High by enhancing school-community partnerships. These funds are allocated for Travel & Conferences, Parent Education & Engagement, and Classified Overtime for translation and childcare. The budget also includes meeting refreshments to support parent participation. Any remaining Title I Parent ED funds will be directed toward additional overtime and meeting refreshments.
<p><i>LCAP Goal 3:</i></p>	<p>By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 64.5% to 35% and increase average period attendance from 82% to 87%.</p>	<p>Absenteeism</p> <ul style="list-style-type: none"> -Heavily impacted demographic (student trauma/life circumstances, including homelessness and foster youth) -Political climate makes students scared to go to school -Cost of living is unsustainable in the bay area so families may need to make mid-year changes -Cohesion of attendance team to follow attendance team protocols -Clunky data management systems for attendance tracking <p>Period attendance</p> <ul style="list-style-type: none"> -Some teachers are not welcoming or supportive of students and students don't go to those classes

<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, all teachers will demonstrate growth and alignment with school instructional practices as measured by IPG and Castlemont metrics (OETF) and we will retain at least 80% of teachers from 24/25 school year.</p>	<p>IPG/OETF</p> <ul style="list-style-type: none"> -Teachers are pulled in a lot of different directions and framework and get overwhelmed with different criteria -Teacher burnout -Implementing of district curriculum with fidelity -Teachers often prefer autonomy and sometimes create their own curriculum that is not HQIM -Elective course teachers don't have as much curriculum standardization or district support <p>Retention</p> <ul style="list-style-type: none"> -Teacher burnout for teachers on emergency permits -Cost of living -Life circumstances -Veteran teachers have opportunities to move into new teachers vertically
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Castlemont High School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the **current** SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

LCAP1: BluePrint classes have been established, Reading intervention classes SIPP's groups have been well established. We've added a literacy tutor since the beginning of the year vacancy

Math department created SMARTe department goals focused on student proficiency on interim assessments and IPGs.

Math department used 1 full release day to evaluate interim assessments

Math department used department time to review benefit of IM math strategies and math language routines (MLRs)

Math department will do a Spring cycle of inquiry focused on scaffolding student proficiency using MLRs

Instructional TSA coaches all math department teachers and is the math department head

Coaching team meets weekly and has implemented 2 learning walks, 3 instructional walkthroughs across campus aligned to the IPG.

Oakland Serves tutors push into Geometry classes

Literacy tutors meet biweekly to discuss programming for SIPP's groups

After-school Math and ELA tutoring available to all students, regularly referred to by Math and ELA teachers.

Tier 1 literacy cycle of inquiry planned for Spring 2026, including a focus on reading comprehension

Not started: "Reflect on student math experience data to address SEL and motivational barriers to math class and implement engagement strategies with students and families"

LCAP2:

2.2- Via SLC leads and SLC agendas, the SLCs are completing D/F protocols 1 x per semester

2.3-

2.4- Celebrations for Honor Roll and Knight Heroes occur every 6 weeks. Food and certificates are provided as part of the events.

2.5- The Special Education model has been shifted to have students maintain the same case manager in 10th-12th grade. Via IEPs. Ed Specialists have re-evaluated the student participation in L1 classes.

LCAP3: Moved our second attendance specialist from 0.8 to 1.0 FTE and looking to refine SARB and SART process. Team continues to meet consistently and coordinate with Care and COST team.

LCAP4: Have conducted three learning walks by 2/3/26 with the IPG and given some feedback and reflection time with staff. Have established a coaching team so that all teachers have a cycle of support or induction program and have a target new teacher program.

Coaching team meets weekly and has implemented 2 learning walks, 3 instructional walkthroughs across campus aligned to the IPG.

Weekly must read from principal encourages attendance at district department PDs

ILT Leads attended a district PD opportunity focused on Task Analysis in January

Describe and explain the **effectiveness** of the strategies and actions to achieve the articulated goals.

LCAP1: We partnered with BluePrint Math to double block 9th grade Algebra students for 72 and this has already been shown to be beneficial because Algebra 1 interim assessment data has been significantly higher than last year and students are attending that class regularly (as measured in dashboard). We have implemented the Interim Assessments across math classes and outperformed the district in terms of average participation rates: it was especially effective to .

Cycles of Inquiry focusing on literacy skills have demonstrated growth in our IPG walkthrough data and received helpful feedback from staff.

LCAP2:

Every marking period, honor roll numbers have increased;

Each SLC grew by 10 or more honor roll recipients every marking period

Pride in receiving an award/recognition.

Community college DE awards

2.5– Students with IEPs are

LCAP3: Having a second attendance specialist has created a smoother process for attendance concerns. More calls are being made to families, more SART referrals made, and as well as more identifying students with attendance concerns.

LCAP4: Have had more staff wellness opportunities and more robust coaching team supports. As of 2/2/26 on two teachers are V1 transfers, so expecting many returning people. And some of this is due to the International Program changes. Have had numerous coaching walkthroughs between the IPG observations that have teacher follow ups. District PDs (every 2nd Wednesday) had teachers focus on increasing rigor by department.

Describe any **changes** that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

LCAP1: Looking to have more integrated projects, especially in math, to increase student engagement and on task concentration. Need to schedule time with math teachers to create a survey that allows students to reflect on student math experience data, to use to address SEL and motivational barriers to math class and implement engagement strategies with students and families.

LCAP2: More family engagement with knight heroes and honor roll; continue to have attendance workshops that focus on supporting independent study and broadcast attendance requirements to participate and be granted certain privileges (work permits, commencement participation, etc)

LCAP3: Implementing more independent studies retroactively to clear some absences, train Care Team more in attendance data and train to hold independent studies

LCAP4: More peer observation focused on IPG core actions. Shifting schedule of International Small Learning Community.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
Interpretation for Family Conference Weeks and SELLS support	Student Connectedness to School	Interpretation for family conferences in the Fall and Spring semesters	We have held many conferences (nearly 800) this school year and many of them require language interpretation	Continue, great way to connect with families and make sure they are aware of what Castlemont offers
Snacks for family conference weeks, back to school knight, and family workshops	Student Connectedness to School	Snacks for back to school night, family conferences, Cash4College and other family workshops as well as SELLS and coffee@Castle events	We have hosted hundreds of families at multiple events throughout the year to support family engagement and it always helps to be able to offer some snacks at these times	Continue, always helpful to have food to encourage people to join and engage with school events

Attend family leadership and engagement conference	Chronic Absenteeism	Our family liaison and one family volunteer are going to a conference in LA to learn more about family engagement practices and promote family leadership	TBD - takes place in late May 2026	TBD - takes place in late May 2026
Case Manager (0.2)	On Track to Graduate: 11th Grade	This person holds a case load of students to support with attendance, academic, and behavioral goals. They also support with other school teams (Care, Attendance, Culture, COST) and support one of our main SLC/pathway groups at school.	The care team has mediated hundreds of conflicts this year, had over a hundred students on attendance contracts, supports with independent studies, and encourages students to attend teacher office hours. Some Case Managers hold family conferences and advisory classes as well	Yes, due to the high needs of our student population, our school wouldn't function as smoothly without these vital team members
Case Manager (1.0)	On Track to Graduate: 9th Grade	This person holds a case load of students to support with attendance, academic, and behavioral goals. They also support with other school teams (Care, Attendance, Culture, COST) and support one of our main SLC/pathway groups at school.	The care team has mediated hundreds of conflicts this year, had over a hundred students on attendance contracts, supports with independent studies, and encourages students to attend teacher office hours. Some Case Managers hold family conferences and advisory classes as well	Yes, due to the high needs of our student population, our school wouldn't function as smoothly without these vital team members
Attendance Specialist (0.8 to 1.0)	Chronic Absenteeism	This position helps coordinate SARTs, SARBs, Independent Studies, holds Minga, communicates constantly with families, and joins for attendance team meetings as well as clears up attendance data	While our attendance rate is still higher than we want as of March 1, 2026 (~45), we hope to get it down to 39/40% by the end of the school year through independent study and absence verification efforts.	Yes, this was a new person and had a lot to learn on the job, if we can keep them we will have a much stronger system and team next year
Classroom Materials & Supplies	College/Career Readiness	TBD - not all has been spent	Some materials have gone toward our science classes, music classes, and English classes	Yes, always need classroom materials to replace items
Technology for the Classroom (Computers, Promethean Boards)		TBD - not all has been spent	TBD - not all has been spent	TBD - not all has been spent

Volunteer Support - Live Scan fingerprinting		TBD - not all has been spent	TBD - not all has been spent	TBD - not all has been spent

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Castlemont High School	SCHOOL ID:	301
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3: SCHOOL STRATEGIES & ACTIVITIES	Click here for guidance on SPSA practices
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LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	By June 2027, students will demonstrate increased literacy and math proficiency as measured by 1) 60% of students reaching their growth goals on i-Ready reading assessment 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.
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Identified Need:	Our students need to demonstrate mastery in literacy and math in order to be college and career ready.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Calibrate Math department teachers around high leverage Illustrative Mathematics (IM) math strategies and Math Language routines with math release days to score and calibrate CEAs	All Students	Academic	Tier 1 - Universal
1-2	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators	All Students	Academic	Tier 1 - Universal
1-3	Reflect on student math and reading experience data to address SEL and motivational barriers to math and literacy success and implement engagement strategies with students and families	All Students	SEL / Mental Health	Tier 2 - Supplemental
1-4	Partner with Oakland Serves, Oakland Kids First, and implement teacher office hours to better support individual student needs both in class and afterschool with tutoring support. Further improve Office Hour and tutoring attendance with incentives	All Students	Academic	Tier 2 - Supplemental
1-5	Partner with BluePrint Math to double block all 9th grade Algebra students that are getting C's or less in math class	9th graders	Academic	Tier 2 - Supplemental
1-6	Maintain & reinforce Reading Intervention structures with Reading TSA and Newcomer Learning Lab Assistants, consider creating another NLLA position for Newcomer 9th grade cohort	All Students	Academic	Tier 2 - Supplemental
1-7	Plan, implement, and monitor interdisciplinary Tier 1 literacy PDs for teachers and support staff (IAs) to support reading fluency and comprehension. Incentive and enforce reading use via workshops, walkthroughs, and peer observation	All Students	Academic	Tier 1 - Universal
1-8	9th grade double blocking ELA/Math so that students have math and English classes every day	9th graders	Academic	Tier 1 - Universal
1-9	Offering 4th year DE math class (Possibly Intro to Stats) for gap year students into college math	12th graders	Academic	Tier 3 - Intensified

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027, we will increase the percentage of African American and students with IEPs that are on-track to graduation from 38% to 45% (AA) and 21% to 30% (IEP) as measured by graduation requirements and correlative data (attendance; interventions/discipline).
Identified Need:	African American Students and students with IEPs are falling behind other demographic groups' graduation rates. There is a need to bolster case management for both groups, increase family engagement and awareness, and redesign our Special Education model

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Maintain relationships and interventions with community partners that support AA students (MOB/MOS, OK Program, MOCHA classes)--> biyearly assessment of program effectiveness	All Students	Academic	Tier 3 - Intensified
2-2	Institutionalize D/F protocols across grade levels to ensure students are monitored and supported if receiving grades below a C	All Students	Academic	Tier 1 - Universal
2-3	Shift Care Management to support students with academic as well as emotional/behavior goals and more training to attend Wednesday schedules	All Students	Academic	Tier 1 - Universal
2-4	Celebrate students staying on track to graduate in Honor Rolls, Knight Heroes and invite families to these events	All Students	Behavioral	Tier 1 - Universal
2-5	Maintain Special Education model to have MM & RSP teachers follow students throughout their high school career as advisors and move away from full inclusion teaching models toward more L1/smaller learning environments	All Students	Academic	Tier 2 - Supplemental
2-6	Increasing percentage of AA and students with IEPs that participate in Future Center activities and transition support plans with more direct outreach through advisory classes and...	All Students	Academic	Tier 2 - Supplemental
2-7	Advisory Affinity spaces for Black girls, Black boys, PI students, and Arab Yemeni students	All Students	Academic	Tier 3 - Intensified

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal: By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 64.5% to 35% and increase average period attendance from 82% to 87%.

Identified Need: We need to develop a stronger communication system with families. Students and staff are all aligned with utilizing practices designed to promote increased attendance.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Attendance team shares best practice protocols with SLCs and Care team for better schoolwide alignment of common practices (passes, contracts, family contacts)	All Students	Behavioral	Tier 1 - Universal
3-2	Refine Student Needs protocols of Pathway time to focus on attendance needs in the 1st, 2nd, and 4th Marking Periods	All Students	Behavioral	Tier 1 - Universal
3-3	Refine Care Team and bolster support for case management actions (attendance and behavioral contracts, support with academics, family engagement) and shift Special Education Case management model to follow students throughout high school experience	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-4	Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	Work with community partners to create engaging activities that promote student connection and sense of belonging, begin using Minga App to track on campus truancy	All students	Behavioral	Tier 1 - Universal
3-6	Continue to promote communication and engagement with families via teachers, attendance team, Parent Square, and building relationships	All Students	Behavioral	Tier 1 - Universal
3-7	Refining Independent Study program to support with Attendance Recovery	All Students	Academic & Behaviora;	Tier 2 - Supplemental
3-8	Reinforce consequences for on campus truancy (field trips, internship, work permits, etc)	All Students	Behavioral	Tier 2 - Supplemental

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal:		By May 2027, all teachers will demonstrate growth and alignment with school instructional practices as measured by IPG and Castlemont metrics (OETF) and we will retain at least 80% of teachers from 24/25 school year.		
Identified Need:		Teacher preparation and retention		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Calibrate and observe classroom teachers using the Instructional Practice Guide 3-4/year - extend opportunities for teachers to observe off-site	All Students	Academic	Tier 1 - Universal
4-2	Support all teachers with at least one coaching or evaluation cycle (Marking Period)/year that is focused on level of need (credentialed, requested)	All Students	Academic	Tier 1 - Universal
4-3	Create Extended Contract opportunities for teachers to have additional PD opportunities before and after the school year and encourage attendance at district department PDs	All Students	Behavioral	Tier 1 - Universal
4-4	Create collaboration and celebration structures in teacher team meetings and all staff settings	All Students	SEL / Mental Health	Tier 1 - Universal
4-5	Reinstitute the New Teacher support program for newer teachers at Castlemont or a support system for teachers with peers	All Students	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Convene Community Partner meetings 3-4/year to review focal student metrics and coordinate supports/interventions that increase student achievement and sense of success	African American	Academic	Tier 2 - Supplemental
5-2	Plan and execute family engagement strategies to align student, school, and family goals and needs	African American	Behavioral	Tier 2 - Supplemental
5-3	For late transferring students, make sure they engage with our orientation and onboarding process with counselors, care team, and family liaison	African American	Emotional	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		ELL Progress Data		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Hold teacher professional development series on Integrated ELD strategies and interventions of support for ELLs	Latino/a Students	Academic	Tier 1 - Universal
6-2	Conduct data gathering and analysis protocols (student shadowing, student needs, focus groups, surveys) and determine actions to support student sense of connection and family engagement and being supported academically in classes	Latino/a Students	Academic	Tier 1 - Universal
6-3	Consider an International student leadership class that works with our SELs team to prioritize Latino student and family voice in school policies	Latino/a Students	Behavioral	Tier 2 - Supplemental
6-4	Contract with Refugee & Immigrant Transitions to continue having classroom language supports for our Mam speaking students	Latino/a Students	Academic	Tier 3 - Supplemental
6-5	Expand our SIPP's classes and classroom aides to focus on 9th and 10th grade students that are mainstreaming	Newcomers	Academic	Tier 2

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Partial Salary of teacher teaching VAPA class	\$26,862	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	6231	Teacher 11Mos 12Pay	0.20			Plan, implement, and monitor Tier 1 literacy PDs for teachers and support staff (IAs) to support reading comprehension	301-1
Partial Salary of teacher teaching VAPA class	\$55,550	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10135	Teacher 11Mos 12Pay	0.50			Work with community partners to create engaging activities that promote student connection and sense of belonging, begin using Minga App to track on campus truancy	301-2
Partial Salary of teacher teaching VAPA class	\$18,388	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10373	Teacher 11Mos 12Pay	0.20			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators	301-3
Musical instruments, recording studio equipment, and software for music program	\$18,000	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators	301-4
Art supplies for photography, art, and other VAPA class projects and activities	\$28,840	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Plan, implement, and monitor interdisciplinary Tier 1 literacy PDs for teachers and support staff (IAs) to support reading fluency and comprehension. Incentive and enforce reading use via workshops, walkthroughs, and peer observation	301-5
Partial salary for support staff that helps with International SLC family outreach and attendance team duties	\$61,831	California Community Schools Partnership Program	2205	Classified Support Salaries	1736	Community Assistant Bilingual	0.80			Work with community partners to create engaging activities that promote student connection and sense of belonging, begin using Minga App to track on campus truancy	301-6
Partial salary support for RJF to have a caseload of students to support their attendance, academic, and behavioral well being as well as support students RJ practices and support classrooms with renorming activites	\$64,382	California Community Schools Partnership Program	2205	Classified Support Salaries	9946	Restorative Justic Facilitator	0.50			Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-7

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 301

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Partial salary support for CSM that facilitates COST efforts, Culture team and supports with attendance and CARE team efforts	\$45,524	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7750	Program Mgr Community School	0.25			Celebrate students staying on track to graduate in Honor Rolls, Knight Heroes and invite families to these events	301-8
Partial salary for case manager that supports SUDA students with academic, behavioral, and attendance goals. Also supports with conflict mediation and sits on attendance, cost, and care teams	\$90,244	California Community Schools Partnership Program	2405	Clerical Salaries	8787	Case Manager 20	0.60			Create collaboration and celebration structures in teacher team meetings and all staff settings	301-9
TBD	\$4,901	California Community Schools Partnership Program	4399	Unallocated			0.00			n/a	301-10
Partial salary for parent liaison that supports with family engagement initiatives (back to school night, family conferences, etc) and supports on multiple teams (admin, COST, Culture, SSC, etc) to help families access resources and materials.	\$12,830	California Community Schools Partnership Program Carryover	2405	Clerical Salaries	9466	Liaison Family Parent	0.10			Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-11
TBD	\$12,049	California Community Schools Partnership Program Carryover	4399	Unallocated			0.00			n/a	301-12
Pays for SUDA leads to facilitate team meetings, guide various team protocols, facilitate integrated project, and establish and maintain community partnerships	\$27,840	California Partnership Academies (CPA)	1120	Certificated Teachers' Salaries: Stipends			0.00			Institutionalize D/F protocols across grade levels to ensure students are monitored and supported if receiving grades below a C	301-13
Pays for partial salary of administrative assistant to help manage financial resources for SUDA pathway including field trips, purchases, contracts, and reimbursements	\$25,160	California Partnership Academies (CPA)	2405	Clerical Salaries	9500	Administrative Assist II Bil	0.20			Celebrate students staying on track to graduate in Honor Rolls, Knight Heroes and invite families to these events	301-14
Meals and food for events with community mentors and partners with SUDA Capstone projects and 11th grade showcases	\$8,000	California Partnership Academies (CPA)	4311	Meeting Refreshments			0.00			Partner with Oakland Serves, Oakland Kids First, and implement teacher office hours to better support individual student needs both in class and afterschool with tutoring support. Further improve Office Hour and tutoring attendance with incentives	301-15

PROPOSED 2026-27 SCHOOL SITE BUDGET

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Consultant contracts with civic design studio, the crucible and Oakland Kids first to support farm and fablab initiatives	\$20,000	California Partnership Academies (CPA)	5825	Consultants			0.00			Convene Community Partner meetings 3-4/year to review focal student metrics and coordinate supports/interventions that increase student achievement and sense of success	301-16
Supports data entry and overtime needs for coordination of Dual Enrollment programming.	\$7,824	College & Career Access Pathways Grant	2225	Classified Support Salaries: Overtime			0.00			Partner with Oakland Serves, Oakland Kids First, and implement teacher office hours to better support individual student needs both in class and afterschool with tutoring support. Further improve Office Hour and tutoring attendance with incentives	301-17
Administrative costs of funding source	\$511	College & Career Access Pathways Grant	7310	Interprogram Support/costs			0.00			Partner with Oakland Serves, Oakland Kids First, and implement teacher office hours to better support individual student needs both in class and afterschool with tutoring support. Further improve Office Hour and tutoring attendance with incentives	301-18
Pays for TSA position that support school culture with leadership class and culture initiatives and works in career transition specialist role to support student graduation and connection with post-secondary goals	\$34,447	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	11463	TSA 11Mon 12Pay	0.20			Calibrate Math department teachers around high leverage Illustrative Mathematics (IM) math strategies and Math Language routines with math release days to score and calibrate CEAs	301-19
Pays for TSA position that support school culture with leadership class and culture initiatives and works in career transition specialist role to support student graduation and connection with post-secondary goals	\$137,789	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	11463	TSA 11Mon 12Pay	0.80			Maintain & reinforce Reading Intervention structures with Reading TSA and Newcomer Learning Lab Assistants, consider creating another NLLA position for Newcomer 9th grade cohort	301-20
Partial salary for position that supports attendance efforts for International and Spanish speaking families	\$15,458	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	1736	Community Assistant Bilingual	0.20			Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-21
Partial salary for position that supports college and career efforts and initiatives	\$13,639	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	8233	Spec Career Path Transitions	0.10			Offering 4th year DE math class (Possibly Intro to Stats) for gap year students into college math	301-22

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Partial salary for position that supports college and career efforts and initiatives	\$122,747	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	8233	Spec Career Path Transitions	0.90			Maintain relationships and interventions with community partners that support AA students (MOB/MOS, OK Program, MOCHA classes)--> biyearly assessment of program effectiveness	301-23
Salary for position that supports with reading intervention initiatives, classroom support for ELLs, and family communication interpretation efforts	\$86,824	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	9209	Asst Newcomer Learning Lab	1.00			Expand our SIPP classes and classroom aides to focus on 9th and 10th grade students that are mainstreaming	301-24
Partial salary for position that plans out family engagement events and coordinates services for family communication and resources	\$57,735	Comprehensive Support & Improvement (CSI) Grant	2405	Clerical Salaries	9466	Liaison Family Parent	0.45			Conduct data gathering and analysis protocols (student shadowing, student needs, focus groups, surveys) and determine actions to support student sense of connection and family engagement and being supported academically in classes	301-25
Contract fees for DCAC, BACR, Youth Uprising, EBC, and other services that support student attendance, graduation rates, literacy gains, college matriculation, and other efforts	\$267,221	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants			0.00			Plan, implement, and monitor interdisciplinary Tier 1 literacy PDs for teachers and support staff (IAs) to support reading fluency and comprehension. Incentive and enforce reading use via workshops, walkthroughs, and peer observation	301-26
Contract for ASP Oakland Kids First	\$100,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Plan, implement, and monitor interdisciplinary Tier 1 literacy PDs for teachers and support staff (IAs) to support reading fluency and comprehension. Incentive and enforce reading use via workshops, walkthroughs, and peer observation	301-27
Partial salary support for position that coordinates job opportunities, internships, work based community connections, and coordinates Dual Enrollment program	\$37,590	Golden State Pathways Program	2205	Classified Support Salaries	1795	Site Liaison Work-Based Learning	0.30			Offering 4th year DE math class (Possibly Intro to Stats) for gap year students into college math	301-28
Partial salary for position that supports all college and career initiatives, coordinates community partnerships for college (Peer Forward, OneGoal, DCAC, EBD, ect) and maintains Future Center space	\$26,794	Golden State Pathways Program	2205	Classified Support Salaries	6450	Spec College/Career Readiness	0.20			Partner with Oakland Serves, Oakland Kids First, and implement teacher office hours to better support individual student needs both in class and afterschool with tutoring support. Further improve Office Hour and tutoring attendance with incentives	301-29

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

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Partial salary for position that supports college and career efforts and initiatives	\$66,984	Golden State Pathways Program	2205	Classified Support Salaries	6450	Spec College/Career Readiness	0.50			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators	301-30
TBD- Overtime and extended contracts that support College, Career, and Community (C3) Team efforts	\$2,654	Golden State Pathways Program	4399	Unallocated			0.00			Plan, implement, and monitor interdisciplinary Tier 1 literacy PDs for teachers and support staff (IAs) to support reading fluency and comprehension. Incentive and enforce reading use via workshops, walkthroughs, and peer observation	301-31
TBD- Overtime and extended contracts that support College, Career, and Community (C3) Team efforts	\$10,449	Golden State Pathways Program	4399	Unallocated			0.00			n/a	301-32
TBD- Overtime and extended contracts that support College, Career, and Community (C3) Team efforts	\$25,000	Golden State Pathways Program	4399	Unallocated			0.00			n/a	301-33
Salary of Reading TSA that coordinates i-Ready testing, teaches intervention reading class, supports Literacy Team initiatives, and coaches teachers on Tier1 reading strategies	\$121,961	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	10779	TSA 11Mon 12Pay	1.00			Maintain & reinforce Reading Intervention structures with Reading TSA and Newcomer Learning Lab Assistants, consider creating another NLLA position for Newcomer 9th grade cohort	301-34
Salary for Instructional Lead TSA position that coordinates math and reading intervention programs, coaching team, Instructional Leadership Team and other academic/assessment efforts and initiatives	\$172,049	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	10780	TSA 11Mon 12Pay	1.00			Maintain & reinforce Reading Intervention structures with Reading TSA and Newcomer Learning Lab Assistants, consider creating another NLLA position for Newcomer 9th grade cohort	301-35
Extended contract for teachers on ILT, SLC leads, or performing other outside of work time/contract duties	\$10,000	LCFF Equity Multiplier	1120	Certificated Teachers' Salaries: Stipends			0.00			Celebrate students staying on track to graduate in Honor Rolls, Knight Heroes and invite families to these events	301-36
Salary for a part time social worker to coordinate Tier 1 SEL initiatives and organize and facilitate Tier2 and Tier 3 programming	\$67,207	LCFF Equity Multiplier	1205	Certificated Pupil Support Salaries	11460	Social Worker	0.50			Shift Care Management to support students with academic as well as emotional/behavior goals and more training to attend Wednesday schedules	301-37
Partial salary support for position that coordinates job opportunities, internships, work based community connections, and coordinates Dual Enrollment program	\$37,590	LCFF Equity Multiplier	2205	Classified Support Salaries	1795	Site Liaison Work-Based Learning	0.30			Offering 4th year DE math class (Possibly Intro to Stats) for gap year students into college math	301-38

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Salary for position that supports with reading intervention initiatives, classroom support for ELLs, and family communication interpretation efforts	\$107,275	LCFF Equity Multiplier	2205	Classified Support Salaries	6348	Asst Newcomer Learning Lab	1.00			Expand our SIPP's classes and classroom aides to focus on 9th and 10th grade students that are mainstreaming	301-39
Partial salary support for RJF to have a caseload of students to support their attendance, academic, and behavioral well being as well as support students RJ practices and support classrooms with renorming activites	\$64,382	LCFF Equity Multiplier	2205	Classified Support Salaries	9946	Restorative Justic Facilitator	0.50			Plan and execute family engagement strategies to align student, school, and family goals and needs	301-40
Support overtime opportunities for classified staff to support with family engagement and student achievement initiatives	\$10,000	LCFF Equity Multiplier	2225	Classified Support Salaries: Overtime			0.00			Celebrate students staying on track to graduate in Honor Rolls, Knight Heroes and invite families to these events	301-41
Partial salary for position that plans out family engagement events and coordinates services for family communication and resources	\$57,735	LCFF Equity Multiplier	2405	Clerical Salaries	9466	Liaison Family Parent	0.45			Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-42
Partial salary for case manager that supports SUDA students with academic, behavioral, and attendance goals. Also supports with conflict mediation and sits on attendance, cost, and care teams	\$126,894	LCFF Equity Multiplier	2405	Clerical Salaries	10554	Case Manager 20	1.00			Shift Care Management to support students with academic as well as emotional/behavior goals and more training to attend Wednesday schedules	301-43
Partial salary for case manager that supports SUDA students with academic, behavioral, and attendance goals. Also supports with conflict mediation and sits on attendance, cost, and care teams	\$30,080	LCFF Equity Multiplier	2405	Clerical Salaries	10555	Case Manager 20	0.20			Shift Care Management to support students with academic as well as emotional/behavior goals and more training to attend Wednesday schedules	301-44
Bus fees for transportation based field trips that support college, career, or community engagement activities	\$54,245	LCFF Equity Multiplier	5826	External Work Order Services			0.00			Celebrate students staying on track to graduate in Honor Rolls, Knight Heroes and invite families to these events	301-45
Extended contract for teachers on ILT, SLC leads, or performing other outside of work time/contract duties	\$9,829	LCFF Equity Multiplier Carryover	1120	Certificated Teachers' Salaries: Stipends			0.00			Reflect on student math and reading experience data to address SEL and motivational barriers to math and literacy success and implement engagement strategies with students and families	301-46
Contract fees for community partners (Civic Corps Design, Crucible, OneGoal, etc)	\$80,000	LCFF Equity Multiplier Carryover	5825	Consultants			0.00			Partner with Oakland Serves, Oakland Kids First, and implement teacher office hours to better support individual student needs both in class and afterschool with tutoring support. Further improve Office Hour and tutoring attendance with incentives	301-47

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Extended contract for teachers on ILT, SLC leads, or performing other outside of work time/contract duties	\$30,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			Institutionalize D/F protocols across grade levels to ensure students are monitored and supported if receiving grades below a C	301-48
Support overtime opportunities for classified staff to support with family engagement and student achievement initiatives	\$6,400	LCFF Supplemental	2225	Classified Support Salaries: Overtime			0.00			Increasing percentage of AA and students with IEPs that participate in Future Center activities and transition support plans with more direct outreach through advisory classes and...	301-49
Funding for food/consumables for staff meetings, student celebration events, and family engagement events	\$30,000	LCFF Supplemental	4311	Meeting Refreshments			0.00			Plan, implement, and monitor interdisciplinary Tier 1 literacy PDs for teachers and support staff (IAs) to support reading fluency and comprehension. Incentive and enforce reading use via workshops, walkthroughs, and peer observation	301-50
Salary for Literacy TSA that provides coaching for ELA team, co-facilitates ELA department, coordinates SBAC testing and supports on ILT and coaching team efforts	\$165,028	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10775	TSA 11Mon 12Pay	1.00			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators	301-51
Partial salary support for CSM that facilitates COST efforts, Culture team and supports with attendance and CARE team efforts	\$27,314	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7750	Program Mgr Community School	0.15			Shift Care Management to support students with academic as well as emotional/behavior goals and more training to attend Wednesday schedules	301-52
Partial salary support for CSM that facilitates COST efforts, Culture team and supports with attendance and CARE team efforts	\$109,258	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7750	Program Mgr Community School	0.60			Work with community partners to create engaging activities that promote student connection and sense of belonging, begin using Minga App to track on campus truancy	301-53
Salary for position that supports literacy team efforts, maintains the Media Center/Library space use, and help with materials and workshops for classrooms	\$89,694	Measure G, Library Support	2205	Classified Support Salaries	9196	Library Technician	1.00			Reflect on student math and reading experience data to address SEL and motivational barriers to math and literacy success and implement engagement strategies with students and families	301-54

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Partial salary for culinary teaching position for students that are interested in this pathway supported experience	\$16,274	Measure H Carryover	1105	Certificated Teachers' Salaries	4320	Teacher 11Mos 12Pay	0.10			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators	301-55
Partial salary for culinary teaching position for students that are interested in this pathway supported experience	\$16,274	Measure H Carryover	1105	Certificated Teachers' Salaries	4320	Teacher 11Mos 12Pay	0.10			Create Extended Contract opportunities for teachers to have additional PD opportunities before and after the school year and encourage attendance at district department PDs	301-56
Partial salary for culinary teaching position for students that are interested in this pathway supported experience	\$32,549	Measure H Carryover	1105	Certificated Teachers' Salaries	4320	Teacher 11Mos 12Pay	0.20			Plan, implement, and monitor interdisciplinary Tier 1 literacy PDs for teachers and support staff (IAs) to support reading fluency and comprehension. Incentive and enforce reading use via workshops, walkthroughs, and peer observation	301-57
Partial salary for BUILD pt 2 teacher that introduces core concepts of CHEA and SUDA and blends with teh 9th grade BUILD experience and supports all 10th grade students	\$6,499	Measure H Carryover	1105	Certificated Teachers' Salaries	9119	Teacher 11Mos 12Pay	0.05			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators	301-58
Supporting with contracts, bus fare for field trips, materials for pathway projects, and meeting refreshments for community partner showcases and events	\$33,146	Measure H Carryover	4399	Unallocated			0.00			n/a	301-59
Partial salary for CHEA lead teacher that teaches 11th and 12th grade students public health and CHEA Capstone classes, respectively	\$164,202	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	6751	Teacher 11Mos 12Pay	0.90			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators	301-60
Partial salary for BUILD pt 2 teacher that introduces core concepts of CHEA and SUDA and blends with teh 9th grade BUILD experience and supports all 10th grade students	\$97,480	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	9119	Teacher 11Mos 12Pay	0.75			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators	301-61

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Partial salary for Construction class teacher (CTWI) that serves as an alternative SUDA capstone and teaches our DE woodworking classes	\$55,164	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	10373	Teacher 11Mos 12Pay	0.60			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators	301-62
Partial salary support for position that coordinates job opportunities, internships, work based community connections, and coordinates Dual Enrollment program	\$50,120	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	1795	Site Liaison Work-Based Lrning	0.40			Refine Student Needs protocols of Pathway time to focus on attendance needs in the 1st, 2nd, and 4th Marking Periods	301-63
Partial salary for position that supports all college and career initiatives, coordinates community partnerships for college (Peer Forward, OneGoal, DCAC, EBD, ect) and maintains Future Center space	\$40,191	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	6450	Spec College/Career Readiness	0.30			Refine Student Needs protocols of Pathway time to focus on attendance needs in the 1st, 2nd, and 4th Marking Periods	301-64
Partial salary for pathway coach position that supports with all Linked Learning initiatives on campus including WBL scopes, C3 Team, SLC leads, co-facilitates pathway meetings and supports with all funding/purchasing for SUDA/CHEA needs	\$90,624	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	1584	Coach College/Career Pathways	0.50			Reinforce consequences for on campus truancy (field trips, internship, work permits, etc)	301-65
Partial salary for case manager that supports SUDA students with academic, behavioral, and attendance goals. Also supports with conflict mediation and sits on attendance, cost, and care teams	\$30,081	Measure H: College & Career Readiness for All	2405	Clerical Salaries	8787	Case Manager 20	0.20			Shift Care Management to support students with academic as well as emotional/behavior goals and more training to attend Wednesday schedules	301-66
Partial salary for position that supports admin duties for CPA and Measure H including reimbursements, POs, field trips, and materials purchasing	\$37,740	Measure H: College & Career Readiness for All	2405	Clerical Salaries	9500	Administrative Assist II Bil	0.30			Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-67
TBD - classroom supplies and materials	\$4,848	Measure H: College & Career Readiness for All	4399	Unallocated			0.00			n/a	301-68
TBD- field trip bus funds or admissions	\$5,000	Measure H: College & Career Readiness for All	4399	Unallocated			0.00			n/a	301-69

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Support overtime opportunities for classified staff to support with family engagement and student achievement initiatives	\$3,000	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime			0.00		On Track to Graduate: 9th Grade	Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-70
Snacks and refreshments for family engagement events (Back to School Knight, Family Confernecees, Showcases, Honor Roll Assemblies, etc)	\$1,660	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		On Track to Graduate: 11th Grade	Continue to promote communication and engagement with families via teachers, attendance team, Parent Square, and building relationships	301-71
Funds for conference travel and admissions for family engagement programming	\$2,240	Title I, Part A Parent & Family Engagement	5200	Travel And Conferences			0.00		Student Connectedness to School	Plan and execute family engagement strategies to align student, school, and family goals and needs	301-72
Salary for attendance speacialist to help with absence verification, attendance contracts, Minga, SART/SARBs, Independent Studies, etc	\$51,066	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	10782	Attendance Specialist	1.00		College/Career Readiness	Attendance team shares best practice protocols with SLCs and Care team for better schoolwide alignment of common practices (passes, contracts, family contacts)	301-73
Support overtime opportunities for classified staff to support with family engagement and student achievement initiatives	\$15,000	Title I, Part A Schoolwide Program	2225	Classified Support Salaries: Overtime			0.00		Student Connectedness to School	Institutionalize D/F protocols across grade levels to ensure students are monitored and supported if receiving grades below a C	301-74
Partial salary for case manager that supports SUDA students with academic, behavioral, and attendance goals. Also supports with conflict mediation and sits on attendance, cost, and care teams	\$30,081	Title I, Part A Schoolwide Program	2405	Clerical Salaries	8787	Case Manager 20	0.20		A-G Completion	Shift Care Management to support students with academic as well as emotional/behavior goals and more training to attend Wednesday schedules	301-75
Partial salary for case manager that supports 9th grad students with academic, behavioral, and attendance goals. Also supports with conflict mediation and sits on attendance, cost, and care teams	\$150,407	Title I, Part A Schoolwide Program	2405	Clerical Salaries	8788	Case Manager 20	1.00		On Track to Graduate: 9th Grade	Shift Care Management to support students with academic as well as emotional/behavior goals and more training to attend Wednesday schedules	301-76
Partial salary for case manager that supports 12th grade students with academic, behavioral, and attendance goals. Also supports with conflict mediation and sits on attendance, cost, and care teams	\$120,321	Title I, Part A Schoolwide Program	2405	Clerical Salaries	10555	Case Manager 20	0.80		On Track to Graduate: 11th Grade	Shift Care Management to support students with academic as well as emotional/behavior goals and more training to attend Wednesday schedules	301-77
Classroom materials (computers, notebooks) to support aademic acheivement	\$5,000	Title I, Part A Schoolwide Program	4310	School Office Supplies			0.00		A-G Completion	Reflect on student math and reading experience data to address SEL and motivational barriers to math and literacy success and implement engagement strategies with students and families	301-78



Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Castlemont High School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Encouraging use of Aeries app to follow student attendance and grade progress
- Use of Parent Square app to maintain consistent communication with school around resources and opportunities offered
- Host Family Conference Weeks, Back to School Knight, and other family engagement events

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Hosting community events multiple times in the year
- Creating groups for parents to volunteer and engage
- Host monthly open forums to meet with Castlemont administrators

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the school's Title I, Part A programs by:

- Holding monthly SSC and SELLS meetings to get family input on Title 1 funding implementation

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Via gradebooks poster on Aeries and google classroom
- Mailing home progress reports (Marking Periods)
- Having students share grade reflection reports every 4th week of the Marking Period

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Sharing via Parent Square

OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Scheduling activities individually and at larger events

OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Hosting family conferences to share best practices from and with teachers

OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Holding staff meetings on the subject
- Hold professional development on setting up conferences and having communication with families

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Hosting monthly SSC/SELLS meetings
 - Reaching out to families on parent square
 - Inviting families to family center when they are available

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Hosting monthly SSC/SELLS meetings

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Connecting families with district resources and providing interpretation and school meetings and events

The school provides support for parent and family engagement activities requested by parents by:

- Hosting workshops on a requested topic

OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Inviting families to SSC/SELLS meetings and Coffee with the Principal events

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

ADOPTION

This policy was jointly developed and adopted by Castlemont High School on August 26th and will be in effect for the period August 11th, 2025 through May 26th, 2026

The school will distribute this policy to all parents on or before September 30, of the current school year.

<u>Joseph Blasher</u>	<u><i>Joseph Blasher</i></u>	<u>8/26/2025</u>
Name of Principal	Signature of Principal	Date

Please link the [School-Parent Compact](#) to this document.



Castlemont High School

School-Parent Compact

2025-2026

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2025-2026 school year.

SCHOOL RESPONSIBILITIES

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- 4) Provide parents reasonable access to staff.
- 5) Provide parents with materials and training to help them improve the academic achievement of their children.
- 6) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.
- 7) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

PARENT RESPONSIBILITIES

As a parent, I will support my child's learning in the following ways:

- 1) Attend Back to School Night, Family Conferences, and other encouraged collaboration days
- 2) Engage in attendance, behavior, or grade contracts with the student and school when asked by school officials
- 3) Support school agreements that foster positive learning environments such attendance, cell phone, and dress code agreements.
- 4) Volunteer in my child's classroom if possible. *[required]*
- 5) Participate in decisions related to the education of my child. *[required]*
- 6) Promote positive use of my child's extracurricular time. *[required—schools may define what this means for the particular school community—e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]*
- 7) [Add other responsibilities at school's discretion]

TEACHER RESPONSIBILITIES

Examples:

I agree to support my students' learning in the following ways:

- 1) Communicate clear expectations for performance to both students and parents.
- 2) Strive to address the individual needs of the student
- 3) Provide a safe, positive and healthy learning environment

STUDENT RESPONSIBILITIES

Examples:

I agree to carry out the following responsibilities to the best of my ability:

- 1) Get to school on time every day.
- 2) Do my homework every day.
- 3) Ask for help when I need it.
- 4) Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by Castlemont High School on August 26th and will be in effect for the period August 11th, 2025 through May 26th, 2026.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **September 30th** of this current school year.

Joseph Blasher
Name of Principal

Joseph Blasher
Signature of Principal

8/26/25
Date

Please link the [Parent and Family Engagement Policy](#) to this document.



Castlemont High School
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Niazul Bashar
Vice Chairperson:	Charity Nichols
Secretary:	Janet Green

SSC - Members

Member's Name (Term)	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Joseph Blasher	X					
Janet Green (1)			X			
Niazul Bashar (1st)		X				
Charity Nichols (2nd)		X				
Jonathan Thompson (2nd)		X				
Alanna Gordon Brown (1st)		X				
Reem ██████ (1st)					X	
Sabaa (1st)				X		
Jennifer Early (1st) - community member				X		
Shanice Washington (1st) - Parent				X		
Hadiyah Owens (1st) - community member				X		
Ms Amimora (1st) - Parent				X		

SSC Meeting Schedule: (Day/Month/Time)	3rd Tuesday of the month at 5:00 pm on Zoom/Conference room
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s); and
- Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
4 Parents/Community Members
1 Student (at least)