

Board Office Use: Legislative File Info.	
File ID Number	24-1782
Introduction Date	7/18/24
Enactment Number	24-1431
Enactment Date	8/14/2024 os



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Castlemont High School

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Castlemont High School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Castlemont High School



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2024-25 School Plan for Student Achievement (SPSA)

School: Castlemont High School
CDS Code: 1612590125161
Principal: Joseph Blasher
Date of this revision: 4/16/20

The School 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: Joseph Blasher	Position: Principal
Address: 8601 MacArthur Blvd. Oakland, CA 94605	Telephone: 510-639-1466 Email: joseph.blasher@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/16/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Castlemont High School

Site Number: 301

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input checked="" type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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

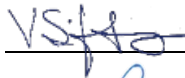

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. 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.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/16/2024

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

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|--|--|

Signatures:

Joseph Blasher <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	<i>Joseph Blasher</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 4/16/2024 <hr style="border: 0; border-top: 1px solid black;"/> Date
Janet Green <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	<i>Janet Green</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 4/16/2024 <hr style="border: 0; border-top: 1px solid black;"/> Date
Vanessa Sifuentes <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 5/10/24 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 5/10/24 <hr style="border: 0; border-top: 1px solid black;"/> Date

Kyla Johnson-Trammel
 Kyla Johnson-Trammel, Superintendent and Secretary, BOE 8/15/2024

Benjamin Davis
 Benjamin Davis, President, Board of Education 8/15/2024

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/16/2024	SSC	Review part 2 of plan and title 1 spending
1/22/2024	Admin Leadership	Budget Consultancy
1/22/2024	SELLS	Review ELL support plan
1/23/2024	SSC	Review Challenges and Strengths and Needs
1/29/2024	Admin Leadership	Part 1 Needs Assessment
2/20/2024	Admin Leadership	Part 2 reflection
2/20/2024	SSC	Part 2 reflection
3/4/2024	Admin Leadership	Part 3
3/7/2024	ILT	Part 3 - instruction
3/19/2024	SSC/SELLS	Final review of SPSA for SSC and SELLS groups

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 Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, 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.

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 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 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).
- **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.
- **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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$465,041.00
Total Federal Funds Provided to the School from the LEA for CSI	\$135,522.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,230,487.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$222,480	LCFF Discretionary (General Purpose Discretionary #0000)	\$67,040
Title I, Part A Parent & Family Engagement (Title I #3010)	\$6,180	LCFF Supplemental (LCFF Supplemental #0002)	\$556,875
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$220,931	LCFF Equity Multiplier (#7399)	\$971,559
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$15,450	After School Education & Safety (ASES) (ASES #6010)	\$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$135,522	California Community Schools Partnership Program (CCSPP #6332)	\$320,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$126,250
		Measure H (Measure H #9339)	\$588,200
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$600,563		\$2,629,924

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$3,230,487.00
--	-----------------------

2024-25 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: 4/16/2024

Board Approval Date: 8/14/2024

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

Purpose of this Plan

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

- Comprehensive Support & Improvement for the following groups: School Graduation Rate

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, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
55.9%	27.5%	62.7%	2.4%	0.3%	18.8%	99.0%	48.1%	16.2%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
44.1%	2.7%	1.2%	0.3%	0.2%	0.7%	98.2%	21.9%	64.9%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By June 2025, students will demonstrate increased literacy and math proficiency as measured by 1) 75% 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
SBAC ELA Distance from Standard Met	All Students	-163.7	not available until fall 2024	not available until fall 2025	-150.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	15.3%	not available until fall 2024	not available until fall 2025	60.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-231.7	not available until fall 2024	not available until fall 2025	-200.0
California Science Test (CAST) Standard Met or Exceeded	All Students	2.2%	not available until fall 2024	not available until fall 2025	15.0%

Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Year Cohort Graduation Rate	All Students	61.3%	not available until fall 2024	not available until fall 2025	75.0%
On Track to Graduate: 9th Grade	All Students	31.7%	not available until fall 2024	not available until fall 2025	65.0%
On Track to Graduate: 11th Grade	All Students	26.3%	not available until fall 2024	not available until fall 2025	50.0%
A-G Completion	All Students	31.7%	not available until fall 2024	not available until fall 2025	50.0%
College/Career Readiness	All Students	11.3%	not available until fall 2024	not available until fall 2025	25.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May 2025, 80% of African American students and students with IEPs will increase reading growth by at least one grade level measured by tri-yearly i-Ready assessments.
Identified School Need:	African-American students and students with IEPs are reading multiple years below grade level

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-183.8	not available until fall 2024	not available until fall 2025	-160.0
SBAC ELA Distance from Standard Met	African American Students	-145.7	not available until fall 2024	not available until fall 2025	-120
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	50.1%	not available until fall 2024	not available until fall 2025	40.0%
SBAC Math Distance from Standard Met	Special Education Students	-237.1	not available until fall 2024	not available until fall 2025	-200.0
SBAC Math Distance from Standard Met	African American Students	-244.4	not available until fall 2024	not available until fall 2025	-190

Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	1.3%	not available until fall 2024	not available until fall 2025	5.0%
LTEL Reclassification	Long-Term English Learners	3.3%	not available until fall 2024	not available until fall 2025	15.0%

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

School Goal: By May 2025, we will increase satisfactory period attendance rate for all students to 70% and reduce out of school suspensions by 5% as measured by OUSD data dashboard trackers.

Identified School Need: Consistent period attendance (on campus truancy) and disproportionate suspensions for AAF students

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School <i>*2021-22 baseline data</i>	All Students	59.7%	not available until fall 2024	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	10.9%	not available until fall 2024	not available until fall 2025	5.0%
Out-of-School Suspensions	African American Students	24.8%	not available until fall 2024	not available until fall 2025	10.0%
Out-of-School Suspensions	Special Education Students	23.4%	not available until fall 2024	not available until fall 2025	12.0%
Chronic Absenteeism	All Students	76.0%	not available until fall 2024	not available until fall 2025	30.0%
Chronic Absenteeism	African American Students	72.4%	not available until fall 2024	not available until fall 2025	35.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	By May 2025, 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 23/24 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
One-Year School Teacher Retention Rate	All Teachers	69.4%	not available until fall 2024	not available until fall 2025	80.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	By June 2025, students will demonstrate increased literacy and math proficiency as measured by 1) 75% 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>Much better intervention for transcripts for students outside of 12th grade, working on 11th and 10th grade</p> <p>Grade level analysis to support students and teacher taking intervention steps</p> <p>OneGoal participants get support and helping non-OneGoal people to help with college readiness</p> <p>Advisory classes that focus on college readiness</p> <p>More field trips to college campuses and field trips to Cypress Mandela</p> <p>Robust credit recovery plan for students not on track (A-G), relationship with CAR and onsite credit recovery</p>
LCAP Goal 2:	By May 2025, 80% of African American students and students with IEPs will increase reading growth by at least one grade level measured by tri-yearly i-Ready assessments.	<ul style="list-style-type: none"> - adoption of district curriculum (9-11) which includes more complex texts and more rigor - SIPP's support for several cohorts - Development of a reading intervention plan with 3 tiers - More buy in from staff about the importance of this (math and social studies using Wednesdays to hold some i-Ready time)

<i>LCAP Goal 3:</i>	<i>By May 2025, we will increase satisfactory period attendance rate for all students to 70% and reduce out of school suspensions by 5% as measured by OUSD data dashboard trackers.</i>	<i>Lots of phone calls going out through the attendance team (attendance team meetings) Incentives for attendance (financial, group celebrations) More targeted intervention and multiple layers of school outreach (SLCs, Culture Team)</i>
<i>LCAP Goal 4:</i>	<i>By May 2025, 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 23/24 school year.</i>	<ul style="list-style-type: none"> <i>- strong relationship with NTSD in matching teachers with coaches</i> <i>- have expanded capacity of coaching team with the addition of a TSA and Literacy Specialist from HSLLO</i> <i>- 11-month contract has allowed us to hire and retain teachers</i> <i>- Multiple learning walks, peer observations, and self recording have been high lights to focus on implementatio of strategies</i>
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by 1) 75% 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.</i>	<i>Student attendance, on campus truancy, lack of parent engagment/support, wellness, transportation to school, family dynamic/issues, housing instability, financial hardships, learning gaps, student employment, classroom management, student engagement, limited credit recovery, need for instructional coaching, lack of credential teachers. Title I - Parent funds will be utilized to enhance parent and family engagement efforts by providing light refreshments at parent meetings, covering travel and conference expenses for both parents and staff, and securing a consultant contract aimed at providing additional support to parents. Any unallocated Title I - Parent funds will be used to impact this goal as well.</i>

<p><i>LCAP Goal 2:</i></p>	<p><i>By May 2025, 80% of African American students and students with IEPs will increase reading growth by at least one grade level measured by tri-yearly i-Ready assessments.</i></p>	<p><i>Black girl fights, substance abuse, engaging courses, engaging families re: attendance, leadership/mentorship classes, extracurricular clubs, need for more student RJ training</i></p> <p><i>- Period attendance remains a challenge with on campus truancy issues or students not coming to campus until later or students leaving campus during the day</i></p> <p><i>- We also need more case management support for our International students to support with specific needs that come up for them and will continue our contract with BACR. Title I funds will be allocated to provide 1.4 Full-Time Equivalent (FTE) positions for 2 Case Managers, along with instructional materials, aimed at supporting improvement in this area.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>By May 2025, we will increase satisfactory period attendance rate for all students to 70% and reduce out of school suspensions by 5% as measured by OUSD data dashboard trackers.</i></p>	<p><i>Black girl fights, substance abuse, engaging courses, engaging families re: attendance, leadership/mentorship classes, extracurricular clubs, need for more student RJ training</i></p> <p><i>- Period attendance remains a challenge with on campus truancy issues or students not coming to campus until later or students leaving campus during the day</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, 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 23/24 school year.</i></p>	<p><i>Time for coaching among admin is limited, need to better leverage our district supports and delegate tasks to increase coaching time as a priority</i></p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Castlemont High School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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: So far this year we have implemented significant portions of our reading intervention programs and ability to assess and act on student data. We have had multiple PD series focused on literacy skills and practices, have had social studies classes use I-Ready during Wednesday classes to practice reading, and supported multiple learning walk and peer observations. We have also started SIPP's reading circles, but those have been less consistent this year.

LCAP2: So far this year the SLCs have engaged in student needs protocol monthly. Some teams (INTL & 9th) do this weekly, CHEA and SUDA every other week. Grade checks are done every marking period via Advisory. To connect students with academic supports, teachers hold weekly office hours. The I-Ready curriculum is being used in ELD and ELA classes as well as in other classes as they can. Teachers have gone to Wayfinder and CHO PDs for SEL as well as RJ training for students. We have worked with the ELLMA office to have ELL PD.

LCAP3: Inviting families to Knight Heroes celebrations, more family shadowing and home visits and attendance contracts. Held a back to school night, and will hold family conferences twice this year. Pathway teams have been meeting consistently weekly to discuss program or student needs. We worked on restorative justice principals in the beginning of the year with RJOY and hired an RJ facilitator in December. Additionally we have been tracking some SEL needs in the intervention track, but that system still needs to be fleshed out and used more accurately. Finally our care team has been working more to coordinate with families around family shadowing, attendance contracts, and other student/family needs

LCAP4: We've had consistent new teacher meetings to start the year and have moved them to biweekly/monthly check ins. We continue to have a focus PD series created and led by our ILT that focuses on classroom culture, literacy practices, and student talk (integrated ELD). We've had numerous staff check ins and created time in the schedule to humanize the profession and make space for teacher needs. We've met as a coaching team on a consistent basis and had success with some teachers throughout the year.

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

LCAP1: We are seeing small gains in student reading proficiency between the two testing periods this year. A schoolwide emphasis on reading comprehension has pushed our collective focus on literacy strategies and the consistent observation cycles through coaching, peer observations, and learning walks encourage the actual practice. I-Ready curriculum is being more in ELD classes and in some social studies classes on Wednesdays to support fundamental reading growth. Unit plan review has happened twice throughout the year and its impact isn't clear.

LCAP2: Student needs protocol has resulted in some improvement in attendance as well as grades specifically in 9th grade. For grade 9, 16.4% of grades were D/Fs last year. This year 15% of grades are D/Fs. (Whole School - MP4 22/23 18.2% of grades were D/Fs. 23/24 20.6% of grades were D/Fs.) Anecdotally we know that students are attending office hours and students do follow up with teachers after the advisory grade checks. It is worth noting that we have had a push on rigor to make things more standard's aligned and have implemented new ELA curriculum. Students are placed in ELD classes as needed.

LCAP3: Our pathway meetings have been consistent and largely effective. Our attendance team (not a noted goal but helps facilitate this larger LCAP goal) has moved toward period attendance and coordinating other teams to use the data and make action plans to intervene. Our care team has gotten better at attendance contracts and working with families, but still needs more support to be consistent and follow through on needs.

LCAP4: Professional development has largely been successful in receiving good feedback from participants and having teachers implement what we cover in PD. A large emphasis has been seeing the actions in classrooms and peer observation has been very strong this year. We are seeing some growth through our learnign walks and measured through IPG. At this point we are planning to only have 4, possibly 5, teachers not return next year.

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: Our reading programing is gaining in strength and coherence. We still need to improve each tier of reading intervention and support (SIPPs, i-Ready use and assessment turnout, Tier 1 classroom literacy practices) but are in the right direction. We have had inconsistent availability for SIPPs reading circles and need to hold that time and space better. Additionally we've had some consistency in i-Ready time on Wednesdays in Social Studies classes, but that time could be more intentionally planned and used. Finally, need to have better school wide hype and importance **student facing** on improving reading ability and scores.

LCAP2: We would like to set up SLC student needs protocols that are more grade-date driven with data dives to identify what is and is not working. Implement make-up/retake days/partial periods across ther SLCs-- weeks 3 and 6 with updated grade books.

LCAP3: Communication with families is still a growth area, continuing to build on the Family Newsletter. Need to continue having opportunities for families to connect with the activities. We host coffee with the principal once/month but the turn out is not consistent. We need to develop a more comprehensive family engagement strategy and clearly communicate with our community about ways to engage.We also included family conferences and communication as part of the 11 month teacher contract,but need to provide more support for teachers to complete these effectively.

LCAP4: No significant changes here, we have continued PD and coaching largely to plan. We are looking to encourage more teacher leadership and opportunities for people to connect and build relationships that lead to health adult culture.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Translation Services - Classified OT	Student Connectedness to School	Provide translation services during family conference week so that all students/families can meet to discuss student needs with their teacher/advisor	We've made a lot of improvements to this system from semester 1 to 2. We met with 78% of families in the Spring and want to have a goal of 85% next Fall	We will continue this use for next year as it is extremely helpful in keeping families informed and developing relationships for success with the school

Contract for BACR	Student Connectedness to School	Provide 1:1 and group check in sessions for focal students. Support with conflict mediation, hold behavioral interventions, facilitate Relgnite and intervention programs for academics. Connect students to resources, support with enrollment, recruitment, and SLC/grade level activities for our International Students	Need to continue to refine consistency with case management and have clear goals for individual students so that care managers can continue to support new students	We will continue funding this position as it's vital to our success
Case Manager	Attendance, SEL, Suspension Data, On track to Graduate	Provide 1:1 and group check in sessions for focal students. Support with conflict mediation, hold behavioral interventions, facilitate Relgnite and intervention programs for academics. Connect students to resources, support with enrollment, recruitment, and SLC/grade level activities	Need to continue to refine consistency with case management and have clear goals for individual students so that care managers can continue to support new students	We will continue funding this position as it's vital to our success
Case Manager	Attendance, SEL, Suspension Data, On track to Graduate	Provide 1:1 and group check	Need to continue to refine consistency with case management and have clear goals for individual students so that care managers can continue to support new students	We will continue funding this position as it's vital to our success
Contract for BUILD	College/Career Readiness	Provides curriculum and training for Castlemont staff and students to participate in entrepreneurship experiences	Students are having a common thematic experience in 9th grade. We need to have more integrated projects between Build and core/elective classes. We are developing focal skills of research, presenting, collaborating, and persuasive writing.	We will expand the Build program to our 10th grade students to have an entry pathway experience that segues into both CHEA and SUDA. We need to continue refining delivery and integration with other classes.

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	Castlemont High School	SCHOOL ID:	301
----------------	------------------------	-------------------	-----

3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

School Goal:	By June 2025, students will demonstrate increased literacy and math proficiency as measured by 1) 75% 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 Need:	Our students need to demonstrate mastery in literacy and math in order to be college and career ready.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Calibrate Math department teachers around high leverage math strategies and routines	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 experience data to address SEL and motivational barriers to math class and implement engagement strategies with students and families	All Students	SEL / Mental Health	Tier 2 - Supplemental
1-4	Partner with Oakland Serves, FEV tutoring, Oakland Kids First, and implement teacher office hours to better support individual student needs both in class and afterschool with tutoring support	All Students	Academic	Tier 2 - Supplemental

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal: By May 2025, 80% of African American students and students with IEPs will increase reading growth by at least one grade level measured by tri-yearly i-Ready assessments.

Identified Need: African-American students and students with IEPs are reading multiple years below grade level

#	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	SIPPs/STARl intervention supports for all students that are below 3rd grade reading level at BoY i-Ready assessment	All Students	Academic	Tier 3 - Intensified
2-2	Literacy (reading comprehension) Professional Development for all teachers to improve Tier 1 reading practices	All Students	Academic	Tier 1 - Universal
2-3	i-Ready activities for all students in math and social studies classes for parts of classes	All Students	Academic	Tier 1 - Universal
2-4	Promote culture of reading with library technician and reading specialists	All Students	Behavioral	Tier 1 - Universal
2-4	Align with Special Education dept and CBOs that support AA students (OK, MOB/S, OKF) to support focal student needs	All Students	Academic	Tier 2 - Supplemental

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

School Goal: By May 2025, we will increase satisfactory period attendance rate for all students to 70% and reduce out of school suspensions by 5% as measured by OUSD data dashboard trackers.

Identified Need: Consistent period attendance (on campus truancy) and disproportionate suspensions for AAF students

#	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)	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

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

School Goal: By May 2025, 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 23/24 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	All Students	Academic	Tier 1 - Universal
4-2	Support all teachers with at least one coaching or evaluation cycle (Marking Period)/year	All Students	Academic	Tier 1 - Universal
4-3	Revise 11-month teacher contract to align with school goals and imbed accountability structures	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

CONDITIONS FOR BLACK STUDENTS [*Instructions & resources*](#)

#	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 once/Marking Period to review focal student metrics and coordinate supports/interventions	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

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	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	Latino/a Students	beh	Tier 1 - Universal

PROPOSED 2024-25 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
5870 - Printing	\$5,000	LCFF Discretionary	5870	Printing	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		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	301-1
4311 - Meeting Refreshments	\$7,000	LCFF Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create collaboration and celebration structures in teacher team meetings and all staff settings	301-2
5880 - Transportation	\$10,000	LCFF Discretionary	5820	Bus Passes	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-3
5610 - Equip Maintenance & Repairs	\$10,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Attendance team shares best practice protocols with SLCs and Care team for better schoolwide alignment of common practices (passes, contracts, family contacts)	301-4
4410 - Equipment < \$5,000	\$10,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-5
4399 - Unallocated	\$25,040	LCFF Discretionary	4399	Unallocated	n/a	n/a	n/a	n/a		n/a	301-6
5622 - Rentals - Equipment	\$8,000	LCFF Supplemental	5622	Rentals: Equipment	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-7

PROPOSED 2024-25 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
5846 - Licensing Agreements	\$20,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		SIPPs/STARI intervention supports for all students that are below 3rd grade reading level at BoY i-Ready assessment	301-8
4310 - Materials and Supplies	\$30,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-9
Restorative Justic Facilitator	\$41,705	LCFF Supplemental	2205	Classified Support Salaries	9946	Restorative Justice Facilitator	0.3	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Refine Student Needs protocols of Pathway time to focus on attendance needs in the 1st, 2nd, and 4th Marking Periods	301-10
Case Manager 24	\$74,800	LCFF Supplemental	2405	Clerical Salaries	1776	Case Manager	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Refine Student Needs protocols of Pathway time to focus on attendance needs in the 1st, 2nd, and 4th Marking Periods	301-11
4399 - Unallocated	\$94,675	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-12
Case Manager 24	\$104,566	LCFF Supplemental	2405	Clerical Salaries	4347	Case Manager	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Academic Acceleration & Instructional Improvement at Castlemont High	301-13

PROPOSED 2024-25 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Spec Refugee/Asylee Prog	\$183,129	LCFF Supplemental	2205	Classified Support Salaries	7751	Specialist, Refugee/Asylee Program	1	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Academic Acceleration & Instructional Improvement at Castlemont High	301-14
4304 - Classroom Supplies	\$1,355	Title I, Part A Schoolwide Program	4304	Classroom Supplies	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.	A-G Completion	Academic Acceleration & Instructional Improvement at Castlemont High	301-15
Case Manager 24	\$69,711	Title I, Part A Schoolwide Program	2405	Clerical Salaries	4347	Case Manager	0.4	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.	Chronic Absenteeism	Academic Acceleration & Instructional Improvement at Castlemont High	301-16
Case Manager 20	\$151,415	Title I, Part A Schoolwide Program	2405	Clerical Salaries	8788	Case Manager	1	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.	Out-of-School Suspensions	Academic Acceleration & Instructional Improvement at Castlemont High	301-17

PROPOSED 2024-25 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 SPISA ACTIVITY	BUDGET ACTION NUMBER
4399 - Unallocated	\$1,000	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.	Student Connectedness to School	Academic Acceleration & Instructional Improvement at Castlemont High	301-18
4311 - Meeting Refreshments	\$1,180	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.	Student Connectedness to School	Academic Acceleration & Instructional Improvement at Castlemont High	301-19
5200 - Travel And Conferences	\$2,000	Title I, Part A Parent & Family Engagement	5200	Travel And Conferences	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.	College/Career Readiness	Academic Acceleration & Instructional Improvement at Castlemont High	301-20

PROPOSED 2024-25 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
5825 - Consultants	\$2,000	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.	A-G Completion	Academic Acceleration & Instructional Improvement at Castlemont High	301-21
4310 - Materials and Supplies	\$5,539	Comprehensive Support & Improvement (CSI) Grant	4310	School Office Supplies	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-22
5825 - Consultants	\$25,000	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-23

PROPOSED 2024-25 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
Restorative Justic Facilitator	\$41,705	Comprehensiv e Support & Improvement (CSI) Grant	2205	Classified Support Salaries	9946	Restorative Justice Facilitator	0.3	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-24
Site Liaison Work-Based Lrning	\$63,278	Comprehensiv e Support & Improvement (CSI) Grant	2205	Classified Support Salaries	1795	Site Liaison, Work-Based Learning	0.4	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-25
5825 - Consultants	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-26

PROPOSED 2024-25 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
5100 - Subagreements For Services	\$195,931	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-27
5829 - Admission Fees	\$3,000	Title IV, Part A Student Support & Academic Enrichment	5829	Admission Fees	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.	College/Career Readiness	Academic Acceleration & Instructional Improvement at Castlemont High	301-28
4310 - Materials and Supplies	\$4,450	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.	A-G Completion	Academic Acceleration & Instructional Improvement at Castlemont High	301-29

PROPOSED 2024-25 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
5880 - Transportation	\$8,000	Title IV, Part A Student Support & Academic Enrichment	5880	Transportation (Contracted)	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.	College/Career Readiness	Academic Acceleration & Instructional Improvement at Castlemont High	301-30
1120 - Teachers Salaries Stipends	\$7,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-31
5200 - Travel And Conferences	\$8,000	Educator Effectiveness Grant	5200	Travel And Conferences	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-32

PROPOSED 2024-25 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
4399 - Unallocated	\$3,122	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-33
Liaison Family Parent	\$115,398	California Community Schools Partnership Program	2405	Clerical Salaries	9466	Family/Parent Liaison	1	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-34
Case Manager 20	\$151,480	California Community Schools Partnership Program	2405	Clerical Salaries	8787	Case Manager	1	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-35

PROPOSED 2024-25 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
Community Assistant Bilingual	\$78,243	California Community Schools Partnership Program	2205	Classified Support Salaries	1736	Community Assistant, Bilingual	1	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-36
4410 - Equipment < \$5,000	\$18,985	California Partnership Academies (CPA)	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-37
Administrative Assist II Bil	\$22,015	California Partnership Academies (CPA)	2405	Clerical Salaries	9500	Administrative Assistant II, Bilingual	0.2	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-38

PROPOSED 2024-25 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
5826 - Prof-Services Non-Contract	\$40,000	California Partnership Academies (CPA)	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-39
4310 - Materials&supplies	\$19,192	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-40
Teacher 11Mos 12Pay	\$107,058	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	11-Month Teacher	0.8	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-41

PROPOSED 2024-25 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
Coach College/Career Pathways	\$24,705	College & Career Access Pathways Grant	2305	Classified Supervisors' and Administrators' Salaries	1584	Coach, College/Career Pathways	0.14	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-42
5825 - Consultants	\$25,000	Measure G, Visual & Performing Arts	5825	Consultants	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-43
5880 - Transportation	\$20,000	Measure H	5880	Transportation (Contracted)	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-44

PROPOSED 2024-25 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
4310 - Materials and Supplies	\$28,942	Measure H	4310	School Office Supplies	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-45
5825 - Consultants	\$30,000	Measure H	5825	Consultants	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-46
Administrative Assist II Bil	\$33,023	Measure H	2405	Clerical Salaries	9500	Administrative Assistant II, Bilingual	0.3	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-47

PROPOSED 2024-25 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
4399 - Unallocated	\$38,629	Measure H	4399	Unallocated	n/a	n/a	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-48
Restorative Justic Facilitator	\$55,607	Measure H	2205	Classified Support Salaries	9946	Restorative Justice Facilitator	0.4	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-49
Coach College/Career Pathways	\$63,378	Measure H	2305	Classified Supervisors' and Administrators' Salaries	1584	Coach, College/Career Pathways	0.36	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-50

PROPOSED 2024-25 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
Teacher STIP	\$91,882	Measure H	1105	Certificated Teachers' Salaries	9332	STIP Teacher	1	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-51
Site Liaison Work-Based Lrning	\$94,916	Measure H	2205	Classified Support Salaries	1795	Site Liaison, Work-Based Learning	0.6	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-52
Spec College/Career Readiness	\$131,822	Measure H	2205	Classified Support Salaries	6450	Specialist, College/Career Readiness	1	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-53

PROPOSED 2024-25 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
Library Technician	\$89,678	Measure G, Library Support	2205	Classified Support Salaries	9196	Library Technician	1	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-54
Teacher, STIP (Substitute Teacher Incentive Program)	\$91,882	LCFF Equity Multiplier	1105	TCHR STIP	9332	Teacher, STIP (Substitute Teacher Incentive Program)	1	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-55
Teacher, STIP (Substitute Teacher Incentive Program)	\$91,909	LCFF Equity Multiplier	1105	TCHR STIP	9439	Teacher, STIP (Substitute Teacher Incentive Program)	1	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-56

PROPOSED 2024-25 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
Teacher on Special Assignment, Instructional Coaching	\$164,442	LCFF Equity Multiplier	1119	TSA CLA 12M	10370	Teacher on Special Assignment, Instructional Coaching	1	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-57
Teacher on Special Assignment, Reading Intervention	\$160,079	LCFF Equity Multiplier	1119	TSA CLA 11M	10372	Teacher on Special Assignment, Reading Intervention	1	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-58
Teacher, Career Technical Education	\$26,765	LCFF Equity Multiplier	1105	TCHR 11M 12P	10373	Teacher, Career Technical Education	0.2	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-59

PROPOSED 2024-25 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
MasteryConnect software to promote standards-aligned lessons	\$16,200	LCFF Equity Multiplier	5846			Mastery Connect software to promote standards - aligned lessons	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Academic Acceleration & Instructional Improvement at Castlemont High	301-60
Newcomer Learning Lab Assistant	\$96,887	LCFF Equity Multiplier	2205	NEWCOM ASST	6348	Newcomer Learning Lab Assistant	1	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Social Emotional Supports at Castlemont High	301-61
Restorative Justice Facilitator	\$55,607	LCFF Equity Multiplier	2205	FACILITATOR RESTOR JUSTICE	9946	Restorative Justice Facilitator	0.4	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Social Emotional Supports at Castlemont High	301-62

PROPOSED 2024-25 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
Social Worker	\$133,524	LCFF Equity Multiplier	1205	SOC WRKR	10371	Social Worker	1	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Social Emotional Supports at Castlemont High	301-63
Credible Messengers to support ninth grade students and African American girls	\$97,886	LCFF Equity Multiplier	5825			Credible Messengers to support ninth grade students and African American girls	n/a	Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School.		Social Emotional Supports at Castlemont High	301-64



Castlemont High School

School-Parent Compact

2023-24

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 2023-24 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.
 - a) Provide academic pathway experiences for all students
 - b) Ensure standards-aligned instruction in all classrooms
 - c) Provide in class and after school academic support in core content areas
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - a) Conduct student-led conferences once per semester
 - b) Conduct Student Success Team meetings to develop student support plans
 - c) Conduct School Attendance Review Team (SART) meetings to support positive attendance
- 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.

- a) Mail report cards home after each marking period
 - b) Convene academically-focused parent engagement events
- 4) Provide parents reasonable access to staff.
 - a) Provide parents with email addresses of all staff
 - b) Convene a minimum of 3 parent/staff engagement events per year
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.
 - a) Share volunteer information with all parents
 - b) Coordinate student exhibition events for parents
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
 - a) Provide parents with the Castlemont Resource Guide with information about support services

- b) Conduct parent trainings on topics of interest to parents
- 7) 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.
 - a) Provide professional development for teachers focused on effective parent engagement and support
- 8) 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.
 - a) Translate all communication to parents into their home language
 - b) Ensure translation support is available for all parent meetings, conferences, and engagement activities

PARENT RESPONSIBILITIES

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

- 1) Volunteer in my child's classroom if possible.
- 2) Participate in decisions related to the education of my child.
- 3) Promote positive use of my child's extracurricular time.



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:

- Collaborating with parents in supporting the need of students, by (1) appraising parents of how students are progressing towards their academic goals; via back-to-school night, report cards and parent teacher conferences; (2) informing parents of how students may be supported with learning and practicing academic skills at home via phone calls, emails, talking points and parent workshops; (3) explaining to parents how assignments are tied to state academic content standards and assessments, via back-to-school night, parent-teacher conferences, school site council, parent workshops and student work; (4) appropriate, strategizing with parents to assist students with work completion, via parent-teacher conferences, phone calls, emails and documentation.

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:

- Ensuring functioning systems for coordinating parent conferences, Student Success Team (SST) meetings, School Attendance Review Team (SART) meetings to share information about student progress, and to collaborate with parents to develop academic interventions.

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.
- Ensuring all parents receive report cards via mail 6 times per year, along with a coordinated protocol for parents to request conferences with teachers and other school staff to discuss student learning.
- Ensuring all teachers are maintaining and documenting consistent contact with parents via phone, text messages, email or other forms convenient to parents.

The school communicates to families about the school's Title I, Part A programs 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 curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Providing, within one month of the first day of school, written information about student academic expectations, course content/syllabi for each course, and assessment tools used to determine students' progress.

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:

- Using multiple modes of communication (email, phone calls, text messages, social media posts, online newsletter) to share information about parent programs, meetings, and school reports, ensuring communication is provided in students' home language.

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:

- Sharing volunteer opportunities with all families, including the District protocol for volunteers and specific site based volunteer opportunities via newsletters, school signs/posters, and volunteer cards in all school offices.

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:

- Convening parent engagement events at least 2 times per year, focused on learning at home strategies
- Providing written resources, available in all school offices, for parents focused on learning at home.

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:

- Gathering input from parents via surveys, parent meetings(formal and informal) to identify parents' priorities;
- Providing professional development for teachers regarding effective practices for working with parents;
- Creating opportunities for staff and parents to collaborate and co-create protocols for developing and maintaining effective partnerships.

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:

- Convening regular meetings of parent groups (SSC, SELLS, PTSA) that are scheduled with parent input regarding convenient meeting times

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:

- Scheduling regular, intermittent reviews at SSC meetings of Title I programs and the Parent Engagement Policy

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:

- Ensuring translation support is available for all school/parent interactions, all written communication, and all parent convenings.

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

- Providing opportunities via surveys, conferences, conferences, and informal interactions for parents to request the types of engagement activities they would find useful;
- Aligning school resources to support parents' requests, to the degree possible.

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:

- Aligning Title 1 and other school resources with school priorities identified in the site plan;
- Conducting intentional and targeted to parents to keep them informed of participation opportunities;
- Providing a welcoming and supportive environment to all families visiting the site.

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 the Castlemont High School on August 28th, 2023 and will be in effect for the period August 7, 2023 through May 23, 2024 .

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

Joseph Blasher
Name of Principal

Joseph Blasher
Signature of Principal

9/1/23
Date

Please link the School-Parent Compact to this document.



Castlemont High School School Site Council Membership Roster 2023-2024

SSC - Officers

Chairperson:	JANET GREEN
Vice Chairperson:	GEORGE ARTERBERRY
Secretary:	Joseph Blasher

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
JOSEPH BLASHER	x					
GEORGE ARTERBERRY		X				2
NIAZUL BASHAR		x				2
ALANA GORDON-BROWN		X				2
JANET GREEN			x			2
AUTUMN [REDACTED]					x	1
Coriander Melious				X		1
Bre'Asia [REDACTED]					X	1
Jacqueline Dismukes				X		1
Sabaa Shoraka				X		1

SSC Meeting Schedule: (Day/Month/Time)	19/Dec/5pm; last Tuesday of month that is a school day at 5pm
--	---

SSC Legal Requirements (EC Sections 65000-65001):

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. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
4. Secondary SSC's must have student member(s); and
5. Parents/community members cannot be OUSD employees at the site.

