OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

January 28, 2015

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Enactment Date: 1/28/15
By: OA

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Susana Ramirez Director, State and Federal Compliance

Re: 2014 - 2015 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2014-2015 Community Schools Strategic Site Plan for Student Achievement for Castlemont High School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, 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 Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the California Department of Education.

Discussion:

The Community Schools Strategic Site Plan builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school 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 to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

Federal Programs

- Schoolwide Title I

Recommendation:

The Board of Education is requested to approve the 2014-2015 Community Strategic Site Plan for Castlemont High School.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Castlemont High School

0125161

School Year: 2014-2015

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

After almost a decade being broken up into small schools, the 2012-13 school year marked the reopening of a single comprehensive high school on the Castlemont campus, which celebrates and honors the rich legacy of the East Oakland community. We are excited to enter our second year in the transformation back to one comprehensive school, seeing the power of equitable access to rigorous coursework for all Castlemont students. Rooted in the core values of kinship, resilience, respect, passion, and hard work, Castlemont High School will partner with community-based organizations and families to work toward the goal of having all students graduate eligible to enter the UC/CSU system and prepared for meaningful career opportunities. Through our partnership with College Board, we offer a multitude of Advanced Placement courses in all content areas, as well as rigorous pre-AP curriculum (Springboard) in all math courses. Taking a critical stance on the importance of literacy in the lives of our students, common writing strategies are found in all Castlemont classrooms, with the Interim Writing Assessments (IWAs) taking place three times a year to assess student growth. Castlemont houses the Sustainable Urban Design Academy (SUDA), a science-based CTE academy focused on issues of sustainability and environmental education in the urban context. Additionally, Castlemont offers English Language Development courses and a rich variety of elective courses in the visual and performing arts, digital media arts, leadership, cultural studies, and sustainable urban design. For incoming 9th grade students, The Freshman Prep Academy (FPA) at Castlemont offers a robust academic program that is a transitional bridge from middle school to high school. Castlemont's 9th graders will complete four A-G courses in their 9th grade year, including Ethnic Studies and Sustainable Urban Energy, preparing them for success

throughout high school. Additionally, FPA students take the majority of their classes in a single building, ensuring that students have a gradual release on to the larger high school campus. Castlemont's after school program offers tutoring and homework support to students, enrichment programming in the arts, internship programming, and a strong athletics program. Finally, Castlemont has a strategic partnership with Youth Uprising and Children's Hospital, providing students with essential wrap-around services through the Full Service Community School (FSCS) model, ensuring that all students are safe, healthy, and engaged.

VISION

Castlemont High School will provide all students with a rigorous and relevant education in a supportive and caring learning environment, in order to ensure that: 1. Students will be engaged, healthy, and safe. 2. Students will be eligible and prepared for college and career. 3. Students will be socially conscious agents of change in Deep East Oakland and beyond.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

School Quality Improvement System (SQIS)

As a result of OUSD's CORE Waiver from the requirements of the federal "No Child Left Behind" program, OUSD schools are accountable now to our School Quality Improvement System. That system requires the following reporting in the CSSSP:

1. Progress each year toward the CA State Annual Measurable Objectives (AMOs);
2. Progress each year toward the School Quality Improvement Goals (not set until 2014-15);
3. Student group and Content Area targeted for improvement each year;
4. Improvement Goals set for the Targeted Student Group/Content Area (#3 above); and
5. Improvement Strategies to accelerate the performance of the Targeted Student Group/Content Area (#3 above)

See the following for this reporting.

CA State Annual Measurable Objectives (AMOs) and the School Quality Improvement Goal

2011-2012 and 2012-2013 School Performance	2011-2012 Yes/No	2012-2013 Yes/No
Did the school meet the year's API growth?	No	No
Did the school meet the year's Achievement Targets?	see following	see following

English/Language Arts	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	25.7%	No	20.8%	No
	Black or African American	15%	--	10.2%	--
	Hispanic or Latino	33.3%	No	25.7%	No
	Socioeconomic Disadvantaged	26%	No	22.1%	No
	English Learner	26.5%	--	10.5%	No
	Students with Disabilities	6.7%	--	11.1%	--
Mathematics	**Group**	**Proficient Target**	**Met Target? Yes/No**	**Proficient Target**	**Met Target? Yes/No**
	Schoolwide	11.2%	No	20.6%	No
	Black or African American	2.6%	--	10.9%	--
	Hispanic or Latino	16.7%	No	24.7%	No
	Socioeconomic Disadvantaged	11.2%	No	23.3%	No
	English Learner	10.2%	--	6.8%	No
	Students with Disabilities	15.4%	--	12.5%	--

2011-2012 and 2012-2013 School Performance	2011-2012 Yes/No	2012-2013 Yes/No
Did the school meet that year's graduation rate target? (if a High School)	NA	NA

Did the school meet its School Quality Improvement Goal? (Not set until 2014-15)	NA	NA	

OUSD School Balanced Scorecard

- 02 - Castlemont - School Balanced Scorecard - 2012-13.pdf
- Guide to the School Balanced Scorecard

SQIS Target Student Group and Content Area

Based on analysis of the SQIS Data and the School Balanced Scorecard, we will target the following Student Group and Content Area for improved achievement in the 2014-15 school year:

Student Group: Content Area:

School Quality Review (SQR)

As a result of OUSD's adoption of a new Strategic Plan in 2011, OUSD schools are accountable for quality through OUSD's School Quality Review process. In that process, each OUSD school is reviewed every few years for its development toward the quality defined in OUSD's School Quality Standards. The SQR process requires the following reporting in the CSSSP:

1. The school's individual School Quality Standard ratings are reported (see following and in each of the CSSSP sections).
2. The school reports on the Improvement Priorities it identified as a result of the SQR and the Improvement Strategies it is implementing according to each priority (see following).

NOTE: SCHOOL QUALTIY REVIEW INFORMATION IS REPORTED IF A SCHOOL HAS RECEIVED AN SQR BY FALL 2013.

SQR Summary Report

- 2012-2013 Summary Report

SQR Improvement Priorities

WASC Accreditation (High Schools only)

High schools in California are accountable for quality through the Western Association of Schools and Colleges (WASC) accreditation process. In that process, a high school is reviewed periodically for its development toward the quality defined in the WASC Focus on Learning protocol. OUSD high schools are encouraged to report on their WASC accreditation in the CSSSP in the following way:

1. Upload their WASC Self Study and Action Plan, **if it was completed in 2012-13 or 2013-14** (see following link).
2. Upload their WASC Action Plan or WASC Progress Report if **updated this year (see following link).**

NOTE: Reporting this information in the CSSSP is OPTIONAL for OUSD high schools.

WASC Documentation (High School Only)

Other School Accountability/Improvement Plans (optional)

OUSD schools are accountable for quality through a variety of district and external programs and supports that require them to develop a school-wide accountability/improvement plan. OUSD schools are encouraged to incorporate these plans into the CSSSP in the following way:

1. Upload their School Accountability/Improvement Plan, **if it is current to this school year** (see following link). When this plan includes comprehensive, school-wide data reporting, data analysis, theory of action, and goal setting required in the CSSSP sections, the plan can stand in for these parts in the CSSSP sections.

NOTE: Reporting this information in the CSSSP is OPTIONAL for OUSD schools.

School Accountability Systems Description of how the school collaboratively develops outcomes, monitor progress, and foster a culture of accountability:

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

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Castlemont High School Principal: VINNIE BLYE

From OUSD Strategic Plan:

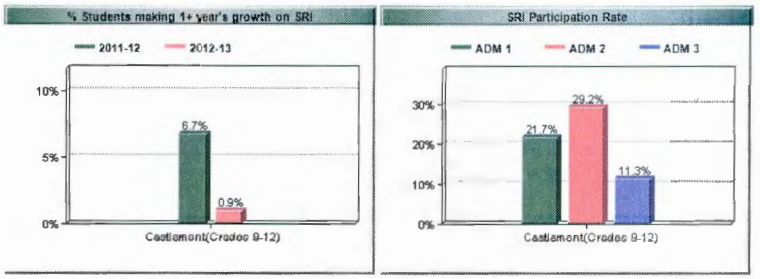
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1)
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10)

SRI



Theory of Action

- Work of the Instructional Leadership Team to design and implement collaborative professional development program that focuses on integrating student writing into all curriculum areas will support effective English Language Arts instructional program
- Ongoing teacher directed, detailed, and close reading of rich and complex texts by students will improve student English Language Arts skills.
- Create focused instructional plan that identifies the core standards to be taught with identified long range daily learning

targets and plans. Academic intervention strategies will be integrated in the daily practices of all teachers.

- Literacy specialist will have a targeted approach to having all staff members support the process of testing all students multiple times. Specialist will also support teachers with teaching reading skills.
- All core departments will create a structured academic program that is aligned to pacing guides to prepare students for mastery learning at each grade level. Marking period assessments will be aligned to common core standards.

Strategic Priority Goals

The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Participation in ELA Common Core State Standards Aligned Assessments–Scholastic Reading Inventory (grades 2-12); Performance Writing Task (grades 6-12); History Writing Task (grades 6-12); Science Writing Task (grades 3-5)	Ensure 100% of students participate in the relevant assessments	
School Scorecard: 1+ Years' Growth in the Scholastic Reading Inventory	Increase the percent of students making one or more years of lexile gains between the first and last administrations by 10% annually, or maintain at 100%.	
CAHSEE	All 12th grade students will pass. 75% of first time students will pass. 85% of all 11th grade students will pass. 100% of 9th grade students will take two (2) mock CAHSEE exams.	9th - 12th grade students
SRI	100% of all students will be assessed by October. 75% of all students will be at or above grade level by January	9th - 12th grade students
PWT and HWT	Improve student's ability to write throug their detail analysis of evidence.	9th - 12th grade
Admin. and peer Classroom observations	Student use of academic language and engagement with grade level content aligned to the Common Core State Standard.	9th - 12 grade students.
CEDLT exam	Increase the number of English Language Learners who perform at proficiency.	9th - 12 grade students.

Strategic Priority Improvement Strategies

The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Integrate study tours aligned with EL curriculum to support learning and achievement of EL students.	CELDT	English Learners & Redesignated	Monthly	Principal	4/28/2014	301SQI1A7383	Provide full English immersion experience to EL students by attending activities such as student lead conferences,	N/A			0	$0.00

							museum visits, age appropriate educational films, etc.					
Integrate study tours aligned with curriculum to support and reinforce academic concepts.	State tests	Low to Middle-Performing	Monthly	Department/Team Lead	4/28/2014	301SQI1A7386	Provide extra academic activities such as trips to Museums, Lawrence Hall of Science, Appropriate films, courts, etc.	N/A			0	$0.00
Upgrade existing technology to improve the integration of technology into the academic curriculum.	State tests	Low to Middle-Performing	End of Year	Principal	4/28/2014	301SQI1A7390	Purchase desktop computers to supplement the older computer equipment that exists on campus	N/A			0	$0.00
Upgrade existing technology to improve the integration of technology into the academic curriculum.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	End of Year	Principal	4/28/2014	301SQI1A7391	Provide security for supplemental instructional technology	N/A			0	$0.00
Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admittance into college.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Principal	4/28/2014	301SQI1A7392	All students will create an academic plan using the student snapshots with marking period check-ups.	N/A			0	$0.00
Castlemont will use an integrated set of services, partner programs, tools,	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Other	4/28/2014	301SQI1A7393	All 10th - 12th grade students will have one on one meetings with a counselor	N/A			0	$0.00

and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admittance into college.							in order to create a secondary plan and outline post-secondary goals.					
Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admittance into college.	Other (OCR, etc)	Low to Middle-Performing	End of Year	Leadership Team	4/28/2014	301SQI1A7394	Increase in 12th grade students applying to a two-year or four-year college/university.	N/A			0	$0.00
Accelerate student academic achievement in core curriculum areas.	State tests	Low to Middle-Performing	Weekly	Grade leve/Department Team	4/28/2014	301SQI1A7379	Create focused instructional plan that identifies core standards to be taught with identified long ranged and daily learning targets.	N/A			0	$0.00
Accelerate student academic achievement in core curriculum areas.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Department/Team Lead	4/28/2014	301SQI1A7380	Department Leaders are creating structured academic programs that are interconnected with pacing guides to prepare students for master at each	N/A			0	$0.00

							grade level.					
Accelerate student academic achievement in core curriculum areas.	CELDT	English Learners & Redesignated	Weekly	Department/Team Lead	4/28/2014	301SQI1A7382	Provide supplemental instructional materials and supplies to support effective instructional practices	N/A			0	$0.00
Intense and ongoing academic instructional support will result in improved student academic achievement.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Leadership Team	4/28/2014	301SQI1A7385	Provide academic instructional intervention in all classes. Use of effective differentiated instructional strategies and techniques that address the individual needs of students and thus support the improved academic achievement.	N/A			0	$0.00
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	SRI	Low to Middle-Performing	Every Marking Period	Other	5/8/2014	301SQI1A7376	Literacy specialist will have A targeted approach to having all staff members support the process of testing all students multiple times.	N/A			0	$0.00
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Leadership Team	5/8/2014	301SQI1A7377	A targeted approach to integrating reading strategies across the curriculum.	N/A			0	$0.00
Accelerate student reading comprehension by at least 2 grade levels, as measured by	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	Other	5/8/2014	301SQI1A7660	Creation of an aligned Literacy Blueprint	N/A			0	$0.00

SRI												
Increase by 15% the number of students who pass CAHSEE.	State tests	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI1A7378	Intervention strategies will be integrated in instructional practices in all classes.	N/A			0	$0.00
Provide adequate technology and novels/textbooks aligned with EL curriculum to support in EL classrooms to support EL students achievement.	CELDT	English Learners & Redesignated	Every Marking Period	Leadership Team	5/8/2014	301SQI1A7384	Create a learning conducive environment by supplying supplemental novels/non-textbooks aligned with curriculum in EL classrooms	N/A			0	$0.00
Provide adequate technology and novels/textbooks aligned with EL curriculum to support in EL classrooms to support EL students achievement.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Department/Team Lead	5/8/2014	301SQI1A7657	Content specific technology for Core Classes	N/A			0	$0.00
Provide adequate technology and novels/textbooks aligned with EL curriculum to support in EL classrooms to support EL students achievement.	State tests	Lower-Performing	Weekly	Principal	5/8/2014	301SQI1A7659	Purchase USA Test Prep program to be used in the intervention classes.	3010-Title I	4300-MATERIALS & SUPPLIES		0	$5,000.00
Standarized writing strategies across curriculum.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Department/Team Lead	5/8/2014	301SQI1A7655	Cross-curriculum written projects across classes.	N/A			0	$0.00
Collaborative teacher inquiry: Content and grade level teams common	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Department/Team Lead	4/28/2014	301SQI1A7400	Finalize teacher placements on master schedule and identify and train teacher	N/A			0	$0.00

planning times/conference periods with structured agendas and outcomes.							leaders.					
Provide on-going high quality professional development for teachers focus on Common Core Standard, instructional strategies.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Leadership Team	5/8/2014	301SQI1A7427	Provide quality professional development that is calendared with specific goals and outcomes.	N/A			0	$0.00
Provide on-going high quality professional development for teachers focus on Common Core Standard, instructional strategies.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	Leadership Team	5/8/2014	301SQI1A7658	Create structures to facilitate interdepartmental learning	N/A			0	$0.00
Continue to develop an AP program that is inclusive and offers all students access to AP level classes and support in meeting the expectations of AP classes.	State tests	High Performing/GATE	Every Marking Period	Leadership Team	5/8/2014	301SQI1A7396	Collaboration among teachers for alignment of best academic practices and rigor.	N/A			0	$0.00
Continue to develop an AP program that is inclusive and offers all students access to AP level classes and support in meeting the expectations of AP classes.	State tests	High Performing/GATE	Every Marking Period	Leadership Team	5/8/2014	301SQI1A7397	After school AP study hall with AP teacher/subject rotation	N/A			0	$0.00

Continue to develop an AP program that is inclusive and offers all students access to AP level classes and support in meeting the expectations of AP classes.	Local assessments (benchmarks, PWA)	High Performing/GATE	Every Marking Period	Leadership Team	5/8/2014	301SQI1A7664	Bridging the gap between African American males and the AP program	N/A			0	$0.00
Instructional Leadership Team (ILT) will create and implement PD workshops with a focus on the integration of literacy (specifically writing) into all areas of the curriculum.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Leadership Team	4/28/2014	301SQI1A7375	Common planning at the grade level built into Master Schedule for grade level inquiry teams to address common practices at their grade level.	N/A			0	$0.00
Entire school progress report every 3 weeks.	Grades/GPA	Low to Middle-Performing	Monthly	Principal	5/8/2014	301SQI1A7656	Progress reports printed and mailed out to parents.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Castlemont High School Principal: VINNIE BLYE

From OUSD Strategic Plan:

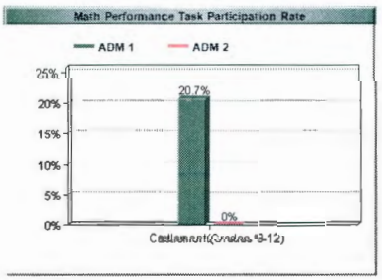
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1)
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10)

Benchmark



Theory of Action

- Integrating updated instructional technology into the instructional program will support improved instructional practices and student engagement in the curriculum.
- Through the adoption of the OUSD common core curriculum in all math courses, students will engage in deeper mathematical thinking and will increase mastery of essential mathematical concepts.
- The Sustainable Urban Design Academy (SUDA), a science-based CTE academy focused on issues of sustainability and

environmental education in the urban context. Through this lens, education is linked to community, career and the world.
- Provides students with curriculum that is meaningful and challenging to them and prepares them for college. Uses instructional strategies that make learning active for students and provide them with different ways to learn.

Strategic Priority Goals

The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Participation in the following Common Core State Standards Aligned Assessments--Math Performance Task (grades K-12); Science Writing Task (grades 3-5)	Ensure 100% of students participate in the relevant Common Core State Standards Aligned Assessments	100%
CAHSEE	100% senior passage rate 75% of first time takers to pass 85% Junior passage rate. 9th grade students exposure to mock exam.	9th - 12th grade students
Successful passage rate of 9th grade Algebra	Increase the passage rate of students enrolled in Algebra by 50%	9th grade students
Successful passage rate of the class. 100% of students in SUDA will be cohorted.	Create and improve the pathway into Sustainable Urban Design Academy.	9th - 12th grade students
Successful passage rate of the course.	Get more underrepresented students into computer science career related field	9th - 12th grade students
AP and benchmark exams.	Increase the number of students who enroll in AP math courses.	11th & 12th grade students.

Strategic Priority Improvement Strategies

The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Integrate study tours aligned with EL curriculum to support learning and achievement of EL students.	CELDT	English Learners & Redesignated	Monthly	Principal	4/28/2014	301SQI1B7383	Provide full English immersion experience to EL students by attending activities such as student lead conferences, museum visits, age appropriate educational films, etc.	N/A			0	$0.00
Integrate study tours aligned with curriculum to support and reinforce academic	State tests	Low to Middle-Performing	Monthly	Department/Team Lead	4/28/2014	301SQI1B7386	Provide extra academic activities such as trips to Museums, Lawrence Hall of	N/A			0	$0.00

concepts.							Science, Appropriate films, courts, etc.					
Upgrade existing technology to improve the integration of technology into the academic curriculum.	State tests	Low to Middle-Performing	End of Year	Principal	4/28/2014	301SQI1B7390	Purchase desktop computers to supplement the older computer equipment that exists on campus	N/A			0	$0.00
Upgrade existing technology to improve the integration of technology into the academic curriculum.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	End of Year	Principal	4/28/2014	301SQI1B7391	Provide security for supplemental instructional technology	N/A			0	$0.00
Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admittance into college.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Principal	4/28/2014	301SQI1B7392	All students will create an academic plan using the student snapshots with marking period check-ups.	N/A			0	$0.00
Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Other	4/28/2014	301SQI1B7393	All 10th - 12th grade students will have one on one meetings with a counselor in order to create a secondary plan and outline post-secondary goals.	N/A			0	$0.00

admittance into college.												
Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admittance into college.	Other (OCR, etc)	Low to Middle-Performing	End of Year	Leadership Team	4/28/2014	301SQI1B7394	Increase in 12th grade students applying to a two-year or four-year college/university.	N/A			0	$0.00
Accelerate student academic achievement in core curriculum areas.	State tests	Low to Middle-Performing	Weekly	Grade leve/Department Team	4/28/2014	301SQI1B7379	Create focused instructional plan that identifies core standards to be taught with identified long ranged and daily learning targets.	N/A			0	$0.00
Accelerate student academic achievement in core curriculum areas.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Department/Team Lead	4/28/2014	301SQI1B7380	Department Leaders are creating structured academic programs that are interconnected with pacing guides to prepare students for master at each grade level.	N/A			0	$0.00
Accelerate student academic achievement in core curriculum areas.	CELDT	English Learners & Redesignated	Weekly	Department/Team Lead	4/28/2014	301SQI1B7382	Provide supplemental instructional materials and supplies to support effective instructional practices	N/A			0	$0.00

Intense and ongoing academic instructional support will result in improved student academic achievement.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Leadership Team	4/28/2014	301SQI1B7385	Provide academic instructional intervention in all classes. Use of effective differentiated instructional strategies and techniques that address the individual needs of students and thus support the improved academic achievement.	N/A			0	$0.00
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	SRI	Low to Middle-Performing	Every Marking Period	Other	5/8/2014	301SQI1B7376	Literacy specialist will have A targeted approach to having all staff members support the process of testing all students multiple times.	N/A			0	$0.00
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Leadership Team	5/8/2014	301SQI1B7377	A targeted approach to integrating reading strategies across the curriculum.	N/A			0	$0.00
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	Other	5/8/2014	301SQI1B7660	Creation of an aligned Literacy Blueprint	N/A			0	$0.00
Increase by 15% the number of students who pass CAHSEE.	State tests	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI1B7378	Intervention strategies will be integrated in instructional practices in all classes.	N/A			0	$0.00
Provide adequate	CELDT	English Learners &	Every Marking	Leadership Team	5/8/2014	301SQI1B7384	Create a learning conducive	N/A			0	$0.00

technology and novels/textbooks aligned with EL curriculum to support in EL classrooms to support EL students achievement.		Redesignated	Period				environment by supplying supplemental novels/non-textbooks aligned with curriculum in EL classrooms					
Provide adequate technology and novels/textbooks aligned with EL curriculum to support in EL classrooms to support EL students achievement.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Department/Team Lead	5/8/2014	301SQI1B7657	Content specific technology for Core Classes	N/A			0	$0.00
Provide adequate technology and novels/textbooks aligned with EL curriculum to support in EL classrooms to support EL students achievement.	State tests	Lower-Performing	Weekly	Principal	5/8/2014	301SQI1B7659	Purchase USA Test Prep program to be used in the intervention classes.	3010-Title I	4300-MATERIALS & SUPPLIES		0	$5,000.00
Standarized writing strategies across curriculum.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Department/Team Lead	5/8/2014	301SQI1B7655	Cross-curriculum written projects across classes.	N/A			0	$0.00
Collaborative teacher inquiry: Content and grade level teams common planning times/conference periods with structured agendas and outcomes.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Department/Team Lead	4/28/2014	301SQI1B7400	Finalize teacher placements on master schedule and identify and train teacher leaders.	N/A			0	$0.00
Provide on-going high quality professional	Local assessments (benchmarks,	Low to Middle-Performing	Weekly	Leadership Team	5/8/2014	301SQI1B7427	Provide quality professional development that	N/A			0	$0.00

development for teachers focus on Common Core Standard, instructional strategies.	PWA)						is calendared with specific goals and outcomes.					
Provide on-going high quality professional development for teachers focus on Common Core Standard, instructional strategies.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	Leadership Team	5/8/2014	301SQI1B7658	Create structures to facilitate interdepartmental learning	N/A			0	$0.00
Use Springboard to drive instruction in all math classes	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Grade leve/Department Team	4/28/2014	301SQI1B7387	Through the adoption of the Collge Board's Springboard curriculum in all math courses, students iwll engage in deeper mathematical thinking and will increase mastery of essential mathematical concepts.	N/A			0	$0.00
Using cross curricular planning and projects, SUDA deeply engages students in a well developed and taught curriculum.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Grade leve/Department Team	4/28/2014	301SQI1B7388	SUDA focus on issues of sustainability and environmental education in the urban context. Through this lens, education is linked to community, career and the world.	N/A			0	$0.00
Ensure that passage rate for Algebra I increases	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Grade leve/Department Team	4/28/2014	301SQI1B7389	Enroll students most as-risk of failing Algebra I (based on assessments) in a "shadow course" that spirals in both	N/A			0	$0.00

							pre-Algebra skills and Algebra comprehension.					

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Castlemont High School Principal: VINNIE BLYE

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10)

Theory of Action

- Advisory class will be added to the school day. The curriculum will be college and career focused. Academic plan that focus on long term and short term goals will be created. Every marking period plans will be revised with a specific plan of act
- Continued work with East Bay Consortium to support college access and advising. Work aligned with academies, counselor and colleges. Include college planning and tours to community colleges outside the East Bay that have housing (diverse options)
- Master schedule will cohort core classes in the Sustainable Urban Design Academy (SUDA). More students will be able to successful participate in career related courses that culminate into Jr. and Sr. internships.
- Work with the Alumni Associations, FSCM, & Academy/Pathway Directors to expose students to real world careers.
- All seniors engage in a senior project that includes: an internship, a research paper and an oral presentation before a panel. This capstone project will build off students' resilience (a core value) as well as community activism (part of mission).

Strategic Priority Goals

The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
Completed 4 year academic plan.	All students will create an academic plan using the Student Snapshots.	9th - 12th grade students
Increased application rate for 4 year and community colleges	More students will participate in college tours to 4 year and 2 year colleges.	10th - 12th grade

Students successfully assigned to internships.	Increase the number of students assigned to internships that are SUDA and Business related	11th & 12th grade students
Participation in Career Day and Job Shadowing.	Student who are in SUDA and Business will participate in Career Day and Shadow professional in related fields.	10th - 12th grade students

Strategic Priority Improvement Strategies

The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Integrate study tours aligned with EL curriculum to support learning and achievement of EL students.	CELDT	English Learners & Redesignated	Monthly	Principal	4/28/2014	301SQI1C7383	Provide full English immersion experience to EL students by attending activities such as student lead conferences, museum visits, age appropriate educational films, etc.	N/A			0	$0.00
Integrate study tours aligned with curriculum to support and reinforce academic concepts.	State tests	Low to Middle-Performing	Monthly	Department/Team Lead	4/28/2014	301SQI1C7386	Provide extra academic activities such as trips to Museums, Lawrence Hall of Science, Appropriate films, courts, etc.	N/A			0	$0.00
Upgrade existing technology to improve the integration of technology into the academic curriculum.	State tests	Low to Middle-Performing	End of Year	Principal	4/28/2014	301SQI1C7390	Purchase desktop computers to supplement the older computer equipment that exists on campus	N/A			0	$0.00
Upgrade existing technology to improve the integration of technology into the academic curriculum.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	End of Year	Principal	4/28/2014	301SQI1C7391	Provide security for supplemental instructional technology	N/A			0	$0.00

Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admittance into college.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Principal	4/28/2014	301SQI1C7392	All students will create an academic plan using the student snapshots with marking period check-ups.	N/A			0	$0.00
Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admittance into college.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Other	4/28/2014	301SQI1C7393	All 10th - 12th grade students will have one on one meetings with a counselor in order to create a secondary plan and outline post-secondary goals.	N/A			0	$0.00
Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness	Other (OCR, etc)	Low to Middle-Performing	End of Year	Leadership Team	4/28/2014	301SQI1C7394	Increase in 12th grade students applying to a two-year or four-year college/university.	N/A			0	$0.00

culture in order to increase the number of students prepared for college and admittance into college.												
Accelerate student academic achievement in core curriculum areas.	State tests	Low to Middle-Performing	Weekly	Grade leve/Department Team	4/28/2014	301SQI1C7379	Create focused instructional plan that identifies core standards to be taught with identified long ranged and daily learning targets.	N/A			0	$0.00
Accelerate student academic achievement in core curriculum areas.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Department/Team Lead	4/28/2014	301SQI1C7380	Department Leaders are creating structured academic programs that are interconnected with pacing guides to prepare students for master at each grade level.	N/A			0	$0.00
Accelerate student academic achievement in core curriculum areas.	CELDT	English Learners & Redesignated	Weekly	Department/Team Lead	4/28/2014	301SQI1C7382	Provide supplemental instructional materials and supplies to support effective instructional practices	N/A			0	$0.00
Intense and ongoing academic instructional support will result in improved student academic achievement.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Leadership Team	4/28/2014	301SQI1C7385	Provide academic instructional intervention in all classes. Use of effective differentiated instructional strategies and techniques that address the individual needs	N/A			0	$0.00

							of students and thus support the improved academic achievement.					
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	SRI	Low to Middle-Performing	Every Marking Period	Other	5/8/2014	301SQI1C7376	Literacy specialist will have A targeted approach to having all staff members support the process of testing all students multiple times.	N/A			0	$0.00
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Leadership Team	5/8/2014	301SQI1C7377	A targeted approach to integrating reading strategies across the curriculum.	N/A			0	$0.00
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	Other	5/8/2014	301SQI1C7660	Creation of an aligned Literacy Blueprint	N/A			0	$0.00
Increase by 15% the number of students who pass CAHSEE.	State tests	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI1C7378	Intervention strategies will be integrated in instructional practices in all classes.	N/A			0	$0.00
Continue to develop an AP program that is inclusive and offers all students access to AP level classes and support in meeting the expectations of AP classes.	State tests	High Performing/GATE	Every Marking Period	Leadership Team	5/8/2014	301SQI1C7396	Collaboration among teachers for alignment of best academic practices and rigor.	N/A			0	$0.00

Continue to develop an AP program that is inclusive and offers all students access to AP level classes and support in meeting the expectations of AP classes.	State tests	High Performing/GATE	Every Marking Period	Leadership Team	5/8/2014	301SQI1C7397	After school AP study hall with AP teacher/subject rotation	N/A			0	$0.00
Continue to develop an AP program that is inclusive and offers all students access to AP level classes and support in meeting the expectations of AP classes.	Local assessments (benchmarks, PWA)	High Performing/GATE	Every Marking Period	Leadership Team	5/8/2014	301SQI1C7664	Bridging the gap between African American males and the AP program	N/A			0	$0.00
Instructional Leadership Team (ILT) will create and implement PD workshops with e focus on the integration of literacy (specifically writing) into all areas of the curriculum.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Leadership Team	4/28/2014	301SQI1C7375	Common planning at the grade level built into Master Schedule for grade level inquiry teams to address common practices at their grade level.	N/A			0	$0.00
Use Springboard to drive instruction in all math classes	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Grade leve/Department Team	4/28/2014	301SQI1C7387	Through the adoption of the Collge Board's Springboard curriculum in all math courses, students iwll engage in deeper mathematical thinking and will increase mastery of essential	N/A			0	$0.00

							mathematical concepts.					
Using cross curricular planning and projects, SUDA deeply engages students in a well developed and taught curriculum.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Grade leve/Department Team	4/28/2014	301SQI1C7388	SUDA focus on issues of sustainability and environmental education in the urban context. Through this lens, education is linked to community, career and the world.	N/A			0	$0.00
Ensure that passage rate for Algebra I increases	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Grade leve/Department Team	4/28/2014	301SQI1C7389	Enroll students most as-risk of failing Algebra I (based on assessments) in a "shadow course" that spirals in both pre-Algebra skills and Algebra comprehension.	N/A			0	$0.00
Academic Language and Literacy Instructional norms and foci for each grade level.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Leadership Team	4/28/2014	301SQI1C7401	Content/grade level teams develop and commit to school-wide instructional norms, set goals for benchmarks, teach using common approaches and strategies.	N/A			0	$0.00
Mainstream more students with disabilities into mainstream classes.	Local assessments (benchmarks, PWA)	Students with Disabilities	Every Marking Period	Other	4/28/2014	301SQI1C7402	strategically schedule students into mainstream courses. Collaboration between mainstream core teachers and Special Ed and Resource Specialist around	N/A			0	$0.00

							students IEPs and data indicators.					
Provide targeted intervention for struggling students by engaging teachers, students and families in dialogue around how best to increase student achievement.	Grades/GPA	Lower-Performing	Every Marking Period	Grade leve/Department Team	4/28/2014	301SQI1C7403	Using teaching teams to take the lead on coordinating intervention services for students at-risk of failing: Parent Coordinator, chairs, parent meetings and actionable goals and link students and families to additional services.	N/A			0	$0.00
Provide support for at-risk students in developing stronger academic, behavioral and social emotional skills.	Grades/GPA	Low to Middle-Performing	Weekly	Principal	5/8/2014	301SQI1C7398	Partner with effective community-based organizations.	3010-Title I	5825-CONSULTANTS		0	$32,000.00
Provide support for at-risk students in developing stronger academic, behavioral and social emotional skills.	Grades/GPA	Low to Middle-Performing	Weekly	Principal	5/8/2014	301SQI1C7399	Create leadership classes during the school day that support the academic and social development of small cohorts of African American and Latino males	N/A			0	$0.00
Create opportunities for students to recover credits after school and during the summer to move closer to high school	Grades/GPA	Low to Middle-Performing	Monthly	Principal	4/28/2014	301SQI1C7404	Effectively advertise credit recovery opportunities.	N/A			0	$0.00

graduation												
Create opportunities for students to recover credits after school and during the summer to move closer to high school graduation	Grades/GPA	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI1C7405	Create extended contract for teachers to provide after school instruction	N/A			0	$0.00
Create and update a database that effectively tracks all students progress in meeting graduation requirements.	Grades/GPA	Low to Middle-Performing	Every Marking Period	Other	4/28/2014	301SQI1C7406	Create a database and update each semester based on individual student pass/fail rates.	N/A			0	$0.00
Create and update a database that effectively tracks all students progress in meeting graduation requirements.	Grades/GPA	Low to Middle-Performing	Every Marking Period	Principal	4/28/2014	301SQI1C7407	Have small meetings with students and parents who are credit deficient to create plans for remediation at the end of each marking period.	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Castlemont High School Principal: VINNIE BLYE

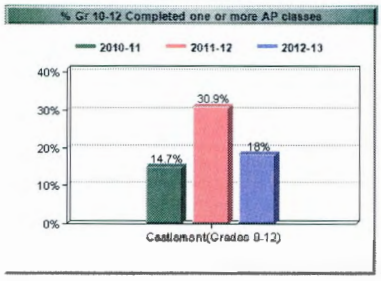
From OUSD Strategic Plan:

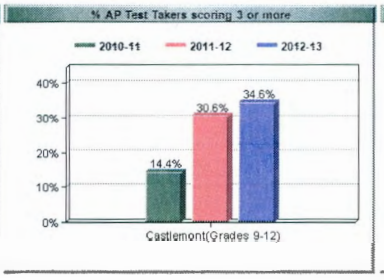
In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education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

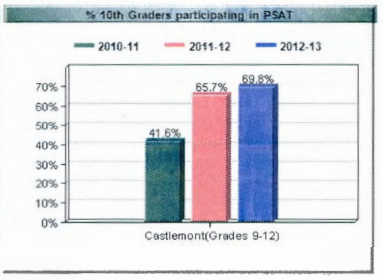
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1)
- ensures that students know what they're learning, why they're learning it and how it can be applied (Standard 1.7)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10)







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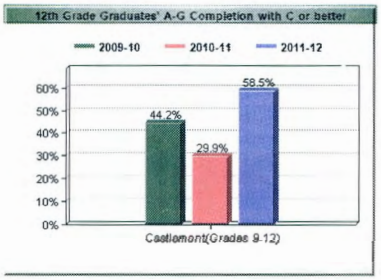
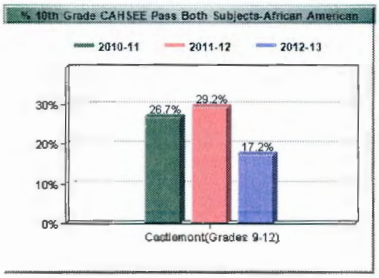
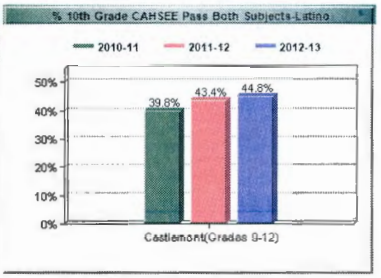
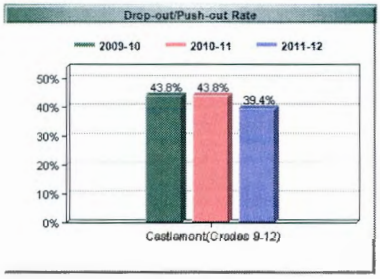


CAHSEE

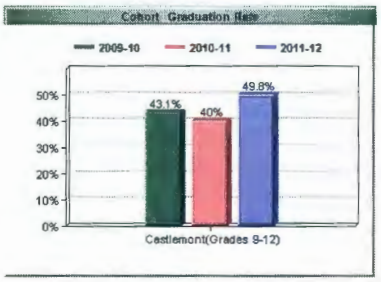




Drop-out / Push-out



Graduation Rate



Theory of Action

- All seniors engage in a senior project that includes: an internship, a research paper and an oral presentation before a panel. This capstone project will build off students' passion (a core value) as well as community activism (part of mission).
- All freshmen will complete a Ninth Grade Plan, along with a transcript review, as part of the overall strategy for educating our ninth graders on what is needed to graduate from high school college and career ready.
- All students participate in an Advisory program, where curriculum is facilitated to build students' awareness around knowledge and skills related to college and career readiness.

Strategic Priority Goals

The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: High School Cohort Graduation	Increase the cohort graduation rate by 2% annually	
School Scorecard: High School Cohort Dropout	Decrease the cohort dropout rate by 3% annually	
School Scorecard: High School A-G Completion	Increase the percent of all 12th grade graduates meeting A-G requirements with a C or better by 10% annually	
School Scorecard: High School CAHSEE Pass Rate for African American Students	Increase the percent of 11th grade African American students who pass both ELA & Math by 10% annually	
School Scorecard: High School CAHSEE Pass Rate for Latino Students	Increase the percent of 11th grade Latino students who pass both Math & ELA by 10 percent annually	
School Scorecard: High School Advanced Placement Course Completion	Increase the percent of 10th, 11th, & 12th grade students completing AP courses by 20% annually	
School Scorecard: High School Advanced Placement Test Scoring	Increase the percent of AP test takers earning a score of 3 or better by 20% annually	
School Scorecard: High School PSAT Participation Rate	Increase the percent of all 11th graders taking the PSAT to 100% annually	
School Scorecard: MS & HS College-Career Plans	Ensure 100% of 6th & 9th graders have developed a college-career readiness plan by the end of the 1st semester	

Strategic Priority Improvement Strategies

The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Integrate study tours aligned with EL curriculum to support learning and achievement of EL students.	CELDT	English Learners & Redesignated	Monthly	Principal	4/28/2014	301SQI1D7383	Provide full English immersion experience to EL students by attending activities such as student lead conferences, museum visits, age appropriate educational films, etc.	N/A			0	$0.00
Integrate study tours aligned with curriculum to support and reinforce academic concepts.	State tests	Low to Middle-Performing	Monthly	Department/Team Lead	4/28/2014	301SQI1D7386	Provide extra academic activities such as trips to Museums, Lawrence Hall of Science, Appropriate films, courts, etc.	N/A			0	$0.00
Upgrade existing technology to improve the integration of technology into the academic curriculum.	State tests	Low to Middle-Performing	End of Year	Principal	4/28/2014	301SQI1D7390	Purchase desktop computers to supplement the older computer equipment that exists on campus	N/A			0	$0.00
Upgrade existing technology to improve the integration of technology into the academic curriculum.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	End of Year	Principal	4/28/2014	301SQI1D7391	Provide security for supplemental instructional technology	N/A			0	$0.00

Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admittance into college.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Principal	4/28/2014	301SQI1D7392	All students will create an academic plan using the student snapshots with marking period check-ups.	N/A			0	$0.00
Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admittance into college.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Other	4/28/2014	301SQI1D7393	All 10th - 12th grade students will have one on one meetings with a counselor in order to create a secondary plan and outline post-secondary goals.	N/A			0	$0.00
Castlemont will use an integrated set of services,	Other (OCR, etc)	Low to Middle-Performing	End of Year	Leadership Team	4/28/2014	301SQI1D7394	Increase in 12th grade students applying to a two-year or four-year	N/A			0	$0.00

partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admittance into college.							college/university.					
Accelerate student academic achievement in core curriculum areas.	State tests	Low to Middle-Performing	Weekly	Grade leve/Department Team	4/28/2014	301SQI1D7379	Create focused instructional plan that identifies core standards to be taught with identified long ranged and daily learning targets.	N/A			0	$0.00
Accelerate student academic achievement in core curriculum areas.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Department/Team Lead	4/28/2014	301SQI1D7380	Department Leaders are creating structured academic programs that are interconnected with pacing guides to prepare students for master at each grade level.	N/A			0	$0.00
Accelerate student academic achievement in core curriculum areas.	CELDT	English Learners & Redesignated	Weekly	Department/Team Lead	4/28/2014	301SQI1D7382	Provide supplemental instructional materials and supplies to support effective instructional practices	N/A			0	$0.00
Continue to develop an AP program	State tests	High Performing/GATE	Every Marking Period	Leadership Team	5/8/2014	301SQI1D7396	Collaboration among teachers for alignment of	N/A			0	$0.00

that is inclusive and offers all students access to AP level classes and support in meeting the expectations of AP classes.							best academic practices and rigor.					
Continue to develop an AP program that is inclusive and offers all students access to AP level classes and support in meeting the expectations of AP classes	State tests	High Performing/GATE	Every Marking Period	Leadership Team	5/8/2014	301SQI1D7397	After school AP study hall with AP teacher/subject rotation	N/A			0	$0.00
Continue to develop an AP program that is inclusive and offers all students access to AP level classes and support in meeting the expectations of AP classes.	Local assessments (benchmarks, PWA)	High Performing/GATE	Every Marking Period	Leadership Team	5/8/2014	301SQI1D7664	Bridging the gap between African American males and the AP program	N/A			0	$0.00
Hire East Bay Consortium to support the college and career center.	Grades/GPA	Low to Middle Performing	Weekly	Principal.	5/8/2014	301SQI1D7683	East Bay Consortium will provide to students and staff an integrated set of services to build	3010-Title I	5825-CONSULTANTS		0	$27,500.00

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School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Castlemont High School Principal: VINNIE BLYE

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school (Standard 1.8)

Theory of Action

- 9 & 10 English and Math Intervention classes to remain on Master Schedule. Additional intervention ELD courses added. Diagnostic exam given at the beginning of the school year for each course. Common Intervention strategies incorporated(all courses)
- Teacher inquiry is a focal point of professional development, testing out instructional strategies and mining student data, to create a set of best practices that increases instructional quality and student learning.
- Additonal AP courses added to the Master Schedule. Targeted AP recruitment of students identified at GATE. After school AP study hall with AP teacher/subject rotation.
- Partnered with effective community-based organizations to support at-risk students in developing stronger academic, behavioral or social emotional skills through their participation in race and/or gender-based affinity groups.

Strategic Priority Goals

The following goals include SQIS improvement Goals for the SQIS Target Student Group/Content Area

Measure	Goal	School Specific Target
School Scorecard: MS & HS College-Career Plans	Submit 100% of IEPs within the timeline.	
Fluency Testing for the bottom 25% of each grade level.	Students to read at 150 words a minute. 75 words a minute for Juniors and 200 for 12th.	9th - 12th grade students
CELDT	Reclassification of 65% ELD students	9th - 12th ELD students
Successful completion of A-G core academic classes	Increase the passage rate for first time course takers.	9th - 12th grade students
Successful completion of AP courses.	Increase the number of GATE students enrolled in all AP courses and increase the passage rate on the AP exams.	10th - 12th grade students

Increased graduation rate.	Increase the graduation rate of African American and Latino young men	9th - 12th grade young men.

Strategic Priority Improvement Strategies

The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Integrate study tours aligned with EL curriculum to support learning and achievement of EL students.	CELDT	English Learners & Redesignated	Monthly	Principal	4/28/2014	301SQI1E7383	Provide full English immersion experience to EL students by attending activities such as student lead conferences, museum visits, age appropriate educational films, etc.	N/A			0	$0.00
Integrate study tours aligned with curriculum to support and reinforce academic concepts.	State tests	Low to Middle-Performing	Monthly	Department/Team Lead	4/28/2014	301SQI1E7386	Provide extra academic activities such as trips to Museums, Lawrence Hall of Science, Appropriate films, courts, etc.	N/A			0	$0.00
Upgrade existing technology to improve the integration of technology into the academic curriculum.	State tests	Low to Middle-Performing	End of Year	Principal	4/28/2014	301SQI1E7390	Purchase desktop computers to supplement the older computer equipment that exists on campus	N/A			0	$0.00
Upgrade existing technology to improve the integration of technology into the academic curriculum.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	End of Year	Principal	4/28/2014	301SQI1E7391	Provide security for supplemental instructional technology	N/A			0	$0.00
Castlemont will use an integrated set of services, partner	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Principal	4/28/2014	301SQI1E7392	All students will create an academic plan using the student	N/A			0	$0.00

programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admittance into college.							snapshots with marking period check-ups.					
Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admittance into college.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Other	4/28/2014	301SQI1E7393	All 10th - 12th grade students will have one on one meetings with a counselor in order to create a secondary plan and outline post-secondary goals.	N/A			0	$0.00
Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admittance into college.	Other (OCR, etc)	Low to Middle-Performing	End of Year	Leadership Team	4/28/2014	301SQI1E7394	Increase in 12th grade students applying to a two-year or four-year college/university.	N/A			0	$0.00

Accelerate student academic achievement in core curriculum areas.	State tests	Low to Middle-Performing	Weekly	Grade leve/Department Team	4/28/2014	301SQI1E7379	Create focused instructional plan that identifies core standards to be taught with identified long ranged and daily learning targets.	N/A			0	$0.00
Accelerate student academic achievement in core curriculum areas.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Department/Team Lead	4/28/2014	301SQI1E7380	Department Leaders are creating structured academic programs that are interconnected with pacing guides to prepare students for master at each grade level.	N/A			0	$0.00
Accelerate student academic achievement in core curriculum areas.	CELDT	English Learners & Redesignated	Weekly	Department/Team Lead	4/28/2014	301SQI1E7382	Provide supplemental instructional materials and supplies to support effective instructional practices	N/A			0	$0.00
Intense and ongoing academic instructional support will result in improved student academic achievement.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Leadership Team	4/28/2014	301SQI1E7385	Provide academic instructional intervention in all classes. Use of effective differentiated instructional strategies and techniques that address the individual needs of students and thus support the improved academic achievement.	N/A			0	$0.00
Accelerate student reading comprehension	SRI	Low to Middle-Performing	Every Marking Period	Other	5/8/2014	301SQI1E7376	Literacy specialist will have A targeted	N/A			0	$0.00

by at least 2 grade levels, as measured by SRI							approach to having all staff members support the process of testing all students multiple times.					
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Leadership Team	5/8/2014	301SQI1E7377	A targeted approach to integrating reading strategies across the curriculum.	N/A			0	$0.00
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	Other	5/8/2014	301SQI1E7660	Creation of an aligned Literacy Blueprint	N/A			0	$0.00
Increase by 15% the number of students who pass CAHSEE.	State tests	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI1E7378	Intervention strategies will be integrated in instructional practices in all classes.	N/A			0	$0.00
Provide adequate technology and novels/textbooks aligned with EL curriculum to support in EL classrooms to support EL students achievement.	CELDT	English Learners & Redesignated	Every Marking Period	Leadership Team	5/8/2014	301SQI1E7384	Create a learning conducive environment by supplying supplemental novels/non-textbooks aligned with curriculum in EL classrooms	N/A			0	$0.00
Provide adequate technology and novels/textbooks aligned with EL curriculum to support in EL classrooms to support EL students achievement.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Department/Team Lead	5/8/2014	301SQI1E7657	Content specific technology for Core Classes	N/A			0	$0.00

Provide adequate technology and novels/textbooks aligned with EL curriculum to support in EL classrooms to support EL students achievement.	State tests	Lower-Performing	Weekly	Principal	5/8/2014	301SQI1E7659	Purchase USA Test Prep program to be used in the intervention classes.	3010-Title I	4300-MATERIALS & SUPPLIES		0	$5,000.00
Standarized writing strategies across curriculum.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Department/Team Lead	5/8/2014	301SQI1E7655	Cross-curriculum written projects across classes.	N/A			0	$0.00
Continue to develop an AP program that is inclusive and offers all students access to AP level classes and support in meeting the expectations of AP classes.	State tests	High Performing/GATE	Every Marking Period	Leadership Team	5/8/2014	301SQI1E7396	Collaboration among teachers for alignment of best academic practices and rigor.	N/A			0	$0.00
Continue to develop an AP program that is inclusive and offers all students access to AP level classes and support in meeting the expectations of AP classes.	State tests	High Performing/GATE	Every Marking Period	Leadership Team	5/8/2014	301SQI1E7397	After school AP study hall with AP teacher/subject rotation	N/A			0	$0.00
Continue to develop an AP program that is inclusive and offers all students access to AP level classes and support in	Local assessments (benchmarks, PWA)	High Performing/GATE	Every Marking Period	Leadership Team	5/8/2014	301SQI1E7664	Bridging the gap between African American males and the AP program	N/A			0	$0.00

meeting the expectations of AP classes.												
Instructional Leadership Team (ILT) will create and implement PD workshops with a focus on the integration of literacy (specifically writing) into all areas of the curriculum.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Leadership Team	4/28/2014	301SQI1E7375	Common planning at the grade level built into Master Schedule for grade level inquiry teams to address common practices at their grade level.	N/A			0	$0.00
Entire school progress report every 3 weeks.	Grades/GPA	Low to Middle-Performing	Monthly	Principal	5/8/2014	301SQI1E7656	Progress reports printed and mailed out to parents.	N/A			0	$0.00
Use Springboard to drive instruction in all math classes	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Grade leve/Department Team	4/28/2014	301SQI1E7387	Through the adoption of the Collge Board's Springboard curriculum in all math courses, students iwll, engage in deeper mathematical thinking and will increase mastery of essential mathematical concepts.	N/A			0	$0.00
Using cross curricular planning and projects, SUDA deeply engages students in a well developed and taught curriculum.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Grade leve/Department Team	4/28/2014	301SQI1E7388	SUDA focus on issues of sustainability and environmental education in the urban context. Through this lens, education is linked to community, career and the world.	N/A			0	$0.00
Ensure that passage rate for Algebra I	Local assessments (benchmarks,	Lower-Performing	Every Marking Period	Grade leve/Department Team	4/28/2014	301SQI1E7389	Enroll students most as-risk of failing Algebra I	N/A			0	$0.00

increases	PWA)						(based on assessments) in a "shadow course" that spirals in both pre-Algebra skills and Algebra comprehension.					
Mainstream more students with disabilities into mainstream classes.	Local assessments (benchmarks, PWA)	Students with Disabilities	Every Marking Period	Other	4/28/2014	301SQI1E7402	strategically schedule students into mainstream courses. Collaboration between mainstream core teachers and Special Ed and Resource Specialist around students IEPs and data indicators.	N/A			0	$0.00
Provide targeted intervention for struggling students by engaging teachers, students and families in dialogue around how best to increase student achievement.	Grades/GPA	Lower-Performing	Every Marking Period	Grade leve/Department Team	4/28/2014	301SQI1E7403	Using teaching teams to take the lead on coordinating intervention services for students at-risk of failing: Parent Coordinator, chairs, parent meetings and actionable goals and link students and families to additional services.	N/A			0	$0.00
Provide support for at-risk students in developing stronger academic, behavioral and social emotional skills.	Grades/GPA	Low to Middle-Performing	Weekly	Principal	5/8/2014	301SQI1E7398	Partner with effective community-based organizations.	3010-Title I	5825-CONSULTANTS		0	$32,000.00

Provide support for at-risk students in developing stronger academic, behavioral and social emotional skills.	Grades/GPA	Low to Middle-Performing	Weekly	Principal	5/8/2014	301SQI1E7399	Create leadership classes during the school day that support the academic and social development of small cohorts of African American and Latino males	N/A			0	$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Castlemont High School Principal: VINNIE BLYE

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school (Standard 1.8)

Theory of Action

- Use 21st Century funds to create an afterschool program that supports the school's intended outcomes for youth, including college and career preparedness, school engagement and social activism.
- After school program is aligned with the schools instructional program. Opportunities for students to participate in Academy pathway activities, internships, supplemental courses, tutoring, mentoring and physical health activities.
- After school AP study hall with AP teacher/subject rotation. Positive incentives to get students active.
- Provide multiple options for students who are credit deficient to make up credits including after school classes and online learning. Ensure that students can articulate towards graduation in a timely manner.
- Homework center that is staffed with college tutors who are supervised by a staff member. Focus aligned with common tutorial strategies that supports student learning.

Strategic Priority Goals

The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
Increased number of students participating in relevant after school programs.	Align the after school program with the school's academic program.	9th - 12th grade students
AP exam scores.	Increase the passage rate for students taking AP courses.	10th - 12th grade students who are enrolled in AP courses
Increased graduation rate.	Increase the graduation rate by providing alternative options for students to make up required credits.	9th - 12th grade students
Marking Period Grades	Increase the number of students that are successfully passing their classes.	9th - 12th grade students

Strategic Priority Improvement Strategies

The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Using cross curricular planning and projects, SUDA deeply engages students in a well developed and taught curriculum.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Marking Period	Grade leve/Department Team	4/28/2014	301SQI1F7388	SUDA focus on issues of sustainability and environmental education in the urban context. Through this lens, education is linked to community, career and the world.	N/A			0	$0.00
Create opportunities for students to recover credits after school and during the summer to move closer to high school graduation	Grades/GPA	Low to Middle-Performing	Monthly	Principal	4/28/2014	301SQI1F7404	Effectively advertise credit recovery opportunities.	N/A			0	$0.00
Create opportunities for students to recover credits after school and during the summer to move closer to high school graduation	Grades/GPA	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI1F7405	Create extended contract for teachers to provide after school instruction	N/A			0	$0.00

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

Strategic Priority A. School Safety Plan

School: Castlemont High School Principal: VINNIE BLYE

School Quality Standards relevant to this Strategic Priority

A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day (Standard 2.1)
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5)
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences(Standard 2.6)

School Safety Plan Goals

Goal I: To reduce out of school suspensions by 40% campus wide.

- Strategy 1.1: Utilizing restorative justice strategies as alternatives to suspension
- Strategy 1.2: Creation of a common office referral that helps teachers keep students in the classroom through additional opportunities given to adjust behavior.

Goal 2: Reduce the number of chronically truant students by 70%

- Strategy 2.1: Identifying the most chronically truant students at Castlemont(in this case, these students are attending school on a daily basis but failing to go to many of their classes). Admin, deans and security will have a structured conversation with these students and impose appropriate restorative practices to set them up for success at the Castle.
- Strategy 2.2: Teacher will greet scholars at the door each period. Sweeps of campus by administration and campus security team to ensure that campus is cleared of lingering students.

Strategic Priority Improvement Strategies

☐ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Developing a comprehensive	Discipline/CSC	Lower-Performing	Weekly	Principal	4/28/2014	301SQI2A7409	Create a in school personal	N/A			0	$0.00

school safety plan.							development program (ISPD) for students as an alternative to suspension.					
Developing and Implementing a Castlemont Code of Conduct	Suspension	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI2A7410	Integrate Code of Conduct into Professional Development and into SSO training. Ensure that every adult is deeply familiar with the behavioral expectations and consequences for all students.	N/A			0	$0.00
Increase opportunities for adult collaboration and positive adult interactions.	Discipline/CSC	Low to Middle-Performing	End of Year	Principal	4/28/2014	301SQI2A7411	Mandatory summer staff retreat focused on adult community building and aligning instructional goals and practices. Building in time for meaningful adult collaboration.	N/A			0	$0.00

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

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

School: Castlemont High School Principal: VINNIE BLYE

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day (Standard 2.1)
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5)
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences(Standard 2.6)

School Safety Plan Goals

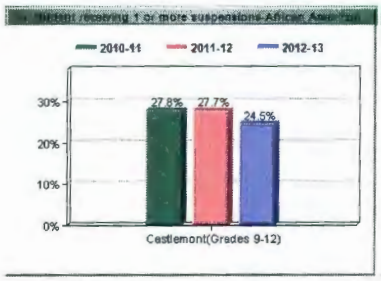
Goal I: To reduce out of school suspensions by 40% campus wide.

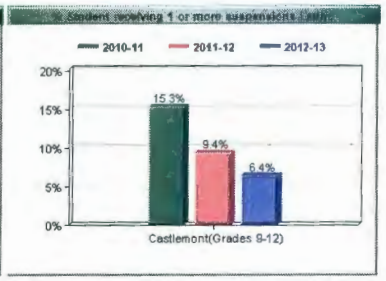
- Strategy 1.1: Utilizing restorative justice strategies as alternatives to suspension
- Strategy 1.2: Creation of a common office referral that helps teachers keep students in the classroom through additional opportunities given to adjust behavior.

Goal 2: Reduce the number of chronically truant students by 70%

- Strategy 2.1: Identifying the most chronically truant students at Castlemont(in this case, these students are attending school on a daily basis but failing to go to many of their classes). Admin, deans and security will have a structured conversation with these students and impose appropriate restorative practices to set them up for success at the Castle.
- Strategy 2.2: Teacher will greet scholars at the door each period. Sweeps of campus by administration and campus security team to ensure that campus is cleared of lingering students.

Suspensions





Theory of Action

- With the belief that students are still in a place of growth and change, we create opportunities to restore the harm that they've caused whenever possible, including as an alternative to suspension through work with the RJ coordinator.
- Partner with effective community-based organizations focused on student leadership development,as a method of increasing students' engagement in school and meeting the school's mission to create change agents. Conflict mediators/youth court.
- Create venues where positive school culture and pride manifest on a consistent basis, in ways that are aligned to the school's mission, core values and a clear focus of students' academic achievement.

Strategic Priority Goals

☐ The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Suspension Rate for African American students	Reduce the off-campus suspension rates of African American students by 25% annually, or maintain them at 100% or less at the elementary level or 5% or less at the secondary level	
School Scorecard: Suspension Rate for Latino students	Reduce the off-campus suspension rates of Latino students by 25% annually, or maintain them at 100% or less at the elementary level or 5% or less at the secondary level	
Reducation of physical violence occurances and suspension for fighting.	Reduce the number of students who are habitually in social conflicts.	9th - 12th grade students
Increase attendance rate, reducation of school suspension.	Increase student voice and participation in creating a positive school culture.	9th - 12th grade students

Strategic Priority Improvement Strategies

☐ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget	Obj.	Position	FTE	Budget Amount

								Res.	Code			
Accelerate student academic achievement in core curriculum areas.	State tests	Low to Middle-Performing	Weekly	Grade leve/Department Team	4/28/2014	301SQI2B7379	Create focused instructional plan that identifies core standards to be taught with identified long ranged and daily learning targets.	N/A			0	$0.00
Accelerate student academic achievement in core curriculum areas.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Department/Team Lead	4/28/2014	301SQI2B7380	Department Leaders are creating structured academic programs that are interconnected with pacing guides to prepare students for master at each grade level.	N/A			0	$0.00
Accelerate student academic achievement in core curriculum areas.	CELDT	English Learners & Redesignated	Weekly	Department/Team Lead	4/28/2014	301SQI2B7382	Provide supplemental instructional materials and supplies to support effeetive instructional practices	N/A			0	$0.00
Entire school progress report every 3 weeks.	Grades/GPA	Low to Middle-Performing	Monthly	Principal	5/8/2014	301SQI2B7656	Progress reports printed and mailed out to parents.	N/A			0	$0.00
Developing and Implementing a Castlemont Code of Conduct	Suspension	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI2B7410	Integrate Code of Conduct into Professional Development and into SSO training. Ensure that every adult is deeply familiar with the behavioral expectations and consequences for all students.	N/A			0	$0.00
Increase opportunities for adult collaboration	Discipline/CSC	Low to Middle-Performing	End of Year	Principal	4/28/2014	301SQI2B7411	Mandatory summer staff retreat focused	N/A			0	$0.00

and positive adult interactions.							on adult community building and aligning instructional goals and practices. Building in time for meaningful adult collaboration.					
Hire a TSA over Interventions/School Culture to manage and execute on all programs related to interventions and school culture.	Discipline/CSC	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI2B7408	Partner with effective community-based organization focused on student leadership development as a method of increasing students engagement in school and meeting the school's mission to become change agents and create a safe school culture.	N/A			0	$0.00
Ritualized student recognition and celebrations	Survey data (CHKS, etc.)	Low to Middle-Performing	Every Marking Period	Principal	4/28/2014	301SQI2B7413	Marking period celebrations and recognitions on bulletin boards and assemblies.	N/A			0	$0.00
Increase student attendance and achievement by implementing an effective Tardy Policy.	Attendance	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI2B7416	Support the academic achievement of students by providing supervision to ensure students get to class on time, thus reducing tardies.	N/A			0	$0.00
Behavioral Intervention Specialist to provide direct support to	Discipline/CSC	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI2B7426	To support the personal development and academic	N/A			0	$0.00

students who have been identified as in need of intervention.								achievement of students who have behavioral issues that could manifest in a loss of instructional time.							

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

Strategic Priority C. Health & Wellness

School: Castlemont High School **Principal:** VINNIE BLYE

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2)

Theory of Action

- Castlemont has strategic partnerships with community based organizations to provide students with essential wrap-around services through the Full Service Community School model, as a means for ensuring that all students are safe, healthy and engaged
- Develop shared responsibility for the learning and healthy development of students over time, so that students are well known by at least one adult in the school.
- Increase the support for students students being exposures to crisis events in the community, home, and school.
- Develop more opportunities for students to engage in healthy physical activities.

Strategic Priority Goals

The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
Successful documentation of students receiving services.	Improve the referral process for students to receive wrap around services.	9th - 12th grade students
Reduction of physical violence occurances and suspension for fighting.	Reduce the number of students who are habitually in social conflicts.	9th - 12th grade students
Increase of attendance rate and reducation of classroom referrals, suspensions.	Creation of a COST Team for social emotion learning and enrichment.	9th - 12th grade students
After-school and Wellness Center Average Daily Attendance	Increase in the number of students receiving after-school and wellness services.	9th - 12th grade students

Strategic Priority Improvement Strategies

The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount

Provide targeted intervention for struggling students by engaging teachers, students and families in dialogue around how best to increase student achievement.	Grades/GPA	Lower-Performing	Every Marking Period	Grade leve/Department Team	4/28/2014	301SQI2C7403	Using teaching teams to take the lead on coordinating intervention services for students at-risk of failing: Parent Coordinator, chairs, parent meetings and actionable goals and link students and families to additional services.	N/A			0	$0.00
Increase attendance, achievement by implementing "In-school suspension program.	Attendance	Lower-Performing	Weekly	Principal	4/28/2014	301SQI2C7412	Partner with community based organization that works with students social emotional.	N/A			0	$0.00
Continue to develop strong partnerships with Children's Hospital and Youth Uprising to focus on holistic student support.	Health data	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI2C7415	Improve the CARE referral process. Calendar meetings for staff and partners.	N/A			0	$0.00
School has a partnership with Children's Hospital-Oakland that supports the socio-emotional health of all students through the CARE referral process.	Health data	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI2C7418	Ensure that all school staff members are taught how to fill out referral and the importance of identifying and referring all students of need.	N/A			0	$0.00
Recruit, hire and manage two highly effective, college	Attendance	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI2C7420	Work closely with Americorps staff to draft roles and responsibilities	N/A			0	$0.00

graduate Americorps volunteers who can support and mentor at-risk students.							for work with students.					
Provide direct support to students and families identified as in need of intervention services.	Attendance	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI2C7417	Full community services to provide case management direct outreach support to students and families to increase attendance and refer students and families to other appropriate support services.	N/A			0	$0.00

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

Strategic Priority D. Interrupting Chronic Absence (Attendance)

School: Castlemont High School Principal: VINNIE BLYE

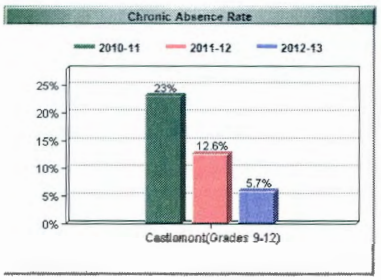
From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.S)



Theory of Action

- The creation of grade level teaching teams helps to create stronger, consistent student-teacher relationships, which in turn, creates a more personalized learning environment with stronger student engagement and attendance in school.
- Create a structured attendance policy that is supported by an attendance team which seeks to reduce student absenteeism and increase communication to parents and students on an ongoing basis.
- Schedule ongoing grade level parent/student meetings, grade level team home visits.
- Identify our chronically truant students and build a system of support with our attendance team.

Strategic Priority Goals

The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Chronic Absence	Reduce the chronic absence rate by 100% annually, or maintain it at 5% or less.	
Improved attendance rate, reducation of truant students.	Build a structured and consistent truancy policy.	9th - 12th grade students
Improved attendance rate, reducation of truant students.	Increased parent/student meetings and positive communication with parents through home visits.	9th - 12th grade students
Improve attendance rate	Increase SSTs, SARTs, SARBs	9th - 12th grade students

Strategic Priority Improvement Strategies

The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	SRI	Low to Middle-Performing	Every Marking Period	Other	5/8/2014	301SQI2D7376	Literacy specialist will have A targeted approach to having all staff members support the process of testing all students multiple times.	N/A			0	$0.00
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Leadership Team	5/8/2014	301SQI2D7377	A targeted approach to integrating reading strategies across the curriculum.	N/A			0	$0.00
Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	Other	5/8/2014	301SQI2D7660	Creation of an aligned Literacy Blueprint	N/A			0	$0.00
Increase by 15% the number of students who pass CAHSEE.	State tests	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI2D7378	Intervention strategies will be integrated in instructional practices in all classes.	N/A			0	$0.00

Instructional Leadership Team (ILT) will create and implement PD workshops with a focus on the integration of literacy (specifically writing) into all areas of the curriculum.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Leadership Team	4/28/2014	301SQI2D7375	Common planning at the grade level built into Master Schedule for grade level inquiry teams to address common practices at their grade level.	N/A			0	$0.00
Entire school progress report every 3 weeks.	Grades/GPA	Low to Middle-Performing	Monthly	Principal	5/8/2014	301SQI2D7656	Progress reports printed and mailed out to parents.	N/A			0	$0.00
Ensure that passage rate for Algebra I increases	Local assessments (benchmarks, PWA)	Lower-Performing	Every Marking Period	Grade leve/Department Team	4/28/2014	301SQI2D7389	Enroll students most as-risk of failing Algebra I (based on assessments) in a "shadow course" that spirals in both pre-Algebra skills and Algebra comprehension.	N/A			0	$0.00
Provide support for at-risk students in developing stronger academic, behavioral and social emotional skills.	Grades/GPA	Low to Middle-Performing	Weekly	Principal	5/8/2014	301SQI2D7398	Partner with effective community-based organizations.	3010-Title I	5825-CONSULTANTS		0	$32,000.00
Provide support for at-risk students in developing stronger academic, behavioral and social emotional skills.	Grades/GPA	Low to Middle-Performing	Weekly	Principal	5/8/2014	301SQI2D7399	Create leadership classes during the school day that support the academic and social development of small cohorts of African American and Latino males	N/A			0	$0.00

Create opportunities for students to recover credits after school and during the summer to move closer to high school graduation	Grades/GPA	Low to Middle-Performing	Monthly	Principal	4/28/2014	301SQI2D7404	Effectively advertise credit recovery opportunities.	N/A			0	$0.00
Create opportunities for students to recover credits after school and during the summer to move closer to high school graduation	Grades/GPA	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI2D7405	Create extended contract for teachers to provide after school instruction	N/A			0	$0.00
Create and update a database that effectively tracks all students progress in meeting graduation requirements.	Grades/GPA	Low to Middle-Performing	Every Marking Period	Other	4/28/2014	301SQI2D7406	Create a database and update each semester based on individual student pass/fail rates.	N/A			0	$0.00
Create and update a database that effectively tracks all students progress in meeting graduation requirements.	Grades/GPA	Low to Middle-Performing	Every Marking Period	Principal	4/28/2014	301SQI2D7407	Have small meetings with students and parents who are credit deficient to create plans for remediation at the end of each marking period.	N/A			0	$0.00
Ritualized student recognition and celebrations	Survey data (CHKS, etc.)	Low to Middle-Performing	Every Marking Period	Principal	4/28/2014	301SQI2D7413	Marking period celebrations and recognitions on bulletin boards and assemblies.	N/A			0	$0.00
Increase student attendance and	Attendance	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI2D7416	Support the academic achievement of students by	N/A			0	$0.00

achievement by implementing an effective Tardy Policy.							providing supervision to ensure students get to class on time, thus reducing tardies.					
Behavioral Intervention Specialist to provide direct support to students who have been identified as in need of intervention.	Discipline/CSC	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI2D7426	To support the personal development and academic achievement of students who have behavioral issues that could manifest in a loss of instructional time.	N/A			0	$0.00
Increase attendance, achievement by implementing "In-school suspension program.	Attendance	Lower-Performing	Weekly	Principal	4/28/2014	301SQI2D7412	Partner with community based organization that works with students social emotional.	N/A			0	$0.00
Continue to develop strong partnerships with Children's Hospital and Youth Uprising to focus on holistic student support.	Health data	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI2D7415	Improve the CARE referral process. Calendar meetings for staff and partners.	N/A			0	$0.00
School has a partnership with Children's Hospital-Oakland that supports the socio-emotional health of all students through the CARE referral process.	Health data	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI2D7418	Ensure that all school staff members are taught how to fill out referral and the importance of identifying and referring all students of need.	N/A			0	$0.00
Recruit, hire and manage	Attendance	Low to Middle-	Weekly	Principal	4/28/2014	301SQI2D7420	Work closely with Americorps staff	N/A			0	$0.00

two highly effective, college graduate Americorps volunteers who can support and mentor at-risk students.		Performing					to draft roles and responsibilities for work with students.					
SST plan and Support program, Increased SART and SARB referrals.	Attendance	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI2D7414	Implement a consistent SST, SART and SARB referral System	N/A			0	$0.00
Lower the percentage of chronically absent students.	Attendance	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI2D7419	Attendance clerk runs attendance report every two weeks, calling homes of students who have missed more than 33% of the time.	N/A			0	$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Castlemont High School Principal: VINNIE BLYE

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.
- makes sure that teachers work together in professional learning communities focused on student progress (Standard 3.1)
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning (Standard 3.2)
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice (Standard 3.4)

Theory of Action

- Construct an Instructional Leadership Team to design and implement collaborative professional learning program that focuses on integrating English Language acquisition skills, literacy, writing and integrated themes into all curricular areas.
- Structure and align Professional Learning time together to increase alignment around the school's mission, academic initiatives and to build a stronger professional learning community.
- Teacher inquiry is a focal point of professional development, testing out instructional strategies and mining student data, to create a set of best practices that increases instructional quality and student learning.
- Calendar time for Administrators and Teachers to participate in Peer Observations, Continuous Improvement Protocols and follow-up meetings.
- Calendar instructional and behavioral support, coaching, and mentoring for all new teachers.

Strategic Priority Goals

☐ The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
Creation of a strategic academic plan and focused professional development plan	Focused, consistent ILT that meets weekly.	9th - 12th grade students
Creation of uniformed instructional strategies used across the curriculum	Focused, consistent GLT that meets weekly.	9th - 12th grade students

Reduced referrals, suspension. Increased attendance. Improved the scholar/teacher relationships.	Improve the Cultural Competency of the teachers.	9th - 12th grade students
Administrative and Peer Observations and protocols	Improve the instructional program and to provide instructional structure and support.	9th - 12th grade students
Successful behavior and academic program for new teachers. Less teacher turnover	Create structured support program for all new teachers.	9th - 12th grade students

Strategic Priority Improvement Strategies

The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Collaborative teacher inquiry: Content and grade level teams common planning times/conference periods with structured agendas and outcomes.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Department/Team Lead	4/28/2014	301SQI3A7400	Finalize teacher placements on master schedule and identify and train teacher leaders.	N/A			0	$0.00
Provide on-going high quality professional development for teachers focus on Common Core Standard, instructional strategies.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Leadership Team	5/8/2014	301SQI3A7427	Provide quality professional development that is calendared with specific goals and outcomes.	N/A			0	$0.00
Provide on-going high quality professional development for teachers focus on Common Core Standard, instructional strategies.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	Leadership Team	5/8/2014	301SQI3A7658	Create structures to facilitate interdepartmental learning	N/A			0	$0.00
Instructional Leadership Team (ILT) will create and implement PD workshops with a focus on the integration of literacy	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Leadership Team	4/28/2014	301SQI3A7375	Common planning at the grade level built into Master Schedule for grade level inquiry teams to address common	N/A			0	$0.00

(specifically writing) into all areas of the curriculum.							practices at their grade level.					
Building effective Instructional Leadership Team.	State tests	Low to Middle-Performing	Weekly	Leadership Team	4/28/2014	301SQI3A7421	Weekly meetings with full ILT in order to plan schoolwide instructional initiatives and discuss strategies for implementation.	N/A			0	$0.00
Support improved instructional practices through attendance at appropriate conferences, workshops, classes, and coaching opportunities.	State tests	Low to Middle-Performing	Every Semester	Principal	4/28/2014	301SQI3A7422	Teachers attend conferences that enable them to improve their instructional practices.	N/A			0	$0.00
Support improved instructional practices through attendance at appropriate conferences, workshops, classes, and coaching opportunities.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI3A7423	Coach is provided for professional develop, improved instructional strategies, classroom management.	N/A			0	$0.00

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

Strategic Priority A. Family & Community Engagement

School: Castlemont High School Principal: VINNIE BLYE

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership (Standard 4.2)
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well (Standard 4.6)
- builds effective partnerships by using principles of student and family/community engagement (Standard 4.7)

Theory of Action

- As a school, we create meaningful entry points for parents to engage in the inner workings of the school, with the belief that academic and social behaviors will increase as a result of deeper parent involvement.
- Calendared meetings such as; Back to School night, Report Card night, Student Lead Conferences, Meetings for parents/students who are at risk. Teacher team meetings with parents/students.
- Full Service Community School Manager (FSCSM) will take an active role in Parental Involvement. The FSCSM will develop and implement a curriculum to support the establishment of a Meaningful Student and Parent committee.

Strategic Priority Goals

The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Uniform Complaints	Reduce the number of staff and parent level I uniform complaints by 5% annually	9th - 12th grade
Increased parent participation.	Increase the on campus Admin, teacher,parent,student meetings.	9th - 12th grade students
Positive parent surveys	Improve the school/parent communication.	9th - 12th grade students
Increased number of students receiving services.	Full Service Community School Manager to get parents support in strenghtening the after school program & increase the number of students receiving academic and behavioral support services.	9th - 12th grade students

Strategic Priority Improvement Strategies

The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide targeted intervention for struggling students by engaging teachers, students and families in dialogue around how best to increase student achievement.	Grades/GPA	Lower-Performing	Every Marking Period	Grade leve/Department Team	4/28/2014	301SQI4A7403	Using teaching teams to take the lead on coordinating intervention services for students at-risk of failing: Parent Coordinator, chairs, parent meetings and actionable goals and link students and families to additional services.	N/A			0	$0.00
Create and update a database that effectively tracks all students progress in meeting graduation requirements.	Grades/GPA	Low to Middle-Performing	Every Marking Period	Other	4/28/2014	301SQI4A7406	Create a database and update each semester based on individual student pass/fail rates.	N/A			0	$0.00
Create and update a database that effectively tracks all students progress in meeting graduation requirements.	Grades/GPA	Low to Middle-Performing	Every Marking Period	Principal	4/28/2014	301SQI4A7407	Have small meetings with students and parents who are credit deficient to create plans for remediation at the end of each marking period.	N/A			0	$0.00
Behavioral Intervention Specialist to provide direct support to students who have been identified as in need of intervention.	Discipline/CSC	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI4A7426	To support the personal development and academic achievement of students who have behavioral issues that could manifest in a loss of instructional time.	N/A			0	$0.00

Provide direct support to students and families identified as in need of intervention services.	Attendance	Low to Middle-Performing	Weekly	Principal	4/28/2014	301SQI4A7417	Full community services to provide case management direct outreach support to students and families to increase attendance and refer students and families to other appropriate support services.	N/A			0	$0.00
Present events and activities that provide information for parents about school programs and how to understand how students are progressing and participating in school. Events will provide opportunities for meaningful parent engagement and support increased parent involvement at the school.	Survey data (CHKS, etc.)	Low to Middle-Performing	Every Semester	Community Engagement Lead	4/28/2014	301SQI4A7424	Provide speakers at parent involvement school events. Collaborate with parents to choose topics.	N/A			0	$0.00
Maintain frequent contact with families of low-achieving students to build stronger engagement with the academic	Survey data (CHKS, etc.)	Low to Middle-Performing	Monthly	Principal	4/28/2014	301SQI4A7425	Provide postage for mailing correspondence about family meetings such as Back-To-School Night, SSC, ELAC, etc.	N/A			0	$0.00

programs at the site.													

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Castlemont High School Principal: VINNIE BLYE

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares school improvement and decision-making with students and their families (Standard 5.2)
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities (Standard 5.5)
- guides and supports the development of quality instruction across the school (Standard 5.6)
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability (Standard 5.9)
- develops systems and allocates resources in support of the school?s vision (Standard 5.10)
- is distributed, through professional learning communities, collaborative planning teams, and select individuals (Standard 5.11)

Theory of Action

- Using distributive leadership practices, school administration creates operational systems and structures that maximize efficiency, production and capacity building in others.
- School administration works to maximize the school's budget and leverage all necessary funds in support of the school's mission.

Strategic Priority Goals

The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Budget Expenditures	Ensure school expenditures remain within +1/-100% of the site finalized general purpose and categorical budget	
Monthly SSC and ELAC meetings with engaging conversations.	Create a compliant SSC and ELAC that works effectively with the school and parent community.	9th - 12th grade students.

Strategic Priority Improvement Strategies

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

Federal Program	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	$65,867.99	
Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	$1,563.00	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	$67,430.99	

Appendices

- Engagement Timeline
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

James Harris
President, Board of Education

Antwan Wilson
Secretary, Board of Education

File ID Number: 15-0005
Introduction Date: 1/28/15
Enactment Number: 15-0167
Enactment Date: 1/28/15
By: O.S

Castlemont High School School
CDS Code [0125161]

Phone: (510) 639-1466
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8610 MacArthur Boulevard
Oakland, CA 94605

School Year: 2014-2015
Comprehensive School Safety Plan

(Education Code Section 32280-32288)

VINNIE BLYE
Principal

James William, OUSD interim Chief of Police
Marcus Silvi, State and Federal Compliance
Jenny Wong, Emergency Preparedness Manager

Introduction

Each school district and county office of education is responsible for the overall development of all school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive. The ***OUSD Comprehensive District Safety and Climate Plan*** brings together all of the elements of school safety to help meet our goal of providing a safe environment, both physical and social/emotional, that is conducive to learning. The district safety plan is used as a framework to assist site administrators with the development of their ***School Safety Plan***. As a framework, we encourage site Administrators to enhance and expand their site safety plans that is specific to their site's safety needs.

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SECTION 1: School Safety / Climate Team

- 1.1 School Safety / Climate Team
- 1.2 Emergency Telephone Number Directory

SECTION 2: School Safety Plan Goals

- 2.1 School Safety Plan Goals

SECTION 3: District Safety Policies & Procedures

- 3.1 Safety Policies & Procedures
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SECTION 8: Afterschool Program

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APPENDIX

Planning for Special Needs Students

School Quality Standards relevant to this Strategic Priority

A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day (Standard 2.1)
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5)
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences(Standard 2.6)

Section 1: School Safety / Climate Team

The school site safety team or committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization, one parent/guardian whose child attends the school, one classified employee who is a representative of the recognized classified employee organization, other members if desired. (Ed Code 32281)
Site Responsibilities:

1. Establish School Safety/Climate Team
2. Update your site map including evacuation routes
3. Create a School Site Safety Plan including:
    - Strategies for improving school safety/climate: goals, data, timeline, evaluation
    - Fire Earthquake Drill Schedule - Once per month at the elementary and middle school level, and two times per year at the high school
    - Lockdown Drill - Twice per year (once a semester)
    - Update School Phone Tree
4. Update the templates in this section of the plan to reflect current areas of responsibilities at your site: (1) Incident Command Team, (2) Goals, Strategies and Activities for School Climate and Physical Environment
5. Work closely with the school site council. Remember the school site council has the responsibility of approving the final plan and must be involved it's development.
6. Submit your Site Safety Plan to the Oakland School Police Department for review and Board submission/approval.

Principal or Designee:	VINNIE BLYE - PRINCIPAL HIGH SCHOOL
Teacher:	DANIELLE DIXON - 11 MONTH CLASSROOM TSA
Classified:	GROVER PAYTON - HEAD CUSTODIAN 3
Parent Representative:	Resheia Butler - Parent

Emergency Telephone Number Directory

	Name	Home	Work	Cell
Principal:	VINNIE BLYE - PRINCIPAL HIGH SCHOOL	904-769-1240	510-639-1466	904-769-1240
Assistant Principal:	TAREYTON RUSS - ASSISTANT PRINCIPAL HIGH	510-778-4442	510-639-1466	510-778-4442
Custodian:	GROVER PAYTON - HEAD CUSTODIAN 3	510-760-3258	510-639-1466	510-760-3258
Secretary/Other:	IRMA FUENTES - SECRETARY HIGH	510-388-4013	510-639-1466	510-388-4013

Section 2: School Safety Plan Goals

The school safety committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed Code 32282)

To be considered:

- Office referrals
- Suspensions
- Expulsions
- Attendance
- Notice of Truancy Letters
- CHKS student and staff data results
- California Safe Schools Assessment
- Surveys
- Observations
- Student and Parent input
- Staff input; including School Safety Officers

Based on data analysis, the Safety/Climate Team identifies one or two safety related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate. **At least one goal must be based on current school crime statistics.** Must address the following areas:

- Discipline
- Voluntary Resolution Plan & Equity Issues
- Attendance
- Parent Involvement

Goal I: To reduce out of school suspensions by 40% campus wide.

- Strategy 1.1: Utilizing restorative justice strategies as alternatives to suspension
- Strategy 1.2: Creation of a common office referral that helps teachers keep students in the classroom through additional opportunities given to adjust behavior.

Goal 2: Reduce the number of chronically truant students by 70%

- Strategy 2.1: Identifying the most chronically truant students at Castlemont(in this case, these students are attending school on a daily basis but failing to go to many of their classes). Admin, deans and security will have a structured conversation with these students and impose appropriate restorative practices to set them up for success at the Castle.
- Strategy 2.2: Teacher will greet scholars at the door each period. Sweeps of campus by administration and campus security team to ensure that campus is cleared of lingering students.

Section 3: Safety Policies & Procedures

Policies and Procedures

Child Abuse

Sexual Assault (Child assaulted on or near school property):
Accompany victim to safe place at school and remain with her/him
Protect evidence of sexual assault
Notify Child Protective Services (CPS), and Police without delay
Notify district police and school nurse or appropriate staff immediately

Sexual Abuse (Suspicion of past sexual incidents):
Notify CPS and describe evidence
Notify district police and school nurse or appropriate staff immediately. (Staff should not treat unless the victim's life is threatened)
Leave notification of family to CPS or the Police

Do not Destroy Evidence of Sexual Abuse:
Do not wash clothes or victim's body or underwear. Do not have victim undress.
Do not allow victim to wash or wipe body
Do not wipe away dirt, semen or dried blood
Stay with the victim and reassure her/him of safety

Suspected Physical Abuse or Significant Neglect:
Notify appropriate staff and CPS immediately.
Notify CPS and describe evidence. CPS will advise you of next steps. Follow their directions.
Notify immediate director/supervisor

Child Protective Services (CPS) Crisis Line (510) 259-1800

Remember: Failure to report a suspected incident of child abuse, within 48 hours can result in criminal prosecution. Protect the victim and protect yourself.

Sexual Harassment

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Providing periodic training to all staff regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures in order to avoid harm.

2. Publicizing and disseminating the district's sexual harassment policy to staff.

3. Ensuring prompt, thorough and fair investigation of complaints.

4. Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

Any district employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately contact his/her supervisor, the principal, district administrator or Superintendent to obtain procedures for filing a complaint. Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a district employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Suspension & Expulsion/Due Process

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

Student Due Process

The Board does not support a zero tolerance approach. The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

On-Campus Suspension Program

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee shall establish a supervised in-house suspension program which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements.

Decision Not to Enforce Expulsion Order
On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

Grounds for Suspension and Expulsion
A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code48900(b))

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code

11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

12. Knowingly received stolen school property or private property. (Education Code 48900(l))

13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

17. Engaged in, or attempted to engage in, hazing as defined in Education Code 32050. (Education Code48900(q))

18. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

21. Intentionally engaged in harassment, threats or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

Nondiscrimination/Harassment
A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code48900)

1. While on school grounds

2. While going to or coming from school

3. During the lunch period, whether on or off the school campus

4. During, going to, or coming from a school-sponsored activity

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(r))

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

Notifications to Law Enforcement Authorities
Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245.(Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code626.9 and626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California

Department of Education, using forms supplied by the California Department of Education: (Education Code48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

Dress and Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The Board of Education seeks to provide educational experiences which assure that students are academically prepared, that they accept civic and social responsibilities and that they are qualified for future entry into the work place. The clothing and accessories worn by students and staff should reflect the serious goals of an academic environment.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

In accordance with the California Constitution, all students and staff of public primary, elementary, junior high and senior high schools have a right to attend campuses which are safe, secure and peaceful. Where there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities, the Board of Education authorizes the principal, staff and parents/guardians at the school to establish a reasonable dress code that prohibits students from wearing gang-related apparel.

Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Employee Security

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. When violence is directed against an employee by any individual and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution. The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately.
2. Immediately notify the principal, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the principal.

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure. *Pursuant to Education Code 49334, school employees who notify law enforcement regarding students or adults who are in possession of injurious objects while on school grounds or under the jurisdiction of school personnel are immune from prosecution.*

School Site Emergency Supplies

PURPOSE: every classroom should have a yellow **stormcase** iM2500 emergency roll kit. The equipment provided should only be used **in the event of a disaster emergency,** do not open the sealed box inside the kit. The contents are adequate to *sustain* a classroom of 25 students until more help arrives.
CONTENTS INCLUDE:

- 60 Individually Wrapped Water Packets.
- 2 - 2400 Calorie Food Bars - these items have a five-year shelf life.
- Users are instructed not to distribute food or water for the first 6-8 hours unless medically necessary. Water may also be used for first aid purposes.
- Basic First Aid Kit General supplies are provided with a First Aid Guidebook.
- 6-Mylar Blankets - (1) blanket is included in the Sanitation Kit to be used as a privacy screen. (5) separately packed 52" x 84" blanket - use for first aid, to cover broken windows, slow smoke or dust seeping through air vents, or group students together to provide warmth.
- Two 10-Hour Light Sticks In the event of a power outage or if students are entrapped through the night, the light sticks will provide enough light for the teacher in charge to keep the group secure.
- One Sanitation Kit including:

  - 6-Trash Bag Liners
  - 1-Bio-Hazard Bag
  - 6-Cleansing Wipes

- Packet of Fluid Solidifier -this packet is wrapped individually and contains instructions.
- One collapsible toilet, sturdy enough to support 250 pounds. Teachers may not have restroom facilities available. This unit is equipped with a toilet and should be assembled in the event of long term entrapments or lockdowns. Complete instructions are provided.

Monthly Emergency Radio Testing

Monthly emergency radio testing is on the first Wednesday of every month at 9:00 am. Emergency radio should be on Channel 1, OUSD Area A. When your school name is called, please respond with the following script: "This is {your name} responding for {school name} elementary, middle or high school. Our OUSD LID # is ___ {this can be found at the bottom of radio} - we are all clear."

Section 4: Emergency Disaster Procedures and Drills

Earthquake Procedures

In the classroom or office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground. You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position. You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not re-enter buildings until it is determined safe to do so.

While in a vehicle, you should pull over to the side of the road and stop. If you are on a bridge, overpass, or under power lines, continue on until you are away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of after shocks, downed wires, or roads blocked by debris.

Fire Procedures

- ❑ Evacuate the buildings immediately for any fire or suspected fire.
- ❑ Sound alarm if it has not already been done.
- ❑ **Call 9-1-1**, identify problem, school building address and location of fire (if known).

Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.

Fire Extinguisher Instructions:

P	Pull safety pin from the handle
A	Aim at the base of the fire
S	Squeeze the trigger handle
S	Sweep from side to side

If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!

- ❑ Upon arrival, the Fire Department will assume command.
- ❑ Principal will be accountable for teachers and school district staff. Teachers will be accountable for students.
- ❑ Notify State Administrator's Office of incident.

Emergency Lockdown

If it is determined that the safety and health of students and staff are in jeopardy, an announcement will be made to alert of potential danger. The Shelter-In-Place alert shall be given by the District.

The announcement will be: "MR. (school name), PLEASE COME TO THE PRINCIPALS'S OFFICE!" A messenger must be sent to outdoor fields and tracks. Upon hearing this announcement, the following steps must be implemented:

- ❑ Teachers should quickly check halls and get students into classrooms.
- ❑ Lock doors, close blinds.
- ❑ Teachers will keep all students in the classroom until an all clear has been sounded.
- ❑ Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of students.
- ❑ Staff without students will report to the office for instruction or as otherwise directed.
- ❑ Head secretary will operate the phones and radio. Other clerical staff will deliver messages as needed and work with Principal and Police Services.
- ❑ Staff will not evacuate or leave their assigned area unless authorized by Principal or Police Services.
- ❑ When the emergency is over, a coded "all clear" will be announced.
- ❑ The Crisis Response Team will meet to determine needs of school.
- ❑ Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

Shelter-in-Place

When instructed or when an alerting system triggers to shelter-in-place, please:

- ❑ **SHELTER.** Go inside the nearest building or classroom and remain there. You are looking for enclosed protection from the outside.
    - Students should also be advised to do the following when possible:
    - Select rooms on higher floor levels and avoid basements.
    - Select an internal room or a room with as few windows as possible.
    - Choose a room with bathroom facilities and water. You may need to shelter in place for an extended period of time.
- ❑ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible. Close curtains and then stay away from the windows.
- ❑ **LISTEN.** Remain quiet to hear critical instructions from school officials.

Section 4: Emergency Lockdown

Mr. Castlemont High School please come to the principal's office.

Section 4: Fire and Earthquake Drill Schedule

Fire and Earthquake Drill Schedule

Month	Date	Time	Fire/Earthquake
September	9/17/2014	10:40 AM	Both
January	1/14/2015	1:30 PM	Both

Lockdown Drill Schedule

	Date	Time
Fall	10/8/2014	9:40 AM
Spring	2/11/2015	2:30 PM

Emergency Evacuation: Principal's checklist

- ☐ Determine appropriate evacuation areas that have been pre-designated.
- ☐ Activate alarm/PA system or send message runner.
- ☐ Telephone emergency service personnel:
  - ***9-911***
  - ***Superintendent's office***
  - ***Utilities***

Activate key personnel to:

- ☐ Attend to the injured.
- ☐ Assure complete evacuation and student/staff are accounted for.
- ☐ Ensure special needs students are evacuated accordingly.
- ☐ Secure school for specific emergency.
- ☐ Clear road/fire lanes for emergency vehicles (pre-assigned).
- ☐ Assure that injured students/staff are reported to medical services for care and transportation to hospital/emergency medical center.
- ☐ Be contact person for emergency services, District, utility and/or news media personnel and provide needed aid (pre-assigned).
- ☐ Direct employees to aid those from the emergency services, District, utilities and other authorities. Avoid entering damaged areas unless specifically asked.
- ☐ Assure the facility is thoroughly inspected by the custodian, fire officials and District Operation personnel before re-entry is allowed.
- ☐ Seek Superintendent or designee/Assistant Superintendents approval for school closure if damage cannot be immediately restored or repaired.
- ☐ If possible, have students/staff re-enter parts of the school that are declared safe.
- ☐ Make sure all students/staff are accounted for once outside.

Emergency Evacuation: Employees checklist

- ☐ Upon emergency alert, secure work area as advised and depart/report to assigned area.
- ☐ Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- ☐ DO NOT re-enter the building without permission or request of emergency service authorities.
- ☐ Remain in the general assembly areas and calm students if not assigned another duty.
- ☐ If dismissed, inform Principal of departure.
- ☐ When signaled to re-enter safe areas of the school, quickly do so.
- ☐ Upon safe re-entry, report anything amiss to the Principal.

Emergency Evacuation: Teachers checklist

- ☐ Upon alert, assemble students for evacuation using designated routes and account for all students
- ☐ Secure room as advised
- ☐ Upon arrival at the assembly area, account for all students.
- ☐ Secure medical treatment for injured students.
- ☐ Report any students missing or left behind because of serious injuries.
- ☐ Stay with and calm students.
- ☐ If closure is ordered with no re-entry, when advised, release walkers and car/passengers (unless drivers are needed to evacuate students from the site) accounting for those who have left. Stay with bus riders until buses arrive.
- ☐ If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- ☐ Check room and report anything amiss to the Principal.
- ☐ Debrief students to calm fears about the evacuation.

If it is necessary to evacuate to another school or relief center, the Principal will:

- ☐ Contact the Superintendent or designee.
- ☐ Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- ☐ Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Emergency Student Release Procedures

1. The Oakland Unified School District will keep and care for all students in an emergency situation (such as loss of electrical power, wind/rain storms, earthquakes, etc.) until the end of the school day or longer if the emergency dictates.

2. It should be noted that elementary students will not be sent home during normal school hours because of an emergency. However, in order to avert adverse affects on elementary level bus transportation, secondary students may be dismissed early.

3. Should conditions exist that make transportation impossible, students will be kept at school until the parent, guardian or an authorized adult comes to check the student out of school. In such conditions it is expected that parents/authorized adults will come as soon as possible to pick up their student(s).

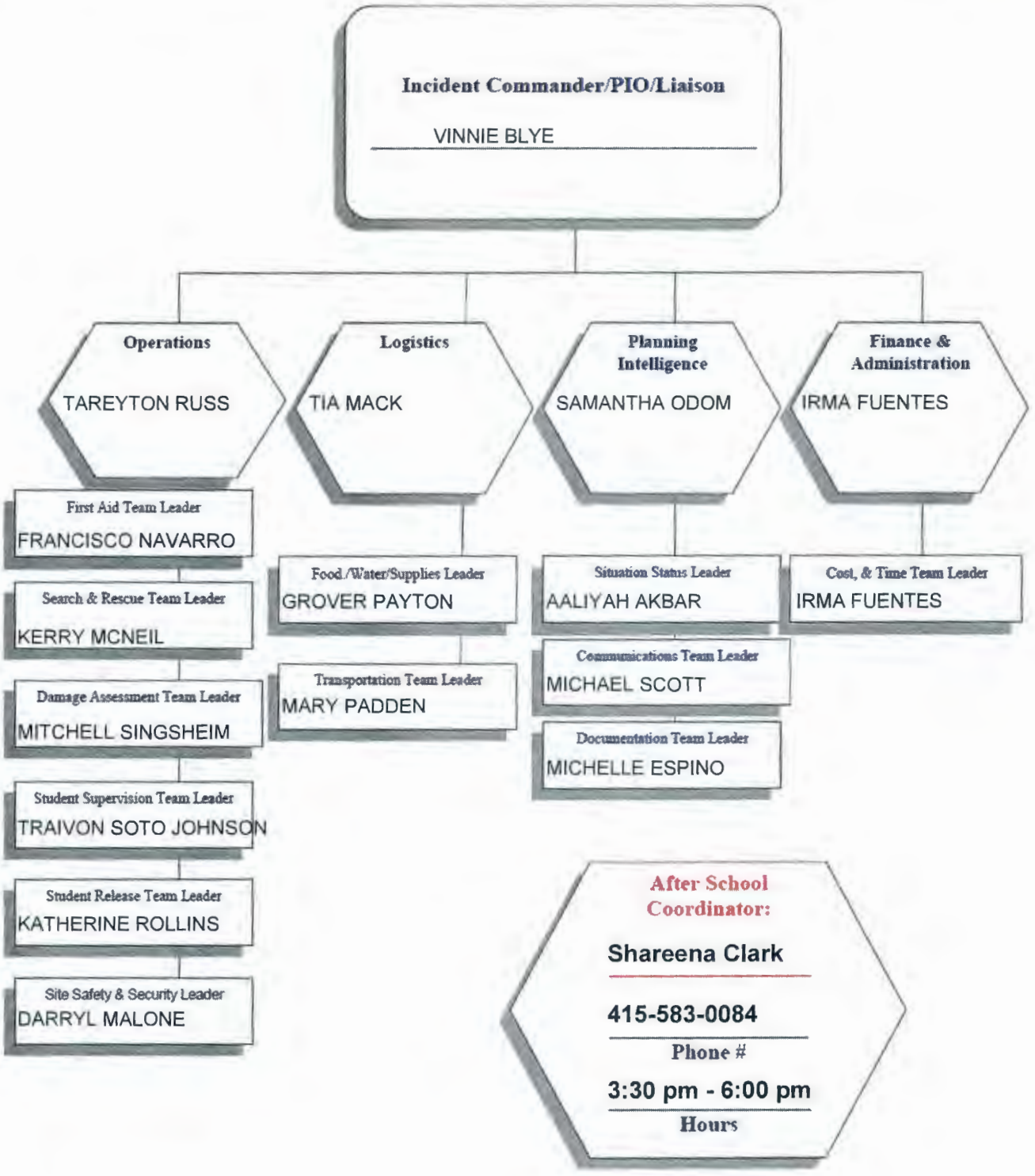
4. If electrical power has not been disrupted, only high school parents/legal guardians may have their student(s) released, as per normal absence/release procedures.

5. In all situations, the superintendent may make other decisions dependent on the type of emergency. During any community-wide emergency, please listen to the radio for pertinent information.

6. Those who arrive during an emergency to check a student out of school will go through the designated release procedures: typically the school will record the time, student's name, and the name of adult to whole the student is being released and address or destination.

If the emergency situation does not extend beyond normal school hours, students will be released as usual at the end of the school day.

Section 5: Chain of Command



Section 6: Safe Ingress and Egress

Your OUSD LID Radio Number. 4775

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the ADA (Americans with Disabilities Act of 1990), individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Plan for people with disabilities (ADA) ☑ N/A (Note: If you do not have any special needs populatoins at your school, please click NA box.)

Please include the following information: 1) How many students with disabilities are there? 2) Where are they located? 3) Description of disabilities. 4) Any other relevant info

There are over 125 students with various disabilities.

Special Needs Population In Detail.

List the specific number of each special needs type on site.

Special Needs Type	Abbreviation	Total
Intellectually Disabled	ID	11
Hard of Hearing	HH	0
Deaf	DEA	0
Speech & Language Impairement	SLI	0
Visually Impaired	VI	0
Emotionally Disturbed	ED	37
Orthopedically Impaired	OI	2
Other Health Impaired	OHI	0
Specific Learning Disability	SLD	15
Deaf / Blind	DB	0
Multipally Disabled	MD	0
Traumatic Brain Injury	TBI	0
Est Medical Disability	EMD	0

Determine proper signage and equipment.

(What equipment and signage is on-site to help people with disabilities?)

Wheel chairs

Training staff to assist individuals with disabilities.

At least 1 name / title combination must be complete.

Name: Danielle Dixon Title: SPED Department Head
Name: Justine Ogbu Title: SPED Teacher

Section 6: On Campus Evacuation Map

Schools must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Assembly Location

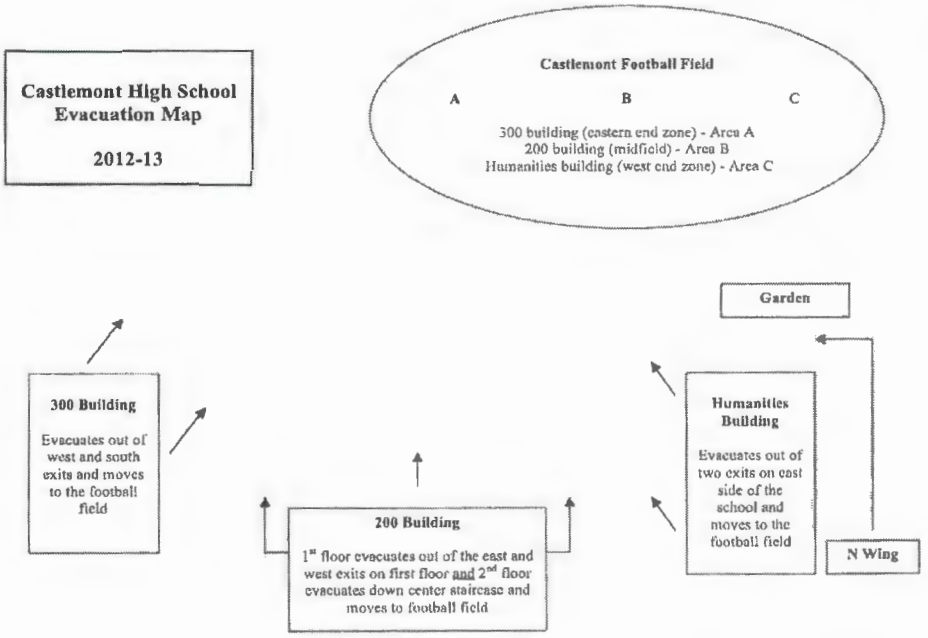
Describe on-campus evacuation/assembly location.

Football Field

○ Upload Copy of Map ◉ Use Last Years Map

Evacuation Map

Football Field



Section 6: Off Campus Evacuation Map

Schools must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

Off-Campus Evacuation/Assembly Location

a-1. Description/Name of location: Arroyo Viejo Park

Establish a memorandum of agreement with the evacuation site.
Name of person or organization memorandum was established with:

City of Oakland

C. Date of Agreement: 5/30/2013

a-2. Please enter the Street Address of the Off-Site Campus Evacuation Location. Please don't enter the city, state, or zip code.

A. School Street Address: 8610 MacArthur Boulevar , Oakland, CA

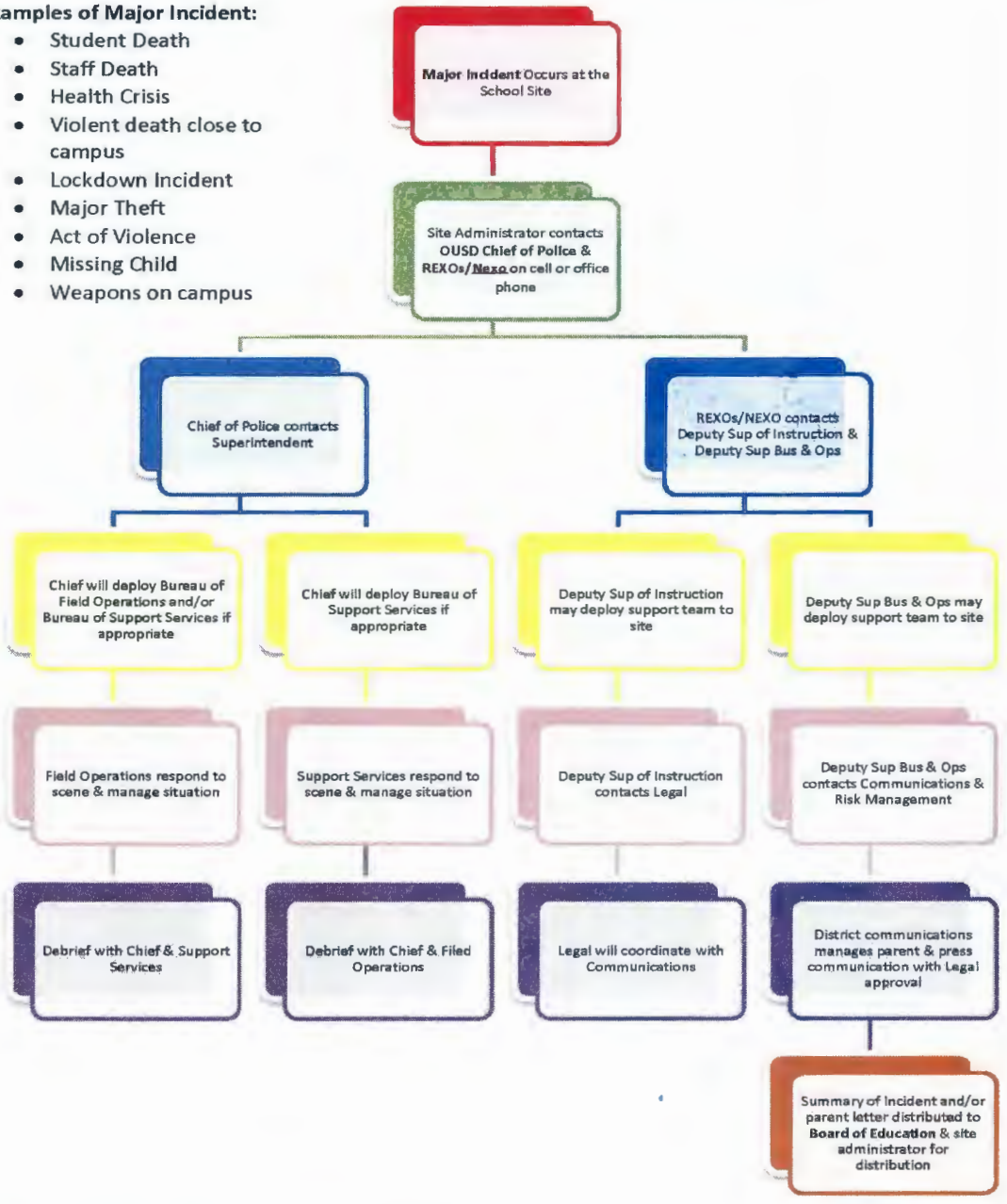
B. Evacuation Street Address: 7702 Krause Ave. , Oakland, CA

Section 7: OUSD Emergency Response and Notification Protocol

Oakland Unified School District
Emergency/Crisis Response and Notification Protocol

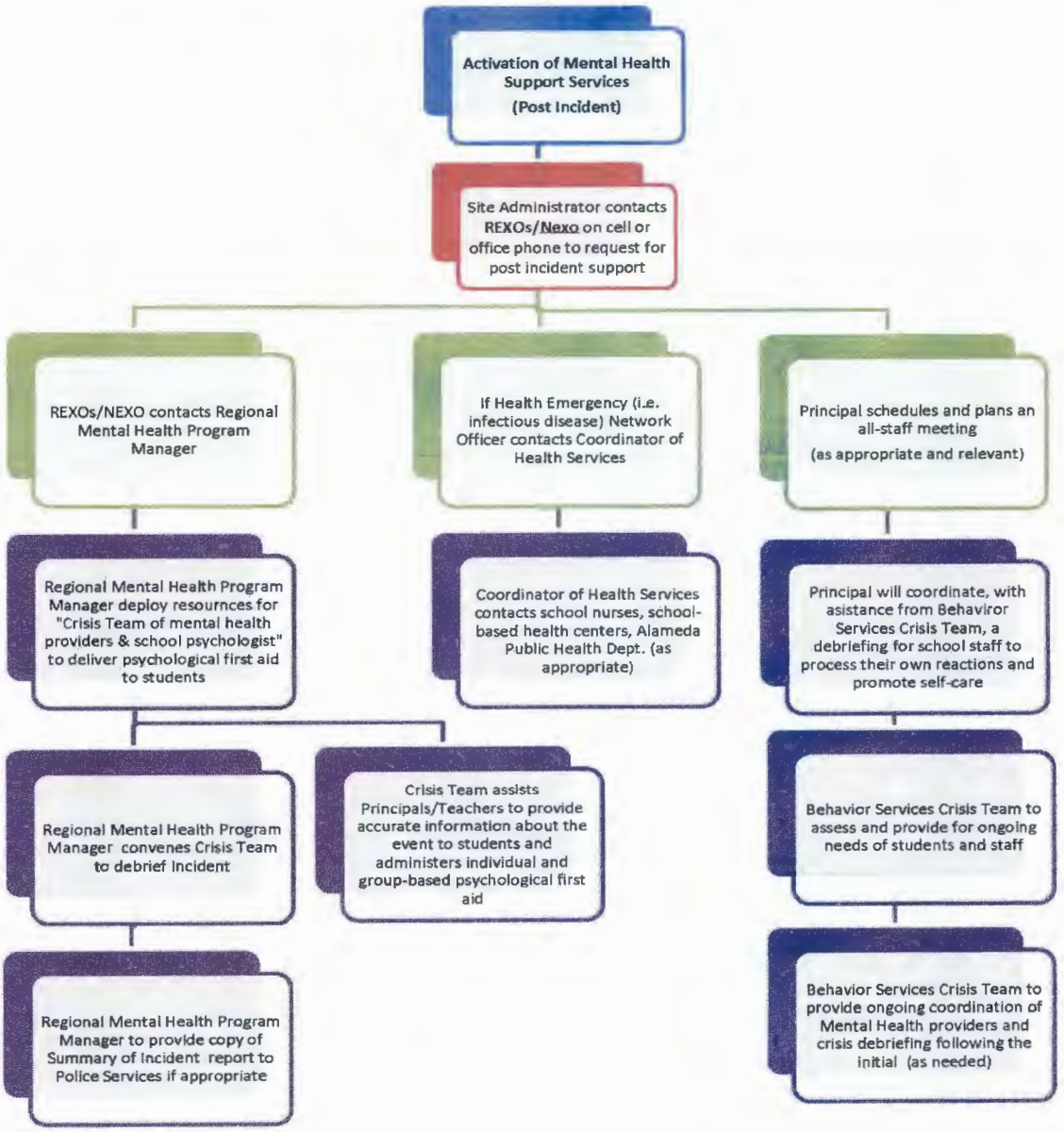
Examples of Major Incident:

- Student Death
- Staff Death
- Health Crisis
- Violent death close to campus
- Lockdown Incident
- Major Theft
- Act of Violence
- Missing Child
- Weapons on campus



Last edited by Oakland School Police Department, July 2013

Oakland Unified School District
Emergency/Crisis Response and Notification Protocol – Post Incident



Last edited by Oakland School Police Department, July 2013

Section 8: Afterschool Program

AFTER SCHOOL PROGRAM

It is important to have a comprehensive safety plan that covers all programs on your school site during regular school hours (8:00 am – 3:00 pm) as well as after school hours (3:00 – 6:00 pm.) Please work with your 'after school coordinator' on the safety planning details to include students in after school programs.

After School Coordinator Name/Contact 1	Name: Phone:
After School Coordinator Name/Contact 2	Name: Phone:
Hours of Operation:	
# of staff:	
# of students:	
# of special needs students:	
# of special needs coordinators:	

Primary on-campus evacuation location:	
Secondary off-campus evacuation location:	
Notification sent to Parents: Yes / No	i.e. flyer, newsletter, mailer, etc. :
Emergency Staff Notification Method:	i.e. PA system, mass text, other, etc.

Student reunification policy established?	Yes / No (if no, please develop & attach policy)
Has 'after school staff on safety team' completed the mandatory ICS 100/200 training?	Yes / No (if no, please follow these 2 links to complete online: IS-100.SCa Introduction to the Incident Command System for Schools http://training.fema.gov/EMIWeb/IS/IS100SCA.asp IS-200.b (ICS 200) ICS for Single Resources and Initial Action Incidents http://training.fema.gov/emiweb/is/is200b.asp
After School Safety team established?	Yes / No
List safety team members name:	Safety team member 1: _____ Safety team member 2: _____ Safety team member 3: _____ Safety team member 4: _____ Safety team member 5: _____

AFTER SCHOOL PROGRAM

Fire and Earthquake Drill Schedule – *After School Program*

The after school coordinator shall hold at least two fire and two earthquake drills every school year. Sites are strongly encouraged to conduct both Earthquake and Fire drills on the same day when possible.

MONTH	Type of Drill	DATE	TIME
September			
October			
November			
December			
January			
February			
March			
April			
May			

☐ *NOTE: Please check this box if your site will be conducting both Earthquake & Fire drills on the same day.

Lockdown Drill Schedule – *After School Program*

The after school coordinator shall hold two lockdown drills every school year at elementary, middle and high school level.

SEMESTER	DATE	TIME
Fall		
Spring		

Monthly Emergency Drill Report Form

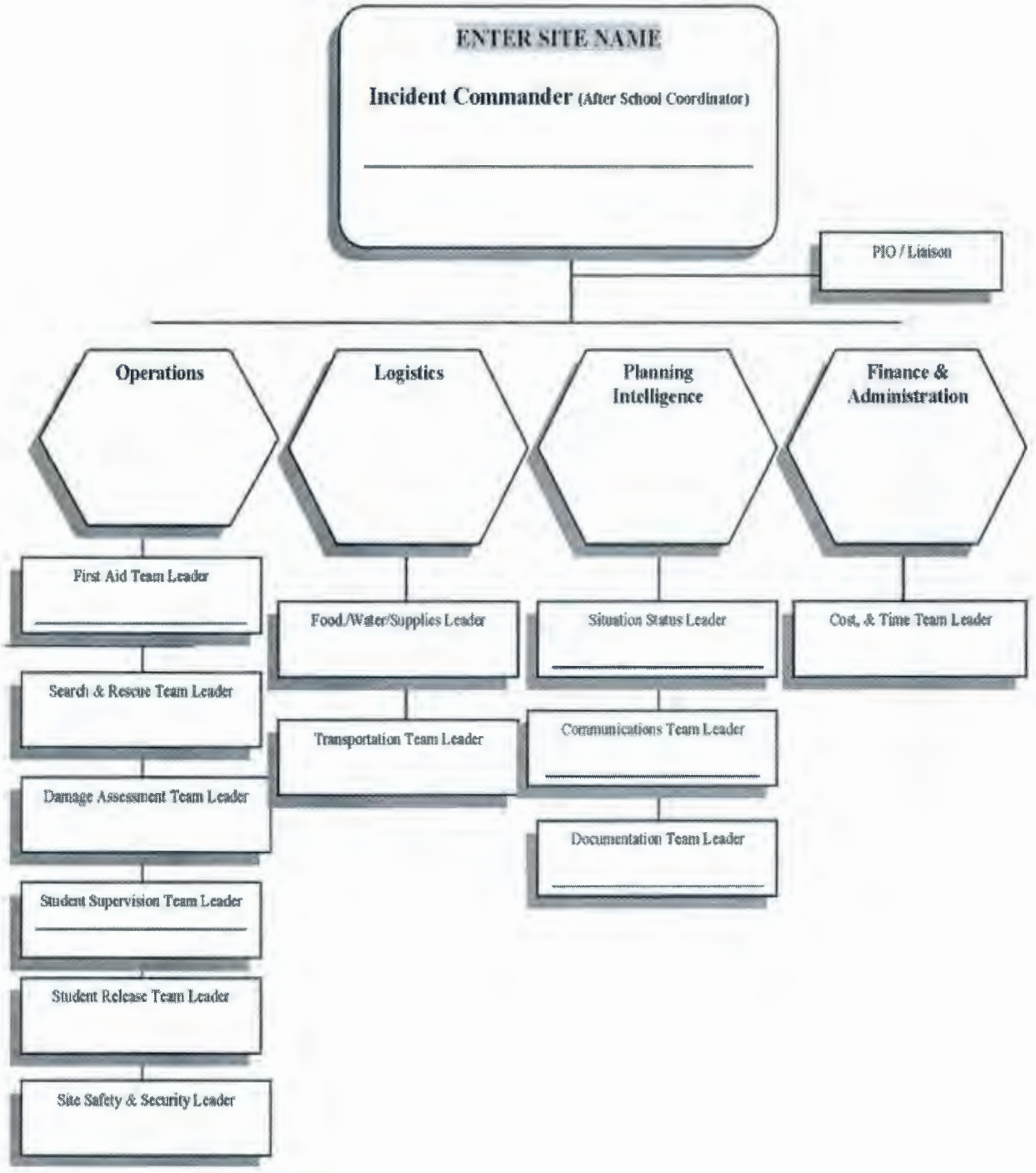
Month _____

Type of Drill	Time Duration	Number of Persons Evacuated	Number of Staff Supervising Drill
Earthquake			
Fire			
Lockdown			
Name of School: _____			

After School Coordinator Signature: _____ Date: _____

Please return the completed drill form with signature to Jenny Wong, Emergency Preparedness Program Manager via email at jenny.wong@ousd.k12.ca.us or fax 510.874.7787.

AFTER SCHOOL PROGRAM



School Safety Plan

APPENDIX: Safety for Special Needs Populations

Safety for Special Needs Populations

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American with Disabilities Act

Title 29 CFR Part 36 implements Title III of the Americans with Disabilities Act of 1990 (42 U.S.C. 12181), which prohibits discrimination on the basis of disability by public accommodations and requires places of public accommodation and commercial facilities to be designed, constructed, and altered in compliance with the accessibility standards established by this part.

Roles and Responsibilities

One of the most important roles of local government is to protect their citizenry from harm, including helping people prepare for and respond to emergencies. Making local government emergency preparedness and response programs accessible to people with disabilities is a critical part of this responsibility. Making these programs accessible is also required by the Americans with Disabilities Act of 1990 (ADA).

Planning

If you are responsible for your community's emergency planning or response activities, you should involve people with disabilities in identifying needs and evaluating effective emergency management practices. Issues that have the greatest impact on people with disabilities include notification, evacuation, emergency transportation, sheltering, access to medical care and medications, access to their mobility devices or service animals while in transit or at shelters, and access to information.

In planning for emergency services, you should consider the needs of people who use mobility aids such as wheelchairs, scooters, walkers, canes or crutches, or people who have limited stamina. Plans also need to include people who use oxygen or respirators, people who are blind or who have low vision, people who are deaf or hard of hearing, people who have a cognitive disability, people with mental illness, and those with other types of disabilities.

Action Step:
Solicit and incorporate input from people with different types of disabilities (e.g. mobility, vision, hearing, cognitive and other disabilities) regarding all phases of your emergency management plan (preparation, notification, response, and clean up).

Notification

Many traditional emergency notification methods are not accessible to or usable by people with disabilities. People who are deaf or hard of hearing cannot hear radio, television, sirens, or other audible alerts. Those who are blind or who have low vision may not be aware of visual cues, such as flashing lights. Warning methods should be developed to ensure that all citizens will have the information necessary to make sound decisions and take appropriate, responsible action. Often, using a combination of methods will be more effective than relying on one method alone. For instance, combining visual and audible alerts will reach a greater audience than either method would by itself.

Action Step:

Provide ways to inform people who are deaf or hard of hearing of an impending disaster if you use emergency warning systems such as sirens or other audible alerts. When the electric power supply is affected, it may be necessary to use several forms of notification. These might include the use of telephone calls, auto-dialed TTY (teletypewriter) messages, text messaging, e-mails, and even direct door-to-door contact with pre-registered individuals. Also, you should consider using open-captioning on local TV stations in addition to incorporating other innovative uses of technology into such procedures, as well as lower-tech options such as dispatching qualified sign language interpreters to assist in broadcasting emergency information provided to the media.

Evacuation

Individuals with disabilities will face a variety of challenges in evacuating, depending on the nature of the emergency. People with a mobility disability may need assistance leaving a building without a working elevator. Individuals who are blind or who have limited vision may no longer be able to independently use traditional orientation and navigation methods. An individual who is deaf may be trapped somewhere unable to communicate with anyone because the only communication device relies on voice. Procedures should be in place to ensure that people with disabilities can evacuate the physical area in a variety of conditions and with or without assistance.

Action Step:

Adopt policies to ensure that your community evacuation plans enable people with disabilities, including those who have mobility impairments, vision impairments, hearing impairments, cognitive disabilities, mental illness, or other disabilities, to safely self-evacuate or to be evacuated by others. Some communities are instituting voluntary, confidential registries of persons with disabilities who may need individualized evacuation assistance or notification. If you adopt or maintain such a registry, have procedures in place to ensure its voluntariness, guarantee confidentiality controls, and develop a process to update the registry. Also consider how best to publicize its availability. Whether or not a registry is used, your plan should address accessible transportation needs for people who use wheelchairs, scooters, or other mobility aids as well as people who are blind or who have low vision.

Both public and private transportation may be disrupted due to overcrowding because of blocked streets and sidewalks, or because the system is not functioning at all. The movement of people during an evacuation is critical, but many people with disabilities cannot use traditional, inaccessible transportation.

Action Step:

Identify accessible modes of transportation that may be available to help evacuate people with disabilities during an emergency. For instance, some communities have used lift-equipped school or transit buses to evacuate people who use wheelchairs during floods.

Sheltering

When disasters occur, people are often provided safe refuge in temporary shelters. Some may be located in schools, office buildings, tents, or other areas. Historically, great attention has been paid to ensuring that those shelters are well stocked with basic necessities such as food, water, and blankets. But many of these shelters have not been accessible to people with disabilities. Individuals using a wheelchair or scooter have often been able somehow to get to the shelter, only to find no accessible entrance, accessible toilet, or accessible shelter area.

Action Step:

Survey your community's shelters for barriers to access for persons with disabilities. For instance, if you are considering incorporating a particular high school gymnasium into your sheltering plan, early in the process you should examine its parking, the path to the gymnasium, and the toilets serving the gymnasium to make sure they are accessible to people with disabilities. If you find barriers to access, work with the facility's owner to try to get the barriers removed. If you are unable to do so, consider another nearby facility for your community sheltering needs.

Until all of your emergency shelters have accessible parking, exterior routes, entrances, interior routes to the shelter area, and toilet rooms serving the shelter area, identify and widely publicize to the public, including persons with disabilities and the organizations that serve them, the locations of the most accessible emergency shelters.

Shelter staff and volunteers are often trained in first aid or other areas critical to the delivery of emergency services, but many have little, if any, familiarity with the needs of people with disabilities. In some instances, people with disabilities have been turned away from shelters because of volunteers' lack of confidence regarding the shelter's ability to meet their needs. Generally, people with disabilities may not be segregated or told to go to "special" shelters designated for their use. They should ordinarily be allowed to attend the same shelters as their neighbors and coworkers.

Action Step:

Invite representatives of group homes and other people with disabilities to meet with you as part of your routine shelter planning. Discuss with them which shelters they would be more likely to use in the event of an emergency and what, if any, disability-related concerns they may have while sheltering. Develop site-specific instructions for your volunteers and staff to address these concerns.

Many shelters have a "no pets" policy and some mistakenly apply this policy to exclude service animals such as guide dogs for people who are blind, hearing dogs for people who are deaf, or dogs that pull wheelchairs or retrieve dropped objects. When people with disabilities who use service animals are told that their animals cannot enter the shelter, they are forced to choose between safety and abandoning a highly trained animal that accompanies them everywhere and allows them to function independently.

Action Step:

Adopt procedures to ensure that people with disabilities who use service animals are not separated from their service animals when sheltering during an emergency, even if pets are normally prohibited in shelters. While you cannot unnecessarily segregate persons who use service animals from others, you may consider the potential presence of persons who, for safety or health Reasons, should not be with certain types of animals.

Individuals whose disabilities require medications, such as certain types of insulin that require constant refrigeration, may find that many shelters do not provide refrigerators or ice-packed coolers. Individuals who use life support systems and other devices rely on electricity to function and stay alive and, in many cases, may not have access to a generator or other source of electricity within a shelter.

Action Step:

Ensure that a reasonable number of emergency shelters have back-up generators and a way to keep medications refrigerated (such as a refrigerator or a cooler with ice). These shelters should be made available on a priority basis to people whose disabilities require access to electricity and refrigeration, for example, for using life-sustaining medical devices, providing power to motorized wheelchairs, and preserving certain medications, such as insulin, that require refrigeration. The public should be routinely notified about the location of these shelters. In addition, if you choose to maintain a confidential registry of individuals needing transportation assistance, this registry could also record those who would be in need of particular medications. This will facilitate your planning priorities.

People who are deaf or hard of hearing may not have access to audible information routinely made available to people in the temporary shelters. Those who are blind or who have low vision will not be able to use printed notices, advisories, or other written information.

Action Step:

Adopt procedures to provide accessible communication for people who are deaf or hard of hearing and for people with severe speech disabilities. Train staff on the basic procedures for providing accessible communication, including exchanging notes or posting written announcements to go with spoken announcements. Train staff to read printed information, upon request, to persons who are blind or who have low vision.

Returning Home

The needs of individuals with disabilities should be considered, too, when they leave a shelter or are otherwise allowed to return to their home. If a ramp has been destroyed, an individual with a mobility impairment will be unable to get into and out of the house. In case temporary housing is needed past the stay at the shelter, your emergency response plan could identify available physically accessible short-term housing, as well as housing with appropriate communication devices, such as TTY's, to ensure individuals with communication disabilities can communicate with family, friends, and medical professionals.

Action Step:

Identify temporary accessible housing (such as accessible hotel rooms within the community or in nearby communities) that could be used if people with disabilities cannot immediately return home after a disaster if, for instance, necessary accessible features such as ramps or electrical systems have been damaged.

If you contract with another entity, such as the American Red Cross or another local government, to provide your emergency preparedness plans and emergency response services, you should ensure that the other entity follows these steps on your behalf.

Prepare For What Will Happen

Earthquake

1. Not only do breakable things break, the broken pieces and other objects fly off walls and shelves. So, during the shaking move away from windows, mirrors, shelves, and bookcases. Watch out for pictures flying off walls, and loose objects from the top of file cabinets. Cabinet doors may open and stored items spill out; bookcases may topple over if not anchored to a wall or the floor.

2. Large, heavy furniture gets moved. This means file cabinets, desks, televisions, couches, beds and other items you may not be able to move by yourself will shift position by a foot or more. Out-of-position furniture may actually block the pathway out of your office or residence.

3. Many offices have acoustical tile ceilings, and a major quake may shake some out of the ceiling. Fortunately, tiles are not very heavy when they fall. But usually a lot of dust has accumulated above the tiles and this dust will come down as well.

4. Telephone service may be interrupted.

5. Electricity may be lost. This means no lights, air conditioning, electric heating, and elevators. Refrigerators and electric stoves will not work and you may have no hot water. Also, because of lost water pressure toilets may not flush. Without electricity you cannot run mechanical breathing aids; you will not be able to recharge a power wheelchair. Only battery operated clocks, radios, televisions, and other appliances will help you. AT WORK AND AT HOME -KEEP A FLASHLIGHT, BATTERY OPERATED RADIO AND FRESH BATTERIES HANDY.

6. A fire is much more possible than under normal conditions. In or near any building or residence, there may be a ruptured gas line, torn electrical wiring, or spilled flammable fluids. AT HOME, HAVE A FIRE EXTINGUISHER HANDY. AT WORK, KNOW WHERE THE NEAREST TWO EXTINGUISHERS ARE LOCATED. KNOW HOW TO DIRECT SOMEONE TO TURN OFF YOUR GAS IF YOU CANNOT DO SO YOURSELF.

7. Don't expect help from fire and police personnel for at least 72 hours: they will be busy with the most crucial situations. Some emergency shelters are up and running within hours of a major disaster; others take two or three days to become operational. BE MENTALLY PREPARED TO RELY ON YOUR OWN RESOURCES AND THE HELP OF NEIGHBORS AND WORK COLLEAGUES DURING THE FIRST 72 HOURS AFTER A MAJOR EARTHQUAKE.

8. It can take up to three days for emergency water to get to your area. Every person should store at least 3 gallons, and more for those people who need extra water. And still more if you have a service animal. It is best to store filtered water because it will stay fresher during a long storage. (Replace the water every few months.)

9. In the days following a major quake, many people find themselves easily distracted, strangely absent-minded, and occasionally losing track of keys, phone numbers, and other things. If you experience this, dont worry greatly; it is a normal reaction to the stress of a being in a major disaster.

10. It may take several days before order is restored and you can replace even the simplest disability related items like hearing-aid batteries and prescription medications. Keep spares and backup supplies at home or at school.

Before a Disaster

1. Evacuation plans must provide for problems involved in students with mobility, visual and hearing impairments. Special evacuation transportation provisions may be necessary - both from the school building to the assembly area(s) and away from the school area. And plans must also address assistance that will be provided to mentally retarded students during and after the earthquake.

2. Special needs students should have a back-up supply of vital medication, equipment or supplies with them, at school or enroute. Those students or their teachers should be prepared to bring the extra medication or supplies if evacuation from the school premises is ordered.

3. Parents or guardians of these students should be consulted concerning care considerations if the student is isolated at school for both a short term or long term basis.

4. These students should have in their possession an individual emergency card describing their special needs. The cards should list information such as; disability, medications and their application frequencies, mobility constraints, attendant needs allergies, primary physician, etc.

5. Any power requirements for special sustaining equipment, if normal power is off for a long period of time, should be considered.

6. Special Needs Teachers and Aids should be kept with their students.

7. Allow for individual self sufficiency of these students as much as possible by getting them involved in preparedness and response activities. Include in response planning obvious ways in which special needs students can assist others in response to disastrous conditions -include them in your drill. As an example, in the dark (due to power loss and no outside light), sighted people could depend on the blind students to navigate through debris laden evacuation routes. Blind people are experienced at being placed in new, unfamiliar environments and finding their way.

8. Also communicate preparedness and response information and instructions (according to need) to these students with braille, audio cassette, visual aids, large print, etc. Don't let them out of the process.

9. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired and deaf students would be best alerted by flashing light alarms.

10. Emergency back-up lighting systems, especially in stairwells and other dark areas would benefit those students with limited visual acuity.

11. Students with hypertension, dyslexia or learning disabilities will have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety.

12. Hearing impaired students should practice some basic hand signals with the teachers and other students for emergency communication.

13. Mobility impaired students should practice moving their wheel chairs into designated safe areas, locking their wheels and covering their heads with a book or with their arms or hands.

14. Partnerships should be established between the able bodied and special needs students. The able bodied partners should be prepared (and practice during drills) to assist the special need student.

15. Rescue teams should be made aware of the best way to rescue special needs students. As an example, mobility impaired students should be allowed to instruct rescue team members on the best way to move them from the hazardous area. The fireman's carry may be dangerous to someone with respiratory problems.

16. Special response provisions may have to be made for ensuring duck and cover protection for these students. Barriers to earthquake safety are highly individual for them and accommodation plans may have to fit the requirements. The guidance provided by this document should be modified to fit each special situation of each special needs student. NOTE: ANY SPECIAL RESPONSE PROCEDURE MUST BE TESTED DURING EARTHQUAKE DRILLS.

17. Visually impaired or blind students should have an extra cane at school even if they have a Seeing Eye dog. They should be informed of alternate evacuation routes.

During the Earthquake

Special needs students or able bodied partners should implement special duck and cover actions. An example; mobility impaired students should know how (through practice) lock wheel chair wheels and cover head with book, arms or hands.

After the Earthquake

1. Hearing impaired or deaf students need face to face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.

2. During evacuation from classroom, sight impaired or blind students need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.

3. In total darkness, sight impaired or blind students may be more capable of guiding sighted students and staff.

4. For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of obstacles in their paths or because electric dependant machines are not functioning (i.e., elevator). Special preplanned assistance must be provided.

5. Any special medications, supplies and equipment for the special needs students must be transported with them during evacuation.

6. If evacuation from school area is called for, utilize special transportation arrangements.

7. Re-establish special power requirements for the equipment of special needs students as soon as possible.

Rescue of special needs students should be accomplished utilizing special techniques as practiced.

Training for Rescue Service During an Emergency

1. Train personnel to regard a disabled person as the best expert in his or her disability and to ask a disabled person for advice before lifting or moving that person.

2. Train personnel to take extra time when communicating with people who are deaf, hearing impaired, or speech impaired.

3. Train personnel to never separate a disabled person from his or her assistive aids: wheelchairs, canes, hearing aids, medications, special diet food, urinary supplies, etc. Also, a service animal, usually a dog, is an assistive aid used by some blind, deaf and mobility impaired people.

4. Train personnel to realize that a disabled person's equipment may not be working after a disaster occurs, or it may be insufficient for emergency circumstances.

5. Train personnel to realize that a disaster may temporarily confuse service animals and they may not be able to help their owners as effectively as before the disaster.

6. Train rescue workers to know that some individuals with emotional and developmental disabilities may be too unsettled to respond appropriately to instructions and directions, such as a public address announcement to evacuate a building. Some disabled individuals may need to be in a quiet place for a while to regain their composure; others may even try to hide from rescue workers.

7. Train personnel to realize that some individuals with significant mental or learning disabilities might not understand the significance of "Keep Out" signs and barricade tape.

Evacuating Wheelchair Users

All Wheelchair Users

1. Discuss with the user of the wheelchair how to lift the user and the wheelchair either together or separately. When circumstances necessitate separating the user and the wheelchair, keep the period of separation to a minimum.

2. Some parts of a wheelchair are safe to lift from, others will come off when lifted. Always ask the user to confirm where it is safe to lift. Also, ask the user what else about his or her wheelchair you should know in order to lift it safely.

3. Wheelchairs with four wheels (not three-wheeled scooters) usually have handbrakes on each side of the chair. When the wheelchair is to remain stationary, set both brakes.

4. When more than one flight of stairs is traversed, helpers may need to switch positions since one person may be doing most of the lifting. Switch positions only on a level landing.

5. When the lifting is complete, follow the instructions of the chair's user and restore the manual or motorized wheelchair to full operation; then direct the user to a safe area.

Manual (non-motorized) Wheelchairs

1. Manual chairs weigh between 20 and 60 pounds. Two people are required to lift a manual wheelchair when occupied by the user.

2. Generally, the best way to lift the chair and user together is to position one helper behind the chair and the other helper in front. The helper behind the wheelchair tips it backwards to a balance angle that is tolerable to the user. The other helper grasps the front of the wheelchair and guides its movement. The two helpers lower or raise the wheelchair one step at a time, making sure both rear tires hit step edges evenly.

Motorized Wheelchairs

1. Motorized wheelchairs can weigh up to 100 pounds (un-occupied), and may be longer and heavier to push than manual wheelchairs. Some motorized chairs have additional electrical equipment such as a respirator or a communications device.

2. Lifting a motorized chair and user up or down stairs requires two to four helpers. Before lifting, discuss with the user if some heavy parts of the chair can be detached temporarily, how to position the helpers, where they should grab hold, and at what if any angle to tip the chair backward. Turn the chair's power off before lifting the chair.

3. If the chair's power drive is temporarily detached, the chair becomes "free wheeling". Helpers must realize they are entirely responsible for the safety of the user since the user of a motorized wheelchair generally lacks the arm function to control the chair's movement.

Community Schools Strategic Site Plan (CSSSP) and School Safety Plan Recommendations and Assurances

School Site Name/Site Number: CASTLEMONT HIGH SCHOOL / 301

☑ Title 1 School Wide Program ☐ SIG

☐ Title 1 Targeted Assistance Program ☐ QEIA

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) also known as the Community School Strategic Site Plan (CSSS) and Safety School Plan 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 Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the CSSSP requiring board approval.
3. The school plan and safety plan is based upon a thorough analysis of student academic and safety goals/data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, social emotional goals and to meet all safety planning procedures and improve student achievement.
4. The School Site Council reviewed the content requirements of the CSSSP and Site Safety Plan and assures all requirements have been met, including those found in district governing board policies and in the local education agency plan (LEAP).
5. The safety plan was communicated to the public, per Education Code section 35294.2 (e): "*...an updated file of all safety related plans and materials shall be readily available for inspection by the public.*"
6. Opportunity was provided for this school's CSSSP (per Education Code 64001) and Safety plan (per Education Codes Sections 35294.8(b), 35294.2(e), and 32288) for public input and adopted by the School Site Council at a public meeting (s) on:
   May 15, 2014, December 18
7. The public was alerted about the meeting through one of the following:
   Fliers in students' home languages (date) May 9, 2014
   Announcement at the public meeting (date) May 9, 2014, November 20, 2014
   marquee Other (Notices and Media Announcements) (date) May 9, 2014, Dec 15

In your Site Safety Plan, include documentation of how you provided an opportunity for public review and how the public can access or review the plan

Signatures

WILLIAM CHAVARIN Print name of school principal	Signature	12/18/14 mcc Date
Chinyere Tutashinda SSC CHAIR Print name of SSC chairperson	Signature	12-18-14 Date
JAMES WILLIAMS Print name of Chief of Police or Designee	Signature	7/29/14 Date
KEVIN TAYLOR Print name of Regional Executive Officer	Signature	12/19/14 KT Date
Susana Ramirez Print name of Director, State & Federal Compliance	Signature	12/19/14 Date

Community Schools Strategic Site Plan 2014-2015

School Name: Castlemont High School | Site Code:301 | Date:

#	School Quality Indicator	Priority Area	Strategies	Strategic Action	Budget Res.#	Res	Object Code	Object Name	FTE	Budget Amount	Turnaround Principle	1. SQIS Proposed Interventions	2. SQIS Proposed Interventions	3. SQIS Proposed Interventions
1	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 C Transitions & Pathways PreK-12; SQI1 D College, Career & Workforce ; SQI1 E Accelerating Students through Targeted Approaches*	Integrate study tours aligned with EL curriculum to support learning and achievement of EL students.	Provide full English immersion experience to EL students by attending activities such as student led conferences, museum visits, age appropriate educational films, etc.	NA	NA			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers.	6e. Plan of action for identified "at risk" students		
2	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 C Transitions & Pathways PreK-12; SQI1 D College, Career & Workforce ; SQI1 E Accelerating Students through Targeted Approaches*	Integrate study tours aligned with curriculum to support and reinforce academic concepts.	Provide extra academic activities such as trips to Museums, Lawrence Hall of Science, Appropriate films, course, etc.	NA	NA			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers.	6e. Plan of action for identified "at risk" students		

3	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 C Transitions & Pathways PreK-12; SQI1 D College, Career & Workforce ; SQI1 E Accelerating Students through Targeted Approaches*	Upgrade existing technology to improve the integration of technology into the academic curriculum.	Purchase desktop computers to supplement the older computer equipment that exists on campus	NA	NA			0	$0.00	2. Ensure delivery of effective instruction for ALL students by all teachers	4a. Curriculum aligned to CCSS	5c. Local data system, with multiple assessments, to inform program and instructional decisions	
4	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 C Transitions & Pathways PreK-12; SQI1 D College, Career & Workforce ; SQI1 E Accelerating Students through Targeted Approaches*	Upgrade existing technology to improve the integration of technology into the academic curriculum.	Provide security for supplemental instructional technology	NA	NA			0	$0.00	2. Ensure delivery of effective instruction for ALL students by all teachers	4a. Curriculum aligned to CCSS	5c. Local data system, with multiple assessments, to inform program and instructional decisions	

5	School Quality Indicator: 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 C Transitions & Pathways Prek-12; SQI1 D College, Career & Workforce ; SQI1 E Accelerating Students through Targeted Approaches"	Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admittance into college.	All students will create an academic plan using the student aspects with marking period check-ups.	NA	N/A			0	$0.00	5. Guarantee data driven collaboration to inform instruction and for continuous improvement	6c. Improve student attendance	6a. Plan of action for identified "at risk" students	5a. Short-term action plans to achieve improvement goals
6	School Quality Indicator: 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 C Transitions & Pathways Prek-12; SQI1 D College, Career & Workforce ; SQI1 E Accelerating Students through Targeted Approaches"	Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admittance into college.	All 10th - 12th grade students will have one on one meetings with a counselor in order to create a secondary plan and outline post-secondary goals.	NA	N/A			0	$0.00	5. Guarantee data driven collaboration to inform instruction and for continuous improvement.	4b. School cycle of inquiry focused on curriculum quality	5a. Short-term action plans to achieve improvement goals	6a. Plan of action for identified "at risk" students

7	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 C Transitions & Pathways PreK-12; SQI1 D College, Career & Workforce ; SQI1 E Accelerating Students through Targeted Approaches*	Castlemont will use an integrated set of services, partner programs, tools, and resources to help our school build a college readiness culture in order to increase the number of students prepared for college and admittance into college.	Increase in 12th grade students applying to a two year or four year college/universit y.	NA	N/A			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need	2a. Plan to maximize instructional time in core subjects	0e. Plan of action for identified "at risk" students
8	School Quality Indicator 1:Quality Learning Experiences for All Students: School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 C Transitions & Pathways PreK-12; SQI1 D College, Career & Workforce ; SQI1 E Accelerating Students through Targeted Approaches*; SQI2 G School Culture	Accelerate student academic achievement in core curriculum areas.	Create focused instructional plan that identifies core standards to be taught with identified long ranged and daily learning targets.	NA	N/A			0	$0.00	4. Ensure a CCSS aligned instructional program to meet all students' needs.	2c. Teacher/admin PD targets areas of instructional need	2f. Professional learning provided by CORE.	5e. Differentiated teacher PD in use of data

9	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 C Transitions & Pathways PreK-12; SQI1 D College, Career & Workforce; SQI1 E Accelerating Students through Targeted Approaches"; SQI2 B School Culture	Accelerate student academic achievement in core curriculum areas.	Department Leaders are creating structured academic programs that are interconnected with pacing guides to prepare students for master at each grade level.	NA	N/A			0	$0.00	1. Ensure strong school leadership to lead turnaround	1e. Ensure ILT skill development	2a. Teacher Cycles of Inquiry	4c. . Pacing guides, curriculum maps, exemplar instructional strategies
10	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 C Transitions & Pathways PreK-12; SQI1 D College, Career & Workforce; SQI1 E Accelerating Students through Targeted Approaches"; SQI2 B School Culture	Accelerate student academic achievement in core curriculum areas.	Provide supplemental instructional materials and supplies to support effective instructional practices	NA	N/A			0	$0.00	4. Ensure a CCSS aligned instructional program to meet all students needs	4a. Curriculum aligned to CCSS	4b. School cycle of inquiry focused on curriculum quality	4c. . Pacing guides, curriculum maps, exemplar instructional strategies

11	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 C Transitions & Pathways PreK-12; SQI1 E Accelerating Students through Targeted Approaches"	Intense and ongoing academic instructional support will result in improved student academic achievement	Provide academic instructional intervention in all classes. Use of effective differentiated instructional strategies and techniques that address the individual needs of students and thus support the improved academic achievement	NA	NA			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers	2a. Teacher Cycles of Inquiry	3a. Plan to maximize instructional time in core subjects	6a. Plan of action for identified "at risk" students
12	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 C Transitions & Pathways PreK-12; SQI1 E Accelerating Students through Targeted Approaches"; SQI2 D Interrupting Chronic Absence (Attendance)	Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	Literacy specialist will have A targeted approach to having all staff members support the process of leading all students multiple times	NA	NA			0	$0.00	5. Customize data driven collaboration to inform instruction and for continuous improvement	2d. Transfer effective teachers to low performing schools	2g. Instructional coach fits job-embedded professional learning	5c. Local data system with multiple assessments to inform program and instructional decisions

13	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 C Transitions & Pathways PreK-12; SQI1 E Accelerating Students through Targeted Approaches"; SQI2 D Interrupting Chronic Absence (Attendance)	Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	A targeted approach to integrating reading strategies across the curriculum	N/A	N/A			0	$0.00	4 Ensure a CCSS aligned instructional program to meet all students' needs	2a. Teacher Cycles of Inquiry	2e. Differentiated teacher PD in use of data	3a. Plan of action for identified "at risk" students.
14	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 C Transitions & Pathways PreK-12; SQI1 E Accelerating Students through Targeted Approaches"; SQI2 D Interrupting Chronic Absence (Attendance)	Accelerate student reading comprehension by at least 2 grade levels, as measured by SRI	Creation of an aligned Literacy Blueprint	N/A	N/A			0	$0.00	4 Ensure a CCSS aligned instructional program to meet all students' needs	2c Teacher/admin PD targets areas of instructional need	2a. Teacher Cycles of Inquiry	3a. Plan to maximize instructional time in core subjects

15	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 C Transitions & Pathways PreK-12; SQI1 E Accelerating Students through Targeted Approaches"; SQI2 D Interrupting Chronic Absence (Attendance)	Increase by 15% the number of students who pass CAHSEE.	Intervention strategies will be integrated in instructional practices in all classes.	N/A	N/A			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers	2a. Teacher Cycles of Inquiry	2d. Teachers/admin PD targets areas of instructional need	2a. Implement walk-thru protocols
16	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 E Accelerating Students through Targeted Approaches"	Provide adequate technology and novels/textbooks aligned with EL curriculum to support in EL classrooms to support EL students achievement.	Create a learning conducive environment by supplying supplemental novels/non-textbooks aligned with curriculum in EL classrooms	N/A	N/A			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers	4a. Curriculum aligned to CCSS		
17	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 E Accelerating Students through Targeted Approaches"	Provide adequate technology and novels/textbooks aligned with EL curriculum to support in EL classrooms to support EL students achievement.	Content specific technology for Core Classes	N/A	N/A			0	$0.00	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS		

18	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 E Accelerating Students through Targeted Approaches"	Provide adequate technology and novels/textbooks aligned with EL curriculum to support in EL classrooms to support EL students achievement.	Purchase USA Test Prep program to be used in the intervention classes.	9501	Title I	4300	MATERIALS & SUPPLIES	0	$5,000.00	2. Ensure delivery of effective instruction for all students by all teachers	4a. Curriculum aligned to CCSS		
19	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI1 E Accelerating Students through Targeted Approaches"	Standarized writing strategies across curriculum.	Cross-curriculum written projects across classes.	NA	N/A			0	$0.00	1. Ensure a CCSS aligned instructional program to meet all students' needs	2c. Teacher/admin PD targets areas of instructional need	4c. Pacing guides, curriculum maps, narrow instructional strategies	3a. Plan to maximize instructional time in core subjects
20	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI3 A Building Capacity & Leadership	Collaborative teacher inquiry Content and grade level teams common planning times/conferences & periods with structured agendas and outcomes.	Finalize teacher placements on master schedule and identify and train teacher leaders.	NA	N/A			0	$0.00	1. Ensure strong school leadership to lead turnaround	2d. Transfer effective teachers to low performing schools	1c. Ensure ILT skill development.	5d. ILT to develop short-term plans, implement, and monitor
21	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI3 A Building Capacity & Leadership	Provide on-going high quality professional development that is delivered with specific goals and outcomes.	Provide quality professional development that is delivered with specific goals and outcomes.	NA	N/A			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need	2f. Professional learning provided by CORE	2a. Differentiated teacher PD in use of data

22	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 B Science, Technology, Engineering, Mathematics; SQI3 A Building Capacity & Leadership	Provide on-going high quality professional development for teachers focus on Common Core Standard, instructional strategies	Create structures to facilitate interdepartmental learning	NA	N/A			0	$0.00	5. Guarantee data driven collaboration to inform instruction and for continuous improvement	2a. Teacher Cycles of Inquiry	4h. School cycle of inquiry focused on curriculum quality	6a. Shared mission and vision
23	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 C Transitions & Pathways PreK-12; SQI1 D College, Career & Workforce ; SQI1 E Accelerating Students through Targeted Approaches*	Continue to develop an AP program that is inclusive and offers all students access to AP level classes and support in meeting the expectations of AP classes.	Collaboration among teachers for alignment of best academic practices and rigor.	NA	N/A			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers	2a. Teacher Cycles of Inquiry	3c. Evaluate effectiveness of extended learning time	6e. Plan of action for identified "at risk" students
24	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 C Transitions & Pathways PreK-12; SQI1 D College, Career & Workforce ; SQI1 E Accelerating Students through Targeted Approaches*	Continue to develop an AP program that is inclusive and offers all students access to AP level classes and support in meeting the expectations of AP classes.	After school AP study hall with AP teacher/subject rotation	NA	N/A			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers	3b. Extended day and year opportunities for student learning		

25	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 C Transitions & Pathways PreK-12; SQI1 D College, Career & Workforce ; SQI1 E Accelerating Students through Targeted Approaches"	Continue to develop an AP program that is inclusive and offers all students access to AP level classes and support in meeting the expectations of AP classes.	Bridging the gap between African American males and the AP program	NA	NA			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers	5e. Plan of action for identified "at risk" students	5e. Short-term action plans to achieve improvement goals	
26	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments; School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 C Transitions & Pathways PreK-12; SQI1 E Accelerating Students through Targeted Approaches"; SQI2 D Interrupting Chronic Absence (Attendance); SQI3 A Building Capacity & Leadership	Instructional Leadership Team (ILT) will create and implement PD workshops with a focus on the integration of literacy (specifically writing) into all areas of the curriculum.	Common planning at the grade level built into Master Schedule for grade level inquiry teams to address common practices at their grade level.	NA	NA			0	$0.00	1. Ensure strong school leadership for rapid turnaround.	1c. Ensure ILT skill development	2c. Teacher/admin PD targets areas of instructional need	5b. ILT to develop short-term plans (implement), and monitor.
27	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI1 A Balanced Literacy & Literacy Across the Curriculum; SQI1 E Accelerating Students through Targeted Approaches"; SQI2 B School Culture ; SQI2 D Interrupting Chronic Absence (Attendance)	Ensure school progress report every 3 weeks.	Progress reports posted and mailed out to parents.	NA	NA			0	$0.00	7. Ensure a healthy school environment that promotes parent and community engagement	7a. Plan for student, family, community engagement	5e. Plan of action for identified "at risk" students	7b. Evidence of efforts to increase effective parent/community involvement

28	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 B Science, Technology, Engineering, Mathematics; SQI1 C Transitions & Pathways PreK-12; SQI1 E Accelerating Students through Targeted Approaches*	Use Springboard to drive instruction in all math classes	Through the adoption of the Collge Board's Springboard curriculum in all math courses, students will engage in deeper mathematical thinking and will increase mastery of essential mathematical concepts	NA	NA			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers	2c: Teacher/admin PD targets areas of instructional need	2f: Professional learning provided by CORE	4a - Pacing guides, curriculum maps, sample instructional strategies
29	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 B Science, Technology, Engineering, Mathematics; SQI1 C Transitions & Pathways PreK-12; SQI1 E Accelerating Students through Targeted Approaches*; SQI1 F Extending Learning Time	Using cross curricular planning and projects, SUDA deeply engages students in a well developed and taught curriculum.	SUDA focus on issues of sustainability and environmental education in the urban context. Through this lens, education is linked to community, career and the world.	NA	NA			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers	3a: Plan to maximize instructional time in core subjects	5a: PLCs with data driven conversations	
30	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI1 B Science, Technology, Engineering, Mathematics; SQI1 C Transitions & Pathways PreK-12; SQI1 E Accelerating Students through Targeted Approaches*; SQI2 D Interrupting Chronic Absence (Attendance)	Ensure that passage rate for Algebra I increases	Enroll students most at-risk of failing Algebra I (based on assessments) in a "shadow course" that spirals in both pre-Algebra skills and Algebra comprehension	NA	NA			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers	3e: Plan of action for identified "at-risk" students		

31	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 C Transitions & Pathways PreK-12	Academic Language and Literacy instructional norms and foci for each grade level.	Content/grade level teams develop and commit to school-wide instructional norms, set goals for benchmarks, teach using common approaches and strategies.	NA	NA			0	$0.00	5. Guarantee data driven collaboration to inform instruction and for continuous improvement	4c. Pacing guides, curriculum maps, sample instructional strategies	5e. Differentiated teacher PD in use of data	6a. Shared mission and vision
32	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 C Transitions & Pathways PreK-12; SQI1 E Accelerating Students through Targeted Approaches*	Mainstream more students with disabilities into mainstream classes.	strategically schedule students into mainstream courses. Collaboration between mainstream core teachers and Special Ed and Resource Specialist around students IEPs and data indicators.	NA	NA			0	$0.00	5. Guarantee data driven collaboration to inform instruction and for continuous improvement	2a. Teacher Cycles of Inquiry	5d. PLCs with data-driven conversations	
33	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments; School Quality Indicator 4:Meaningful Student, Family, and Community Engagement/Partnerships	SQI1 C Transitions & Pathways PreK-12; SQI1 E Accelerating Students through Targeted Approaches*; SQI2 C Health & Wellness; SQI4 A Family & Community Engagement	Provide targeted intervention for struggling students by engaging teachers, students and families in dialogue around how best to increase student achievement.	Using teaching teams to take the lead on coordinating intervention services for students at risk of failing; Parent Coordinator, chairs, parent meetings and actionable goals and link students and families to additional services.	NA	NA			0	$0.00	5. Guarantee data driven collaboration to inform instruction and for continuous improvement	9e. Plan of action for identified "at risk" students	7a. Plan for student, family, community engagement	7b. Evidence of efforts to increase effective parent/community involvement

34	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI1 C Transitions & Pathways PreK-12; SQI1 E Accelerating Students through Targeted Approaches*; SQI2 D Interrupting Chronic Absence (Attendance)	Provide support for at-risk students in developing stronger academic, behavioral and social emotional skills.	Partner with effective community-based organizations.	3/2/2	Title I	5625	CONSULTANTS	0	$33,000.00	5. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6b. Facilities that support a culturally-responsive, safe environment	6f. Improve discipline system	
35	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI1 C Transitions & Pathways PreK-12; SQI1 E Accelerating Students through Targeted Approaches*; SQI2 D Interrupting Chronic Absence (Attendance)	Provide support for at-risk students in developing stronger academic, behavioral and social emotional skills.	Create leadership classes during the school day that support the academic and social development of small cohorts of African American and Latino males.	NA	NA			0	$0.00	5. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6b. Facilities that support a culturally-responsive, safe environment	6f. Improve discipline system	
36	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI1 C Transitions & Pathways PreK-12; SQI1 F Extending Learning Time; SQI2 D Interrupting Chronic Absence (Attendance)	Create opportunities for students to recover credits after school and during the summer to move closer to high school graduation	Effectively advertise credit recovery opportunities.	NA	NA			0	$0.00	2. Ensure delivery of effective instruction for all students or all teachers	3b. Extended day and year opportunities for student learning	3c. Evaluate effectiveness of extended learning time	
37	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI1 C Transitions & Pathways PreK-12; SQI1 F Extending Learning Time; SQI2 D Interrupting Chronic Absence (Attendance)	Create opportunities for students to recover credits after school and during the summer to move closer to high school graduation	Create extended contract for teachers to provide after school instruction	NA	NA			0	$0.00	1. Ensure strong policies leadership to lead turnaround	3b. Extended day and year opportunities for student learning		

38	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments; School Quality Indicator 4:Meaningful Student, Family, and Community Engagement/Partnerships	SQI1 C Transitions & Pathways Prek-12; SQI2 D Interrupting Chronic Absence (Attendance); SQI4 A Family & Community Engagement	Create and update a database that effectively tracks all students progress in meeting graduation requirements.	Create a database and update each semester based on individual student pass/fail rates.	NA	NA			0	$0.00	5 Cross-sector data driven collaboration to inform instruction and for continuous improvement	5c. Local data system, with multiple assessments, to inform program and instructional decisions		
39	School Quality Indicator 1:Quality Learning Experiences for All Students; School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments; School Quality Indicator 4:Meaningful Student, Family, and Community Engagement/Partnerships	SQI1 C Transitions & Pathways Prek-12; SQI2 D Interrupting Chronic Absence (Attendance); SQI4 A Family & Community Engagement	Create and update a database that effectively tracks all students progress in meeting graduation requirements.	Have small meetings with students and parents who are credit deficient to create plans for remediation at the end of each marking period	NA	NA			0	$0.00	7 Ensure a healthy school environment that promotes parent and community engagement	7a Plan to student, family, community engagement	8e Plan of action for identified "at risk" students	
40	School Quality Indicator 1:Quality Learning Experiences for All Students	SQI1 D College, Career & Workforce	Hire East Bay Consortium to support the college and career center.	East Bay Consortium will provide to students and staff an integrated set of services to build a college readiness culture in order to increase the number of students that will be prepared to enter college.	3010	Title I	5825	CONSULTANTS	0	$27,500.00	8 Guarantee data driven collaboration to inform instruction and for continuous improvement	8e Plan of action for identified "at risk" students	2a Teacher Cycles of Inquiry	

41	School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI2 A School Safety Plan	Developing a comprehensive school safety plan	Create a in school personal development program (ISPD) for students as an alternative to suspension	NA	NA			0	$0.00	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement.	6a. Improve student attendance	6f. Improve discipline system	7a. Plan for student, family, community engagement
42	School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI2 A School Safety Plan; SQI2 B School Culture	Developing and implementing a Castlemont Code of Conduct	Integrate Code of Conduct into Professional Development and into SSO training. Ensure that every adult is deeply familiar with the behavioral expectations and consequences for all students.	NA	NA			0	$0.00	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement.	2c Teacher/admin PD targets areas of instructional need	6a. Shared mission and vision	
43	School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI2 A School Safety Plan; SQI2 B School Culture	Increase opportunities for adult collaboration and positive adult interactions.	Mandatory summer staff retreat focused on adult community building and aligning instructional goals and practices. Building in time for meaningful adult collaboration.	NA	NA			0	$0.00	5. Collaborate data driven collaboration to inform instruction and for continuous improvement	5d. PLCs with data-driven conversations	2c Teacher/admin PD targets areas of instructional need	4b. School cycle of inquiry focused on curriculum equality

44	School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI2 B School Culture	Hire a TSA over Interventions/School Culture to manage and execute on all programs related to interventions and school culture.	Partner with effective community-based organization focused on student leadership development as a method of increasing students engagement in school and inroding the school's mission to become change agents and create a safe school culture	NA	NA			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers	2g. Instructional coach for job-embedded professional learning	5e. Differentiated teacher PD in use of data	
45	School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments.	SQI2 B School Culture ; SQI2 D Interrupting Chronic Absence (Attendance)	Incentivize student recognition and celebrations	Hosting period celebrations and recognitions on bulletin boards and assemblies.	NA	NA			0	$0.00	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6f. Improve discipline system	6d. Improve student attendance	
46	School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI2 B School Culture ; SQI2 D Interrupting Chronic Absence (Attendance)	Increase student attendance and achievement by implementing an effective Tardy Policy.	Support the academic achievement of students by providing supervision to ensure students get to class on time, thus reducing tardies.	NA	NA			0	$0.00	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6d. Improve student attendance	6e. Plan of action for identified "at risk" students	6b. Facilities that support a culturally responsive, safe environment
47	School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments; School Quality Indicator 4:Meaningful Student, Family, and Community Engagement(Partnerships)	SQI2 B School Culture ; SQI2 D Interrupting Chronic Absence (Attendance); SQI4 A Family & Community Engagement	Behavioral Intervention Specialist to provide direct support to students who have been identified as in need of intervention	To support the personal development and academic achievement of students who have behavioral issues that could manifest to a loss of instructional time.	NA	NA			0	$0.00	7. Ensure a healthy school environment that promotes parent and community engagement	6d. Improve student attendance	6f. Improve discipline system	6e. Plan of action for identified "at risk" students

48	School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI2 C Health & Wellness: SQI2 D Interrupting Chronic Absence (Attendance)	Increase attendance achievement by implementing "In school suspension program	Partner with community based organization that works with students social emotional	NA	NA			0	$0.00	9 Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	9d. Improve student attendance	9f. Improve discipline system	9e. Plan of action for identified "at risk" students
49	School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI2 C Health & Wellness: SQI2 D Interrupting Chronic Absence (Attendance)	Continue to develop strong partnerships with Children's Hospital and Youth Uprising to focus on holistic student support.	Improve the CARE referral process. Calendar meetings for staff and partners.	NA	NA			0	$0.00	7 Ensure a healthy school environment that promotes parent and community engagement	7b Facilities that support a culturally-responsive, safe environment	7a Plan for student, family, community engagement	
50	School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI2 C Health & Wellness: SQI2 D Interrupting Chronic Absence (Attendance)	School has a partnership with Children's Hospital-Oakland that supports the socio-emotional health of all students though the CARE referral process.	Ensure that all school staff members are taught how to fill out referral and the importance of identifying and referring all students of need	NA	NA			0	$0.00	7 Ensure a healthy school environment that promotes parent and community engagement	7b Facilities that support a culturally-responsive, safe environment	7a Plan for student, family, community engagement	
51	School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI2 C Health & Wellness: SQI2 D Interrupting Chronic Absence (Attendance)	Recruit, hire and manage ten highly effective college graduate Americorps volunteers who can support and mentor at-risk students.	Work closely with Americorps staff to draft roles and responsibilities for work with students.	NA	NA			0	$0.00	9 Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	9e. Plan of action for identified "at risk" students	7a. Plan for student, family, community engagement	9d. Improve student attendance

52	School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments; School Quality Indicator 4:Meaningful Student, Family, and Community Engagement/Partnerships	SQI2 C Health & Wellness; SQI4 A Family & Community Engagement	Provide direct support to students and families identified as in need of interventions services.	Full community services to provide case management, direct outreach support to students and families to increase attendance and refer students and families to other appropriate support	NA	NA			0	$0.00	7. Ensure a healthy school environment that promotes student and community engagement	7a. Plan for student, family, community engagement	8c. Plan of action for identified "at risk" students	
53	School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI2 D Interrupting Chronic Absence (Attendance)	SST plan and Support (ongoing, increased SART and SARB referrals.	Implement a consistent SST, SART and SARB referral System	NA	NA			0	$0.00	5. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6d. Improve student attendance	8c. Plan of action for identified "at risk" students	
54	School Quality Indicator 2:Safe, Healthy & Supportive Learning Environments	SQI2 D Interrupting Chronic Absence (Attendance)	Lower the percentage of chronically absent students.	Attendance clerk runs attendance report every two weeks, calling names of students who have missed more than 33% of the time	NA	NA			0	$0.00	5. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6d. Improve student attendance		
55	School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI3 A Building Capacity & Leadership	Building effective Instructional Leadership Team.	Weekly meetings with full ILT in order to plan schoolwide instructional initiatives and discuss strategies for implementation.	NA	NA			0	$0.00	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	3b. ILT to develop short-term plans, implement, and monitor	
56	School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI3 A Building Capacity & Leadership	Support improved instructional practices through attendance at appropriate conferences, workshops, classes, and coaching opportunities	Teachers attend conferences that enable them to improve their instructional practices.	NA	NA			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need	3f. Professional learning provided by CORE	

57	School Quality Indicator 3:Learning Communities Focused on Continuous Improvement	SQI3 A Building Capacity & Leadership	Support improved instructional practices through attendance at appropriate conferences, workshops, classes, and coaching opportunities.	Coach is provided for professional develop. improved instructional strategies, classroom management.	NA	NA			0	$0.00	2. Ensure delivery of effective instruction for all students by all teachers.	2g. Instructional coach for job-embedded professional learning		
58	School Quality Indicator 4:Meaningful Student, Family, and Community Engagement/Partnerships	SQI4 A Family & Community Engagement	Present events and activities that provide information for parents about school programs and how to understand how students are progressing and participating in school. Events will provide opportunities for meaningful parent engagement and support increased parent involvement at the school.	Provide speakers at parent involvement school events. Collaborate with parents to choose topics.	NA	NA			0	$0.00	7. Ensure a healthy school environment that promotes parent and community engagement.	7a. Plan for student, family, community engagement	7b. Evidence of efforts to increase effective parent/community involvement	
59	School Quality Indicator 4:Meaningful Student, Family, and Community Engagement/Partnerships	SQI4 A Family & Community Engagement	Maintain frequent contact with families of low-achieving students to build stronger engagement with the academic programs at the site.	Provide postage for mailing correspondence about family meetings such as Back-To-School Night, SSC, ELAC, etc.	NA	NA			0	$0.00	7. Ensure a healthy school environment that promotes parent and community engagement.	7a. Plan for student, family, community engagement	7b. Evidence of efforts to increase effective parent/community involvement	

School Site Council Membership Roster – High School

School Name: Castlemont High School **School Year:** 2014-2015

Chairperson : Chinyere Tutashinda	**Vice Chairperson:** TBD
Secretary: TBD	***LCAP Parent Advisory Nominee:** TBD
***LCAP EL Parent Advisory Nominee:** TBD	***LCAP Student Nominee:** TBD

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
William Chavarin	X				
Michelle Espino		X			
Nina Portugal		X			
Oishi Stevens		X			
Jaylani Roberts		X			
Michael Scott			X		
Irma Fuentes			X		
Chinyere Tutashinda				X	
Francisco Navarro			X		
Martha Hernandez				X	
Maria Pascual				X	
Portia Davis				X	

Meeting Schedule (day/month/time)	Every 3rd Thursday of the month

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.

1-Principal
4-Classroom Teachers
1-Other Staff
And
3-Parent /Community
3 High School Students

(Once filled, this document can be placed on your school site's letterhead)

***Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.**

School Site Council Membership Roster – High School

School Name: Castlemont High School **School Year:** 2014-2015

Chairperson : Chinyere Tutashinda	**Vice Chairperson:** TBD
Secretary: TBD	***LCAP Parent Advisory Nominee:** TBD
***LCAP EL Parent Advisory Nominee:** TBD	***LCAP Student Nominee:** TBD

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Ronye Cooper					X
Terrell Mitchell					X
Kalolaine Kaufusi					X
Amelia Ulloa					X

Meeting Schedule (day/month/time)	Every 3rd Thursday of the month

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;
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4-Classroom Teachers
1-Other Staff
And
3-Parent /Community
3 High School Students

(Once filled, this document can be placed on your school site's letterhead)

***Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.**

Title I School Parental Involvement Policy 2014 - 2015

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:

- Will convene an annual Title I meeting to perform the following:
  - Inform parents of their schools participation in the Title I Program.
  - Explain the requirements of the Title 1 Program.
  - 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.
  - The parents' right to participate in the development of the District's Title 1 Plan.

- Offer a flexible number of meetings for parents.
  - Castlemont High School will promote parent involvement by inviting parents to participate in monthly SSC, ELAC, Back-to-School, and every meeting related to student academic improvement.

- 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.
  - Castlemont High School will distribute the School Parental Involvement Policy to parents at the time of student enrollment and whenever the document is updated with the approval of SSC.

- Provides parents of Title I students with timely information about Title I programs.
  - Castlemont High School will institute a flexible number of meetings and/or home visits, paid for with Title 1 funding as long as these services relate to parent involvement.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
  - Castlemont High School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet district and school scores.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
  - Castlemont High School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible

School-Parent Compact

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.

Building Parent Capacity for Involvement

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

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
  - The school will build strong parental and community involvement to improve student academic achievement, through portfolio conferences and the implementation of a Student Success Team (SST).

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

  - The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described below:
    - The State of California's academic content standards
    - The State of California's and Oakland Unified School District's academic assessments
    - The requirements of Title 1
    - How to monitor their child's progress
    - How to work with educators

- 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.
  - The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and use of technology.

- 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.
  - The school will educate its teachers and staff in effective methods for engaging parents as equal partners in support of student success.

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

  - The school will educate its parents with workshops for engaging parents as equal partners in support of student success.

Accessibility

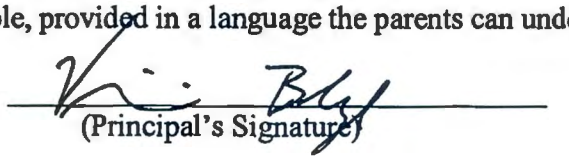
- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

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

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the Castlemont High School Site Council on 2-4-14 and will be in effect for the 2014-15 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Castlemont High School 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)

2-4-14

(Date)

CASTLEMONT HIGH SCHOOL

8601 MACARTHUR BLVD OAKLAND CA 94605 MAIN LINE 510-639-1466 FAX 510-639-2536

PARENT/STUDENT COMPACT 2014-2015

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

At home, I agree to:

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

My student at school will:

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

My student and I will:

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

Our signatures below represent our understanding and full commitment to the above agreements for the 2014-2015 school year.

Parent/Guardian Name	Parent/Guardian Signature	Date
Student Name	Student Signature	Date