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Board Cover Memorandum

To Board of Education

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

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Castlemont High School

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Castlemont High School.

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

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Castlemont High School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Castlemont High School
CDS Code: 1612590125161
Principal: Michael Scott
Date of this revision: 6/4/2021

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

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

Contact: Michael Scott

Position: Principal

Address: 8601 MacArthur Blvd.
Oakland, CA 94605

Telephone: 510-639-1466

Email: michael.scott@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 6/4/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Castlemont High School

Site Number: 301

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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

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

Date(s) plan was approved: 4/22/2021

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

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

Signatures:

Michael R. Scott <i>Principal</i>	Michael R. Scott <i>Signature</i>	6/1/2021 <i>Date</i>
Martin R Rochin Inda <i>SSC Chairperson</i>	<i>Martin R Rochin</i> <i>Signature</i>	6/1/2021 <i>Date</i>
Vanessa Sifuentes, HS Exec. Director <i>Network Superintendent</i>	<i>VS</i> <i>Signature</i>	6/3/2021 <i>Date</i>
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <i>Signature</i>	7/1/2021 <i>Date</i>

2021-22 SPSA ENGAGEMENT TIMELINE**School Site:** Castlemont High School**Site Number:** 301

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/7/2021	Instructional Leadership Team	Provided input regarding teacher PD needs to inform ongoing PD plans.
2/9/2021	Students, Grade 10-12	Completed surveys to provide feedback about priority student needs.
3/8/2021	Administrative Leadership Team	Team leads provided feedback and input regarding priority strengths and challenges.
3/18/2021	School Site Council	Identified budget priorities.
4/22/2021	School Site Council	Provided feedback and input regarding specific strategies to support focal students (African-American students, ELL's, International Students, SPED students).

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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

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

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$235,750.00
Total Federal Funds Provided to the School from the LEA for CSI	\$262,150.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,019,400.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$215,625.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$76,900.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$5,750.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$634,950.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$112,050.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$14,375.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$262,150.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$642,600.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$497,900.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$1,521,500.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$2,019,400.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Castlemont High School

School ID: 301

School Description

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

School Mission and Vision

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

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

All students will graduate from Castlemont High School:

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

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<p><i>College/Career Readiness</i></p>	<ul style="list-style-type: none"> - 77% FAFSA/Dream Act completion, compared to 66% in 2020. - 110 students participated in spring/summer internships. - Implemented Peer Interpreters WBL opportunity for 45 students to increase access to WBL for ELL and International students. - Provided college and career readiness information to all students, 9-12, via regular Advisory sessions with college advisors. - Provided one on one college access support to all seniors. - Modified internship program from in person to virtual and outdoors, serving 50 students. 	<ul style="list-style-type: none"> - Coordination by CCRS of 6 college access partnerships to ensure equity of access for all students. - Coordinated outreach via multiple means to students and families to support FAFSA/Dream Act completion. - WBL coordination to identify internship opportunities aligned with pathways and develop communication systems to ensure all students' access to information about opportunities. - Development of a school wide Advisory program that provided structured and consistent opportunities for all students to receive college access information. - Leveraging funding sources to create innovative, paid WBL opportunities
<p><i>Focal Student Supports</i></p>	<p>Pathway Enrollment:</p> <ul style="list-style-type: none"> - 72% of SPED students enrolled in pathways - 98% of ELL's enrolled in pathways <p>Dual Enrollment:</p> <ul style="list-style-type: none"> - 35% AfrAm students - 23% SPED students - 25% ELL students <p>SPED Inclusion:</p> <ul style="list-style-type: none"> - 100% of RSP students in gen ed inclusion <p>ELD Enrollment:</p> <ul style="list-style-type: none"> - ~ 80% of ELL's enrolled in ELD courses 	<ul style="list-style-type: none"> - Master scheduling process prioritizes maintaining pathway integrity and student cohorts. - Intentionality around ensuring dual enrollment opportunities are widely communicated to all students, and intensive outreach and support to focal student populations. - School wide commitment to and master scheduling process that prioritizes the SPED inclusion model. - Priority staffing process to ensure ELD is available to ELL's.

<p><i>Student/Family Supports</i></p>	<ul style="list-style-type: none"> - Continuum of support provided to ~380 students and families, including housing, financial, and basic needs support - Direct financial support to 211 families - Food distribution to ~420 families per week - Weekly COST comprising mental health, attendance, and case management staff to identify students in need of support and make connections to support services - Coordinated SST process implemented by counseling team in Jan. 2021 - Home visit team established to re-engage students; ___ visits conducted. 	<ul style="list-style-type: none"> - Community School Manager has built and maintained partnerships with CBO's whose services align with site needs, and established a strong COST process with clear referral processes communicated to and utilized by all staff. - District support to establish a food distribution site on our campus. - Addition to counseling team to support development of coordinated SSC process. - Realignment of staff duties with site needs arising from the pandemic.
<p><i>Staff Supports</i></p>	<ul style="list-style-type: none"> - Individual coaching was provided to 21 teachers. - Weekly professional development was planned by teachers on the ILT, guided by feedback provided by teachers following each PD session. - Technical support was provided on an ongoing basis to all teachers to ensure adequate preparation for distance learning. 	<ul style="list-style-type: none"> - Teacher coaching staff was prioritized during budget development to ensure support for new and developing teachers. - Adoption of a theory of action recognizing that empowering teachers to identify and plan for their own support needs leads to increased PD buy in and more meaningful PD for teachers. - Prioritized site resources to ensure adequate technology and support for its use was provided to all teachers.

Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	<ul style="list-style-type: none"> - Course fail rates continue to be high, averaging approximately 30% per grading period. - ELA and Math proficiency remains low (see data below). - FAFSA/Dream Act completion is challenging due to families' reticence to share personal financial information. - Cohort graduation, dropout, and on track to graduate rates have not improved appreciably from year to year. 	<ul style="list-style-type: none"> - Disparate grading policies across classrooms contribute to students' confusion about expectations, and to varying outcomes for students taking the same course with different teachers. - Less focus this year on PD related to literacy instruction in all classrooms, to focus on distance learning best practices. - No coordinated plan for addressing the need for math remediation. - Older students, particularly international students, opting to leave school to earn money for their families.
<i>Focal Student Supports</i>	<ul style="list-style-type: none"> - Attendance rate among all student subgroups averages 72%. - 38% of African American, and 36% of Latino students are moderately or chronically absent. - Among Year 2 & 3 newcomer students, about 50% are chronically absent. - ELL reclassification rate is approximately 2% - In 2019, 27% of African American, and 39% of Latino, and 16% of SPED graduates met A-G 	<ul style="list-style-type: none"> - Family financial needs, particularly among newcomer students, often require students to work, which impacts school attendance. - PD for teachers focused on ELD instructional strategies has been limited, particularly during distance learning. - A significant number of students are passing courses with 'D' grades, impacting A-G eligibility. - Among the 17% of enrolled students who are SPED, those on the 190 track are not A-G eligible.

<i>Student/Family Supports</i>	<ul style="list-style-type: none"> - Coordinated SST process was not in place until this year. - Minimal family participation in engagement events such as back to school night, SSC meetings, family information sessions. - The language barrier makes teacher communication with families challenging. - Therapy services for non-Medi-Cal students are not consistently available. 	<ul style="list-style-type: none"> - Staff capacity and scheduling have impacted our ability to hold SST's consistently. - Communication and outreach strategies, e.g. school messenger, Talking Points, permit communication in families' home language but lack the personal connection that can lead to increased family engagement. - Limited multilingual staff make personal outreach in students' home language challenging. - Community partners are bound by legal/financial mandates that sometimes limit the student population they are able to serve.
<i>Staff Supports</i>	<ul style="list-style-type: none"> - Consistent and ongoing observation and feedback to all teachers to improve instructional practice. - Community building among ALL staff to improve staff relations and morale. - Staff adherence to operations procedures to ensure effective functioning of the school. 	<ul style="list-style-type: none"> - Administrative capacity and time management to support the large number of teachers requiring observations. - Varying schedules among different classifications make it difficult to schedule activities that include all staff during their contracted work hours. - Clear accountability structures that are widely communicated and followed need further development.

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024: To improve student performance on SBAC (ELA & Math) and SRI, according to the targets indicated below.

Instructional Focus Goal: All students graduate college-, career-, and community-ready.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Graduation Rate	All Students	n/a	0.6	n/a	77.0%
On Track to Graduate: 9th Grade	All Students	n/a	46.2%	n/a	55.0%

On Track to Graduate: 11th Grade	All Students	n/a	27.7%	30.0%	35.0%
A-G Completion	All Students	n/a	N/A	80.0	80.0%
College/Career Readiness	All Students	n/a	N/A	22.0	30.0%
<i>Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-150.1 (Spring 2019)	n/a	-135
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	n/a	25.0%
IAB ELA Above Standard	All Students	n/a	n/a	N/A	n/a
<i>Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-220.0
IAB Math Above Standard	All Students	n/a	n/a	n/a	n/a
CAST (Science) at or above Standard	All Students	n/a	0.9% (Spring 2019)	n/a	5.0%

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

School Goal for May 2024: To increase student achievement on the SBAC/reclassification by the amounts listed below through the use of collaborative scaffolded instructional strategies as set up by departments.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-183.5 (Spring 2019)	n/a	-163.5
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-171.3 (Spring 2019)	n/a	-151.5
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB ELA Above Standard	English Learners	n/a	n/a	n/a	n/a
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	44.5%	n/a	50.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-268.6 (Spring 2019)	n/a	-248.6
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-248.7 (Spring 2019)	n/a	-228.7
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB Math Above Standard	African-American Students	n/a	n/a	n/a	n/a

Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	2.1%	n/a	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	3.6%	n/a	25.0%

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

School Goal for May 2024: Reduce chronic absences by 10% and suspensions by 4% (compared to 2020).

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	52.8%	n/a	75.0%
Suspensions	All Students	-2pp	4.4%	n/a	3.0%
Suspensions	African-American Students	-2pp	9.1%	n/a	5.0%
Suspensions	Students with Disabilities	-2pp	9.7%	n/a	5.0%
Chronic Absence	All Students	-2pp	37.6%	n/a	50.0%
Chronic Absence	African-American Students	-2pp	38.8%	n/a	50.0%
UCP Complaints	All Students	n/a	n/a	n/a	0

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

School Goal for May 2024: To increase teacher retention (to 95%) and thereby increase teacher participation in credentialing programs and training-- given our high number of teachers on emergency credentials (with little to no training), if they stay they will enter programs.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	N/A	90.0%
Teacher Retention	All Teachers	n/a	66.8% (Fall 2020)	85.0%	90.0%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Low number of AP courses, only one World Language option, high number of non-credentialed teachers,

These inequities impact our school programs in the following ways:

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Castlemont High School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Priority for Proposed LCAP Goal: All students graduate college, career, and community ready

All students receive common core aligned instruction in all classes daily.

Theory of Change:

If students have daily access to high quality, rigorous, engaging, meaningful instruction, focused on improved literacy and the development of critical academic and social-emotional skills, they will be prepared to succeed in college, career, and community.

Related School Goal:

Students will demonstrate academic growth, as measured by SBAC (ELA & Math) and SRI.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

For the last three years our literacy focus has been framed around the District "Big Three for Literacy": Accessing Complex text, Writing with Evidence, and Academic Discussion. We needed to pivot to quality distance learning and developing a common grading policy and rubric this year in order to respond to the impacts of the COVID-19 pandemic and to align grading policies and practices across the school to ensure high quality, equitable instruction. Returning to in-person instruction next year, we plan to continue and deepen this work by returning to our literacy focus now grounded in a school wide policy and rubric. In addition we will continue to develop our theory and practices around culturally responsive teaching, inclusive and anti-racist teaching. Lastly, our pathways and Small Learning Community programs that are a core collaborative spaces for the school. Teachers meet weekly to develop curriculum, student supports and support each other to develop high quality instructional experiences.

What evidence do you see that your practices are effective?

- All teachers have created online curriculum, classroom management systems and implemented distance learning practices.
- Teachers turn in Unit plans where specific content and skills outcomes are outlined and aligned to the school wide rubric.
- Pathway/SLC teams meet and collaborate every week and in every other weekly school wide professional development session.

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

Once we got the school year going and distance learning and students needs initially managed we facilitated a collective and collaborative process with all teachers to design and create the school wide grading for equity policy and rubric. We are piloting the schoolwide rubric and grading policy during the second half of the Spring Semester. From that process and pilot we will determine how we can shift goals and expected student outcomes.

20-21 Priority for Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap		Teachers are equipped to provide differentiated instruction according to students' specific needs.
Theory of Change:	If teachers are provided with professional development to acquire the skills necessary to differentiate instruction, students' diverse instructional needs will be met, and they will experience accelerated academic growth.	
Related School Goal:	To increase student achievement on the SBAC/reclassification by the amounts listed below through the use of collaborative scaffolded instructional strategies as set up by departments.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
<p>PD this year did not focus specifically on differentiating instruction. The higher priority need was on engagement and assessment strategies for effective distance learning. Early grade mark analyses elevated the disparity in grading practices and expectations across the school, which negatively impacted students' grades. As a result, we embarked on a months long collaborative process during PD to develop a school wide grading policy, which was piloted during the final term of the 20-21 school year. Additionally, the prevalence of racial issues within our community and society at large had a perceptible impact on our students social emotional health. As a result, the other major focus of our PD efforts focused on developing an anti-racism initiative to explore the issue within our school, and to develop a plan to ensure ours is an anti-racist school.</p>		
What evidence do you see that your practices are effective?		
<p>The collaborative process in which we engaged to develop our school wide grading policy involved substantial input from teachers. The policy we developed is rooted in best practices research, and PD feedback indicated widespread buy in among teachers. The policy was also shared with students to ensure a clear understanding of how their grades would be impacted by the new policy. We are in the midst of the grading policy pilot, though informal feedback from teachers during the pilot indicates a clear understanding of how the policy should be implemented, and adherence to the principles upon which we agreed. Our best evidence will come from the grade mark analysis of MM4 progress reports. The anti-racist work has also been well-received by staff, according to teacher feedback surveys; teachers are committed to the ongoing long-term work.</p>		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
<p>Differentiation will continue to be a need for all teachers to effectively serve our diverse population. As we move forward, this work will be integrated into the grading work, as our policy stipulates that students have multiple and varying opportunities to demonstrate their learning, which will require teachers to differentiate.</p>		
20-21 Priority for Proposed LCAP Goal: Students and safe, healthy, and engaged		Reduce chronic absences and out of school suspensions.
Theory of Change:	If we provide social-emotional supports and learning opportunities, and strengthen students' connectedness to school, their attendance and adherence to schoolwide behavior expectations will improve.	
Related School Goal:	Reduce chronic absence rate to 30% or below (from 37% in 2019-20), and to reduce the out of school suspension rate to 5% (com	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		

- Established daily Advisory classes for all students to provide opportunities for SEL check-ins and wellness support.
- Provided care managers to provide individual support for students in navigating wellness challenges.
- Attendance Compliance Officer and Community Relations Assistant made home visits to students to disengaged students.
- COST met regularly to identify student and family needs and make connections to support resources.

What evidence do you see that your practices are effective?

- Consistent growth in student attendance rate throughout the year.
- Minimal instances of student inappropriate behavior during virtual learning or within learning.
- Consistently higher attendance rates during Advisory as compared to core classes.

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

- Continue Advisory, in some format, during the 2021-22 school year.
- Provide specific, targeted SEL instruction and support during the transition back to in-person learning.

20-21 Priority for Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff	Ensure all teachers receive the necessary support, materials, and professional development to provide high quality instruction daily and to maintain motivation.
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Theory of Change:	If teachers receive adequate coaching, support, resources, and professional development, they will be equipped to provide high quality instruction, create supportive classroom environments, and maintain their personal wellness.
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Related School Goal:	To increase teacher retention (to 95%) and thereby increase teacher participation in credentialing programs and training-- given our
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

- All teachers participated in weekly collaborative meetings with SLC colleagues to build community and align systems.
- All teachers participated in weekly professional development, which was guided by weekly teacher feedback on PD sessions.
- Provided ongoing tech support and resources to support teachers to provide quality teaching virtually.
- Provided individual coaching to developing teachers to assist with unit planning and instructional strategies.

What evidence do you see that your practices are effective?

- Minimal teacher attrition.
- Positive teacher feedback regarding PD offerings.
- Classroom observations showed innovative strategies to engage and challenge students.

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

- Provide additional teacher wellness activities and opportunities to help teachers maintain motivation.

20-21 Conditions for English Language Learners Priority:	Provide appropriately scaffolded instruction to support ELL's in all classes.
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Theory of Change:	If English learners receive ELD and appropriately scaffolded instruction, their access to content and English language skills will improve, leading to improved overall academic outcomes.
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Related School Goal:	Increase reclassification rate for ELL's to 7% and for LTEL's to 15%.
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

- Provided ELD to students, levels 1-4.
- Provided sheltered ELA to newcomer ELL's.
- Established cohorts of international ELL students as they transitioned to general ed courses to allow for targeted teacher support.
- Provided PD to teachers about the specific learning and SEL needs of ELL's and international students.

What evidence do you see that your practices are effective?

- Among ELL's who remained engaged during distance learning, course pass rates were substantial in general ed classes.
-

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

There will be no substantial changes to the goal of providing appropriately scaffolded instruction to support ELL's in all classes.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

There were no significant differences between proposed and actual budget expenditures.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Castlemont High School

School ID: 301

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

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

School Priority ("Big Rock"):	All students receive common core aligned instruction in all classes daily.
School Theory of Change:	If students have daily access to high quality, rigorous, engaging, meaningful instruction, focused on improved literacy and the development of critical academic and social-emotional skills, they will be prepared to succeed in college, career, and community.
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Develop Unit Plans that are pathway aligned	Clear expectations on Unit Plans	Unit plans turned in.		Tier 1
1-2	Develop Unit Plans that are aligned to school wide grading for equity policy and rubric	Clear expectations on Unit Plans	Unit plans turned in.		Tier 1
1-3	Meet weekly with pathway/SLC to develop systems and structures to best serve students	Attend and support collaborative and collective structures and processes on campus.	Grading policy collective created with teachers. Implementation and use of policy in developing Unit Plans		Tier 1
1-4	Develop and contribute to student SEL tracking systems	Clear expectations on systems for student supports	Trackers completed, students feeling impact of supports		Tier 1

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

School Priority ("Big Rock"):	Teachers are equipped to provide differentiated instruction according to students' specific needs.
School Theory of Change:	If teachers are provided with professional development to acquire the skills necessary to differentiate instruction, students' diverse instructional needs will be met, and they will experience accelerated academic growth.

Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers provide appropriately differentiated instruction daily.	In collaboraion with ILT, develop a PD plan that provides teachers with skill to differentiate instruction.	Focal student academic growth data via student work protocol, standardized assessments (IAB, SRI, SBAC)		Tier 1
2-2	Inclusion teachers provide intensive in class support to students with disabilities.	Ensure equity of SPED support across grade levels (one additional FTE at grade 9)	Alignment of master schedule and inclusion teacher schedules; academic growth data for SPED students.		Tier 2
2-3	Teachers provide relevant, meaningful lessons daily.	Teacher observation and feedback.	Teacher observation and feedback documentation.		Tier 1
2-4	Teachers use instructional strategies that support access to the curriculum and language development for ELL's.	Provide PD to develop teachers' skills in using instructional strategies to support ELL's.	PD Plan		Tier 1
2-5	Teachers support in identifying ELL candidates for dual enrollment and other college access experiences	Ensure collaboration and information sharing between college access team and International community	Increased dual enrollment and college applications among ELL's.		Tier 1

Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Priority ("Big Rock"):	Reduce chronic absences and out of school suspensions.				
School Theory of Change:	If we provide social-emotional supports and learning opportunities, and strengthen students' connectedness to school, their attendance and adherence to schoolwide behavior expectations will improve.				
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Provide specific instruction related to students' development of SEL skills.	In collaboration with ILT, include SEL instruction in PD plan.	Unit plans, teacher observation and feedback.		Tier 1
3-2	Teachers will collaborate with Case Manager to assist in resolving student behavior challenges that impede instruction, and negatively impact student academic performance.	Fund 2.0 Case Manager FTE's.	Reduction in URF's that result in loss of class time, improved classroom attendance, and a reduction in out of school suspensions, which leads to more instructional time, more student time on task and improved academic outcomes, as measured by increased course pass rates.	<ul style="list-style-type: none"> - Attendance rate among all student subgroups averages 72%. - 38% of African American, and 36% of Latino students are moderately or chronically absent. - Among Year 2 & 3 newcomer students, about 50% are chronically absent. - ELL reclassification rate is approximately 2% - In 2019, 27% of African American, and 39% of Latino, and 16% of SPED graduates met A-G 	Tier 2
3-3	Conduct parent outreach and conferences to communicate about student progress.	Provide dedicated time for teachers to conduct parent conferences.	Call logs, sign in sheets, parent surveys.		Tier 2

3-4	In SLC's, engage in a student needs protocol at least once per marking period to identify needs and connect students with support resources.	Provide PD time for student needs protocol; provide teachers access to support resources for students and families.	Student needs spreadsheet indicating interventions, follow up, and progress.		Tier 2
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Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Priority ("Big Rock"):	Ensure all teachers receive the necessary support, materials, and professional development to provide high quality instruction daily and to maintain motivation.
School Theory of Change:	If teachers receive adequate coaching, support, resources, and professional development, they will be equipped to provide high quality instruction, create supportive classroom environments, and maintain their personal wellness.
Related Goal(s):	To increase teacher retention (to 95%) and thereby increase teacher participation in credentialing programs and training-- given our high number of teachers on emergency credentials (with little to no training), if they stay they will enter programs.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Engage in weekly/bi-weekly coaching with Literacy TSA based on regular observation and feedback on their instructional practice.	Fund 1.0 FTE TSA to coach teachers around effective literacy practices to support students reading below grade-level.	Coaching logs, unit plans that reflect specific literacy instructional strategies, teacher and coach feedback.	<ul style="list-style-type: none"> - Course fail rates continue to be high, averaging approximately 30% per grading period. - ELA and Math proficiency remains low (see data below). - FAFSA/Dream Act completion is challenging due to families' reticence to share personal financial information. - Cohort graduation, dropout, and on track to graduate rates have not improved appreciably from year to year. 	Tier 1

4-2	Engage in PD weekly to refine instructional practice.	Engage with ILT to develop meaningful and relevant PD offerings.	PD plan, Teacher Feedback Surveys	<ul style="list-style-type: none"> - Course fail rates continue to be high, averaging approximately 30% per grading period. - ELA and Math proficiency remains low (see data below). - FAFSA/Dream Act completion is challenging due to families' reticence to share personal financial information. - Cohort graduation, dropout, and on track to graduate rates have not improved appreciably from year to year. 	Tier 1
4-3	Engage in weekly SLC meetings to collaborate with colleagues.	Meet with SLC leads to monitor progress and address identified support needs.	Observations that reflect common instructional practices, implementation of PBL experiences; SLC and SLC Leads/Admin team meeting notes.		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Provide appropriately scaffolded instruction to support ELL's in all classes.				
School Theory of Change:	If English learners receive ELD and appropriately scaffolded instruction, their access to content and English language skills will improve, leading to improved overall academic outcomes.				
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

5-1	Provide ELA and ELD instruction daily.	Provide FTE; align Master Schedule	Master Schedule		Tier 1
5-2	Provide scaffolded instruction for ELL's.	Provide PD to develop teachers' capacity to support ELL's.	PD Plan, Teacher Observation & Feedback, improved ELPAC performance		Tier 1
5-3	Engage in PD focused on increasing capacity to support ELL's.	Provide PD to develop teachers' capacity to support ELL's.	PD Plan, Teacher Observation & Feedback, improved ELPAC performance		Tier 1
5-4	Provide in class opportunities for bilingual students to support ELL's with accessing content.	Support teachers in developing structures to create peer to peer in class support systems.	Classroom observations		Tier 2

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Counselor	\$16,057	General Purpose Discretionary	1205	Certificated Pupil Support Salaries	1095	Counselor	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Clear expectations on systems for student supports	301-1
Supplies	\$33,343	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General instructional support	301-2
Copier agreement	\$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General instructional support	301-3
Equipment rentals	\$5,000	General Purpose Discretionary	5622	Rentals: Equipment	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General instructional support	301-4
Facility rentals	\$2,500	General Purpose Discretionary	5624	Rentals: Facility	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General instructional support	301-5
Maintenance Work Orders	\$1,000	General Purpose Discretionary	5720	Maintenance Work Orders	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General instructional support	301-6
Bus Passes	\$4,000	General Purpose Discretionary	5820	Bus Passes	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	In SLC's, engage in a student needs protocol at least once per marking period to identify needs and connect students with support resources.	301-7
Postage	\$5,000	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Conduct parent outreach and conferences to communicate about student progress.	301-8
Student Attendance Compliance Officer	\$38,360	LCFF Supplemental	2205	Classified Support Salaries	0824	Student Attendance Compliance Officer	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Attend and support collaborative and collective structures and processes on campus.	301-9

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Classified overtime for parent engagement	\$500	Title I: Parent Participation	2925	Other Classified Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-30
Meeting refreshments for parent engagement	\$500	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-31
To be allocated in Fall 2021.	\$750	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	301-32
Conferences for parent engagement	\$1,750	Title I: Parent Participation	5200	Travel And Conferences	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-33
Printing for parent engagement	\$1,000	Title I: Parent Participation	5716	Duplication Service	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-34
Parent trainings	\$1,250	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-35
Site Liaison, Work-Based Learning	\$56,667	Measure N	2205	Classified Support Salaries	1795	Site Liaison, Work-Based Learning	0.50	Goal 1: All students graduate college, career, and community ready.	Develop Unit Plans that are pathway aligned	301-36
Teacher	\$133,138	Measure N	1105	Certificated Teachers' Salaries	2369	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	Ensure collaboration and information sharing between college access team and International community	301-37
Teacher	\$89,080	Measure N	1105	Certificated Teachers' Salaries	3897	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	Ensure collaboration and information sharing between college access team and International community	301-38
Teacher	\$119,967	Measure N	1105	Certificated Teachers' Salaries	4502	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	Ensure collaboration and information sharing between college access team and International community	301-39

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Computers	\$5,000	Measure G: Library	6420	Computers >= \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provide ELA and ELD instruction daily.	301-51



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Castlemont High School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Ensuring all parents receive report cards via mail 6 times per year, along with a coordinated protocol for parents to request conferences with teachers and other school staff to discuss student learning.
- Ensuring all teachers are maintaining and documenting consistent contact with parents via phone, text messages, email, or other forms convenient to parents.

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

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

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

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

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

Adoption

This policy was adopted by the Castlemont High School Site Council on May 20, 2020 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before January 14, 2021.

**Name of Principal
Michael R. Scott**

Signature of Principal



Date: 1-14-2021



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

School-Parent-Student Compact

Castlemont High School

2020-21

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

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Provide academic pathway experiences for all students
 - Ensure standards-aligned instruction in all classrooms
 - Provide in class and after school academic support in core content areas
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - Conduct student-led conferences once per semester
 - Conduct Student Success Team meetings to develop student support plans
 - Conduct School Attendance Review Team (SART) meetings to support positive attendance
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - Mail report cards home after each marking period
 - Convene academically-focused parent engagement events
- 4) Provide parents reasonable access to staff.**
 - Provide parents with email addresses of all staff
 - Convene a minimum of 3 parent/staff engagement events per year
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

- Share volunteer information with all parents
 - Coordinate student exhibition events for parents
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- Provide parents with the Castlemont Resource Guide with information about support services
 - Conduct parent trainings on topics of interest to parents
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
- Provide professional development for teachers focused on effective parent engagement and support
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- Translate all communication to parents into their home language
 - Ensure translation support is available for all parent meetings, conferences, and engagement activities

Teacher Responsibilities

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

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student through a variety of instructional strategies
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Respond to staff requests to meet or speak with parents regarding academics, behavior, or social-emotional needs

Student Responsibilities

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.
- Follow all school rules, and comply with the instructions of all staff

This Compact was adopted by the Castlemont High School on May 19, 2020 and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before January 14, 2021.

Signature of Principal: Michael R. Scott

A handwritten signature in blue ink that reads "MR Scott". The signature is written in a cursive style with a long horizontal stroke at the end.

Date: 1-14-2021



Strategic Resource Planning (SRP)

Castlemont High School
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	Martin Rochin
Vice Chairperson:	TBD 1/21/2021
Secretary:	Steven Reaves

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Michael Scott	X					
Martin Rochin			X			
Steven Reaves		X				
Vicky Stoneham		X				
Etienne Andrade		X				
LaDaunte Mack				X		
Maria Salas				X		
Sandra Wilson				X		
Janique Saunders					X	
Orestes Perez					X	
Alisha Carey (Alternate)				X		

SSC Meeting Schedule: (Day/Month/Time)	3rd Thursday/Month/5:30pm
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SSC Legal Requirements (EC Sections 65000-65001):

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

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