

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Castlemont High School.

Background:

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

Discussion:

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

Fiscal Impact:

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

- Title I Schoolwide Plan
- Measure N
- 21st Century Learning

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Castlemont High School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Castlemont High School
CDS Code: 1612590125161
Principal: William Chavarin
Date of this revision: 6/6/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: William Chavarin
Address: 8601 MacArthur Blvd.
Oakland, CA 94605

Position: Principal
Telephone: 510-639-1466
Email: william.chavarin@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Castlemont High School

Site Number: 301

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input checked="" type="checkbox"/> 21st Century |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
- The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 22, 2017

- The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages Announcement at a public meeting Other (notices, media announcements, etc.)

Signatures:

William Chavarin

School Principal

William Chavarin
Signature

May 22, 2017
Date

Print name of SSC Chairperson

Quelija Hurst

Signature

5/22/17
Date

Ron Smith

Network Superintendent

Vanessa Sifuentes, Exec. Director

Vanessa Sifuentes
Signature

5/23/17
Date

Marcus Silvi

Coordinator, Office of Accountability Partners

Marcus Silvi
Signature

Signature

5/25/17
Date

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$275,995.36	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$774,777.93	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$99,999.95	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$1,150,773.24	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$96,125.06	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$3,219.10	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$99,344.16	\$0.00

PART 1: ABOUT THE SCHOOL

1A. School Description

Castlemont High School will produce a cadre of leaders prepared to bring about social change in their communities and beyond. We believe that education is essential to creating a just, equitable and democratic society where communities are safe, healthy, economically sustainable, beautiful places to live. Located on a campus that serves TK-12 students, Castlemont is part of a continuum that supports East Oakland's children from cradle to career. Alongside our community partners, our youth practice and develop the skills, agency and mindset to positively transform themselves and their community. Youth become compassionate and collaborative life-long learners with knowledge and love of self, family and community. Castlemont is rooted in the core values of Compassion, Ambition, Support, Trust, and Engagement and we partner with community-based organizations and families to support our students in graduating and becoming college, career, and community ready. We provide English language support, including a strong Newcomer program, in addition to a rich variety of elective courses in the following fields: visual and performing arts, digital media arts, leadership, cultural studies, public health, and sustainable urban design. At Castlemont, students have a sense of belonging because they are surrounded by a community of teachers, staff and peers invested in student success. As a full service community school, Castlemont ensures that all students are safe, healthy and engaged in learning.

1B. School Mission and Vision

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

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

All students will graduate from Castlemont High School:

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

1C. School Multi-Year WASC Goals

Length of WASC Accreditation: 6 years

Last WASC Self-Study: 2015-16

Next Self-Study: 2020-21

School WASC Goal:

Implement grade level team inquiry cycles focused on literacy skills

Focus on early intervention through the creation and monitoring of individual learning plans beginning freshman year

Creation of grade level social emotional/discipline deans to implement SEL strategies in the RTI framework

Professional development centered on practice

Develop common, high expectations for student achievement and behavior.

Find innovative ways to engage students in rigorous college prep aligned with CSS.

Commit to active high-interest student instruction.

Ensure accurate attendance reporting.

Implement systems to support teacher retention.

Communicate and engage parents in the school community.

Ensure equity of access to technology-infused instruction.

Associated LCAP Goal:

3: Students are reading at or above grade level.

5: Students are engaged in school everyday.

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1: Graduates are college and career ready.

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2: Students are proficient in state academic standards.

5: Students are engaged in school everyday.

5: Students are engaged in school everyday.

6: Parents and families are engaged in school activities.

1: Graduates are college and career ready.

PART 2: NEEDS ASSESSMENT**2A. Schoolwide Strengths and Challenges**

Focal Area	Strengths	Challenges
Graduate Outcomes	Castlemont's Students are resilient. Castlemont had highest percent of students accepted to UC of any high school in OUSD.	63% of 10th graders are off-track to graduate. 69% of 11th graders are off-track, and 42% of 12th graders are off-track.
Post-Secondary Readiness	Castlemont's Students are resilient. Castlemont had highest percent of students accepted to UC of any high school in OUSD.	only 53% of students enrolled in College immediately after high school. 63% of Graduates have enrolled in college the year after high school from 2009 to 2013.
Climate and Culture	Overall suspension rates have gone down 10%	Student Chronic absence rate is 19%. 25% among African American students, and 30% among students with disabilities.

Rigorous Academics	Castlemont offers several AP courses, and 2 concurrent enrollment classes. Castlemont provides Common Core Curriculum in all of it's NSH special education classes.	63% of 10th graders are off-track to graduate. 69% of 11th graders are off-track, and 42% of 12th graders are off-track.
Pathway Development	Launched a 9th and 10th grade health course. Maintained and further developed SUDA. Regular pathway meetings for both pathways. Industry partnerships for both pathways. Planning this year for implementation next year. Workbased learning liasion implementing piolt projects.	Developing teacher leads as pathway directors. Supporting new pathway teachers. Teacher capacity to plan pathways in addition to teaching and other needs. Planning and getting teachers on board with pathways in the midst of many other design inititatives and work.

2B. Schoolwide Root Cause Analysis of Highest Leverage Challenges

Focal Area	Highest Leverage Challenge	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	10th grade students off track	The high teacher and Admin turnover of the last 5 years, and the high number of new, untrained teachers has created an environment of inconsistant expectations and policies. There has also been a lack of sustained intervention or acceleration to support the needs of students, the vast majority of which are not prepared for high school.	Building a Rigorous Academic Core: Student Conditions
Post-Secondary Readiness	Getting student enrolled in college, CTE programs, internships, or careers after high school	The number of students failing multiple classes, can be directly linked to the high level of teacher turnover, lack of new teacher support, and high number of vacancies at the start of the school year. When students who are already behind do not have quality instruction, they are unable to master the content and lack basic skills. Without those skills, students are not able to be successful in rigorous A-G classes. Students also lack the confidence or belief that they can be successful in college.	Equity/Access/Achievement
Climate and Culture	Reduce suspension rates for students with disabilities by 25%	Students aren't coming to school for many reasons (many of them due to socio-economic conditions), however the following conditions at Castlemont contribute to student absences: High Admin turn-over, inexperienced teachers with poor classroom management skills and unengaging lessons,	Equity/Access/Achievement
Rigorous Academics	10th grade students off track	The vast majority of students enter Castlemont reading multiple years below grade level (60% of 9th grade students were multiple years below grade levl on SRI this fall) and with math skills below grade level (62% of 9th grade level were below basic on SMI), that combined with the large number of new (inexperienced) teachers needs to be address to improve student preformance.	Building a Rigorous Academic Core: Student Conditions

Pathway Development	Teacher capacity development to plan and implement pathways		Building a Rigorous Academic Core: Teacher Conditions
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2C. Current Strategy Analysis

Current 16-17 Strategies		Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
Schoolwide Instructional Improvement Strategy:	Train all teachers and staff in culturally responsive teaching to improve student alliance, teacher retention, and assessment, differentiation and excelleration.	Not Yet	Not Yet	We now have our ILT and Admin team on the same page about CRT and professional development progression. Focus is on three definitions of CRT- reflective teaching, lesson plan format, and cultural learning tools.
Culture & Climate Improvement Strategy:	Create culturally responsive practices and structures to support students and teachers. Specifically, increasing Restorative Justice program and integrating Social Emotional Learning throughout the school.	Not Yet	Yes	There has been a reduction of suspensions and the number of fights on campus.
Pathway Development Strategy:	Train all teachers on Linked Learning. Implement introductory Health and SUDA course in 9th grade, pilot 10th grade Health pathway course, build curriculum and train teachers for 10th grade pathway courses.	Not Yet	Yes	9th and 10th grade pathway classes exist.
Design Feature #1 (New/Emerging):	Implement phase 1 of Public Health and SUDA pathway: Design Course of study and curriculum, industry partnership, Linked Learning and access to college level course work.	Not Yet	Yes	Pathway teams meet bi-weekly, course of study defined for each pathway, curriculum is being piloted.
Design Feature #2 (New/Emerging):	Grow Newcomer program to include 10th grade cohort.	Yes	Yes	Newcomer staff has collaborated to create lessons that include reading skills, social emotional development, and content knowledge. Students are more successful because of this effort.
Design Feature #3 (New/Emerging):	Implement a continuum of inclusive services including co-teaching and learning centers to provide supports within general education for all students with disabilities.	Yes	Yes	Teachers co-planning, holding the class and lesson for each other, thought partnership, positive anecdotal feedback
Signature Element #1 (Established):	The implementation of the Knight Way code of conduct and the restorative justice program.	Not Yet	Yes	Students and staff are aware of the values and use them to guide behavior to meet expectations.
Signature Element #2 (Established):	Sustainable Urban Design Academy program of study, project and work-based learning.	Yes	Yes	Curriculum and classes at every grade level, granted 12th senior seminar is developing

Signature Element #3 (Established):	Block Schedule including common preparation time for core content teachers to design project based learning opportunities and targeted intervention supports.	Not Yet	Yes	Students have more access to more courses. Students attain more credits per year and attain 240 credits by the end of junior year. Staff have coordinated opportunities to collaborate.
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PART 3: ANNUAL SCHOOL GOALS

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	75% of 11th and 12th grade students will be on track to graduate based on GPA and Credits earned.	On Track to Graduate	All Students	59.00%	67.00%	75.00%	Focus on early intervention through the creation and monitoring of individual learning plans beginning freshman year
Post-Secondary Readiness	To increase the number of students completing the A to G requirement with a C or better by 20%	A-G Completion	All Students	51.00%	61.00%	71.00%	Focus on early intervention through the creation and monitoring of individual learning plans beginning freshman year
Climate and Culture	96% of students will have satisfactory attendance (96% of the time)	Chronic Absence	Students with Disabilities	41.30%	56.65%	72.00%	Creation of grade level social emotional/discipline deans to implement SEL strategies in the RTI framework
Rigorous Academics	Increase the number of students reading at or above grade level to 50%	SRI	All Students	17.00%	18.00%	30.00%	Professional development centered on practice
Pathway Development	Wall to wall pathways (100%)	Pathway Participation	All Students	45.00%	60.00%	75.00%	Professional development centered on practice

PART 4: STRATEGIES

Major Improvement Strategies		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide <u>Language & Literacy</u> Improvement Strategy:	Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.	Equity/Access/Achievement	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide <u>Mathematics</u> Improvement Strategy:	Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.	Personalized Student Support	Equity/Access/Achievement
Culture & Climate/SEL Improvement Strategy:	Continue to utilize social emotional learning, restorative practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.	Equity/Access/Achievement	Personalized Student Support
Pathway Development/Implementation Strategy:	Create Master Schedule including common preparation time for all core content and pathway teachers in SUDA & CHEA to design project based learning opportunities and targeted intervention supports.	Program of Study & Master Scheduling	School Leadership & School Vision

Measure N Design Features		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Measure N Design Feature #1:	Common planning periods based in pathway teams to plan and implement pathway projects, systems and structures.	Program of Study & Master Scheduling	Equity/Access/Achievement
Measure N Design Feature #2:	Design and implement work-based learning opportunities along the WBL Continuum at each grade level	Work-Based Learning	Personalized Student Support
Measure N Design Feature #3:	Align and connect pathway themes, projects, systems and structures to school wide CRT plan	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions

Signature Elements (Established Practices)		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established):	Implement a school-wide lesson plan structure and instructional frame using Culturally Responsive teaching to improve student engagement.	Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions

Signature Element #2 (Established):	Implement Restorative Justice program to reduce suspensions and increase student learning time. Utilize Care Managers to implement restorative practices from student to student and student to staff.	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
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PART 5: STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Schoolwide Language & Literacy Improvement Strategy: *Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
ITL will develop low performing students who are scoring multiple grade levels below on the Scholastic Reading Inventory by building phonemic awareness skills in a Strategic English Course	Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.	A3.2: Reading Intervention	All Students
Provide professional development for all classroom teachers to use Culturally Responsive Teaching to improve student engagement for low income students. Teachers will also explicitly build comprehension skills in their lessons focused to improve low income student performance.	Implement a school-wide lesson plan structure and instructional frame using Culturally Responsive teaching to improve student engagement.	A3.4: Teacher Professional Development focused on Literacy	Low-Income Students

Schoolwide Mathematics Improvement Strategy: *Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Partner with OUSD Central staff to create vertical alignment with Mathematics teachers to professionally develop instructional strategies and access for low performing students. This approach will also benefit GATE students who many be performing above grade level.	Implement a school-wide lesson plan structure and instructional frame using Culturally Responsive teaching to improve student engagement.	A2.5: Teacher Professional Development for CCSS & NGSS	All Students

Culture & Climate/SEL Improvement Strategy: *Continue to utilize social emotional learning, restorative practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Develop Care Managers in building relationships with students and families by building skills of family engagement, student engagement, and data retrieval to improve attendance for At Risk, Moderate, and Chronically truant students, including low-income students and foster youth. These staff will also provide targeted support for African-American students and students with disabilities, the two student groups with the highest chronic absence rates, and will help to support the transition into high school for 9th graders and their families.	Implement Restorative Justice program to reduce suspensions and increase student learning time. Utilize Care Managers to implement restorative practices from student to student and student to staff.	A5.4: Root Causes of Chronic Absence	Low-Income Students
<i>Create Master Schedule including common preparation time for all core content and pathway teachers in SUDA & CHEA to design project based learning opportunities and targeted intervention supports.</i>			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Implement master schedule based on pathways where 10th and 11th grade teachers within each pathway have shared prep periods for planning, implementation and evaluation	Align and connect pathway themes, projects, systems and structures to school wide CRT plan	A1.1: Pathway Programs	All Students
Use retreat experiences to develop pathway team capacity to flush out program of study through vertical and horizontal alignment of curriculum, systems and routines. Teachers will use these strategies explicitly to improve achievement of low income students.	Align and connect pathway themes, projects, systems and structures to school wide CRT plan	A1.1: Pathway Programs	All Students
Teacher and student retreats to build pathway community and program	Align and connect pathway themes, projects, systems and structures to school wide CRT plan	A1.1: Pathway Programs	All Students
Pathway Coach	Align and connect pathway themes, projects, systems and structures to school wide CRT plan	A1.1: Pathway Programs	All Students
Work-Based Learning (WBL) Coordinator	Design and implement work-based learning opportunities along the WBL Continuum at each grade level	A1.1: Pathway Programs	All Students

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). 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 seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA 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).

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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an 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.

School:

Castlemont High School

2017-18 Single Plan for Student Achievement: Proposed Budget

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$8,000.00	Call for Quality Schools	Extended contracts for teachers working after school to support struggling students	Increase the number of students reading at or above grade level to 50%	A2.10: Extended Time for Teachers	1120				301-1
\$6,505.44	Call for Quality Schools	Conference expenses to build staff capacity for pathway development and instructional planning.	Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	5220				301-2
\$62,500.00	Call for Quality Schools	Instructional Teacher Leader	Increase the number of students reading at or above grade level to 50%	A3.2: Reading Intervention	5730				301-3
\$136,215.60	Call for Quality Schools	Assistant Principal	Continue to utilize social emotional learning, restorative practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.	A2.9: Targeted School Improvement Support		10APRH	10APRH9999	1.00	301-4
\$25,000.00	General Purpose Discretionary	Extended contracts for teachers to work with WBL to align internship opportunities with areas of curricular focus and student-selected action research projects.	Design and implement work-based learning opportunities along the WBL Continuum at each grade level	A1.1: Pathway Programs	1120				301-5
\$28,985.00	General Purpose Discretionary	Classified overtime for non-teaching staff to participate in professional development to build school wide capacity to implement CRT.	Continue to utilize social emotional learning, restorative practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2925				301-6
\$100,003.54	General Purpose Discretionary	Supplies to support classroom instructional needs.	Increase the number of students reading at or above grade level to 50%	A2.3: Standards-Aligned Learning Materials	4310				301-7
\$30,000.00	General Purpose Discretionary	Copier and equipment maintenance agreements to provide instructional materials.	Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.	A2.3: Standards-Aligned Learning Materials	5610				301-8
\$54,788.59	General Purpose Discretionary	Bilingual Community Relations Assistant to support English Learners and Newcomers	Continue to utilize social emotional learning, restorative practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.	A4.3: Newcomer Programs		CRAIIB	CRAIIB0005	1.00	301-9
\$37,218.23	General Purpose Discretionary	PE Attendant	Continue to utilize social emotional learning, restorative practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.	A5.2: Health and Wellness (Mental & Physical Health)		PEATTN	PEATTN0025	1.00	301-10
\$572.56	LCFF Concentration	Supplies to support academic acceleration	Increase the number of students reading at or above grade level to 50%	A2.9: Targeted School Improvement Support	4310				301-11
\$23,926.80	LCFF Concentration	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				301-12
\$75,500.59	LCFF Concentration	Social Science teacher	Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.	A1.3: A-G Completion		TCHR11	TCHR110097	1.00	301-13

School:

Castlemont High School

2017-18 Single Plan for Student Achievement: Proposed Budget

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$463.67	LCFF Supplemental	Supplies to support academic acceleration	Increase the number of students reading at or above grade level to 50%	A2.9: Targeted School Improvement Support	4310				301-14
\$32,627.53	LCFF Supplemental	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				301-15
\$3,917.67	LCFF Supplemental	School Psychologist	Continue to utilize social emotional learning, restorative practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.	A5.2: Health and Wellness (Mental & Physical Health)	5734				301-16
\$4,966.16	LCFF Supplemental	Restorative Justice Coordinator	Continue to utilize social emotional learning, restorative practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736				301-17
\$42,001.28	LCFF Supplemental	Case Manager	Continue to utilize social emotional learning, restorative practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.	A5.1: School Culture & Climate (Safe & Supportive Schools)		24CSEM	24CSEM0013	0.60	301-18
\$75,038.76	LCFF Supplemental	Newcomer/ELD teacher	Increase the number of students reading at or above grade level to 50%	A4.3: Newcomer Programs		TCHR11	TCHR110106	1.00	301-19
\$46,757.46	LCFF Supplemental	Newcomer/ELD teacher	Increase the number of students reading at or above grade level to 50%	A4.3: Newcomer Programs		TCHR11	TCHR110105	0.66	301-20
\$78,696.01	LCFF Supplemental	Biology Teacher	Increase the number of students reading at or above grade level to 50%	A1.3: A-G Completion		TCHR11	TCHR110104	1.00	301-21
\$70,416.00	LCFF Supplemental	9th grade English teacher	Increase the number of students reading at or above grade level to 50%	A1.3: A-G Completion		TCHR11	TCHR110008	1.00	301-22
\$12,160.80	LCFF Supplemental	Special Education teacher	Increase the number of students reading at or above grade level to 50%	A1.3: A-G Completion		TCHR11	TCHR110147	0.15	301-23
\$63,801.52	LCFF Supplemental	Newcomer Math teacher	Increase the number of students reading at or above grade level to 50%	A4.3: Newcomer Programs		TCHR11	TCHR110101	1.00	301-24
\$38,336.07	LCFF Supplemental	STIP Sub to support with teacher release time.	Common planning periods based in pathway teams to plan and implement pathway projects, systems and structures.	A3.4: Teacher Professional Development focused on Literacy		TCSTIP	TCSTIP0648	0.82	301-25
\$25,631.08	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				301-26
\$8,415.23	Measure G: TGDS	STIP Sub to support with teacher release time.	Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.	A3.4: Teacher Professional Development focused on Literacy		TCSTIP	TCSTIP0648	0.18	301-27
\$28,353.69	Measure G: TGDS	STIP Sub to support with teacher release time.	Create school-wide culturally responsive lesson and instructional frameworks to support student engagement.	A3.4: Teacher Professional Development focused on Literacy		TCSTIP	TCSTIP0477	0.50	301-28
\$83,976.47	Measure N	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				301-29
\$62,500.00	Measure N	Pathway coaches	Wall to wall pathways	A1.1: Pathway Programs	5708				301-30

School:

Castlemont High School

2017-18 Single Plan for Student Achievement: Proposed Budget

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$65,255.05	Measure N	CARE Managers	Continue to utilize social emotional learning, restorative practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.	A5.1: School Culture & Climate (Safe & Supportive Schools)		24CSEM	24CSEM0016	0.60	301-31
\$74,367.34	Measure N	CARE Managers	Continue to utilize social emotional learning, restorative practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.	A5.1: School Culture & Climate (Safe & Supportive Schools)		24CSEM	24CSEM0014	1.00	301-32
\$28,000.86	Measure N	CARE Managers	Continue to utilize social emotional learning, restorative practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.	A5.1: School Culture & Climate (Safe & Supportive Schools)		24CSEM	24CSEM0013	0.40	301-33
\$79,840.25	Measure N	Work Based Learning Coordinator	Design and implement work-based learning opportunities along the WBL Continuum at each grade level	A1.1: Pathway Programs		STLNWL	STLNWL0003	1.00	301-34
\$7,609.22	Measure N	Pathway Teacher	Wall to wall pathways	A1.1: Pathway Programs		TCHR11	TCHR110099	0.11	301-35
\$94,509.67	Measure N	Pathway Teacher	Wall to wall pathways	A1.1: Pathway Programs		TCHR11	TCHR110023	1.00	301-36
\$81,326.56	Measure N	Education Specialist	Increase the number of students reading at or above grade level to 50%	A2.1: Implementation of CCSS & NGSS		TCHR11	TCHR110146	1.00	301-37
\$68,911.21	Measure N	Education Specialist	Increase the number of students reading at or above grade level to 50%	A2.1: Implementation of CCSS & NGSS		TCHR11	TCHR110147	0.85	301-38
\$84,703.38	Measure N	Newcomer Science Teacher	Increase the number of students reading at or above grade level to 50%	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)		TCHR11	TCHR110112	1.00	301-39
\$8,700.67	Supplemental Program Investment	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				301-40
\$20,033.84	Supplemental Program Investment	Restorative Justice coordinator	Continue to utilize social emotional learning, restorative practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736				301-41
\$61,565.48	Supplemental Program Investment	Pathway Teacher	Wall to wall pathways	A1.1: Pathway Programs		TCHR11	TCHR110099	0.89	301-42
\$20,342.33	Title I Basic	School psychologist	Continue to utilize social emotional learning, restorative practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.	A2.2: Social Emotional Learning	5734				301-43
\$43,503.37	Title I Basic	CARE Managers	Continue to utilize social emotional learning, restorative practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.	A5.1: School Culture & Climate (Safe & Supportive Schools)		24CSEM	24CSEM0016	0.40	301-44

School:

Castlemont High School

2017-18 Single Plan for Student Achievement: Proposed Budget

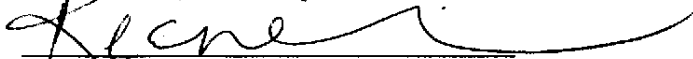
BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$32,279.36	Title I Basic	Bilingual Community Relations Assistant	Continue to utilize social emotional learning, restorative practices, and caremanagers, to improve student to student, staff to student, and student to staff relationships.	A5.1: School Culture & Climate (Safe & Supportive Schools)		COMABI	COMABI0033	1.00	301-45
\$3,219.10	Title I Parent Participation	Contract with Oakland Kids First to support increased parent engagement and leadership.	96% of students will have satisfactory attendance (96% of the time)	A6.1: Parent / Guardian Leadership Development	5825				301-46

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

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

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

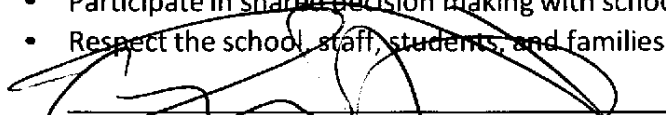


Student signature

Parent/Guardian or Family Member Pledge:

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

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

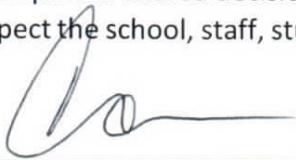


Parent/Guardian or Family member signature

Teacher Pledge:

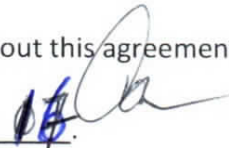
I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.



Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this 12 day of September 2018. 



School Site Council Membership Roster – High School

School Name: Castlemont High School

School Year: 2016-2017

Table with 2 columns: Chairperson, Vice Chairperson, Secretary, LCAP Parent Advisory Nominee, LCAP EL Parent Advisory Nominee, LCAP Student Nominee. Includes email and phone fields for each role.

Place "X" in Appropriate Members Column

Membership matrix table with columns: Members' Names, Members' Phone and E-mail, Principal, Classroom Teacher, Other Staff, Parent/Comm., Student. Lists members like William Chavarin, Tierra Frost, etc.

Meeting Schedule (day/month/time) table with one empty cell for input.

SSC Legal Requirements: (Ed. Code 52852)

- 1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. There must be an equal number of students and parents/community members;
4. Majority of school staff members must be classroom teachers;
5. Students are required to be members of the High School SSC
6. Parent/community members cannot be OUSD employees at the site.

Circle containing membership requirements: 1-Principal, 4-Classroom Teachers, 1-Other Staff, AND 3-Parent/Community, 3-Students

Revised 8/22/2016



Title I School Parental Involvement Policy 2016-17

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Castlemont High School agrees to implement the following statutory requirements:

(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title I Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

Identify a date, Notify/Invite parents, Create/Deliver presentation, Coordinate translator, and invite parents to participate.

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

We offered three days a week and various hour long sessions between 3:00pm - 7:00pm

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

Schedule monthly meetings and use two sessions with Chairperson and Principal to plan agenda.



- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

Post dates, times, and topics of agenda items 72 hours prior to monthly meetings.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

Beginning of the year and on back to school night the administrators share expectations with Title I students.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

Consistent invitations to meet, listen, and contribute to School Site Council meetings and Castlemont events.

School-Parent Compact

(Name of school) Castlemont High School :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) Castlemont High School :

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California’s academic content standards
 2. The State of California’s student academic achievement standards
 3. The State of California’s and Oakland Unified School District’s academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child’s progress

(In the box below, briefly describe or bullet how this happens at your school.)

Castlemont has three engagements a year with students, parents, and staff to update the community on progress, present new ideas, and listen to the community for strategies on improving. We also share curriculum and learning expectations. We also share state standards in the beginning of the year.

- Provides materials and training to help Title I Program Parents work with their children to improve their children’s academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

Castlemont provides this information at the beginning of the year for parent support.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

In the beginning of the year we educate staff about the importance of parent contribution.



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

Our team of parent liason and community relations staff along with administrators and staff invite parents to meet and plan activities that encourage parent involvement.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Create program information documents, translate documents, then distribute and have a meeting to clarify the documents.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

We provide translation, mental health, and coordinate one on one meetings when necessary.

Accessibility

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

(In the box below, briefly describe or bullet how this happens at your school.)

We invite all parents to engage and participate in our activities and meetings.

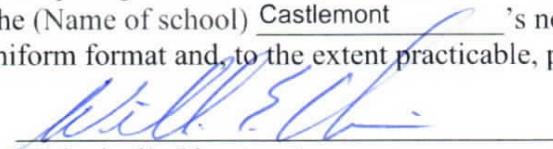


Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Castlemont High School Site Council on (Date) 9/21/16 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community.

The (Name of school) Castlemont's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)

September 21, 2016

(Date)