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Enactment Number	19-1194
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Castlemont High School



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

Legislative File Id. No. 19-1347
Introduction Date: 6/26/19
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2019-2020 School Plan for Student Achievement (SPSA)

School: Castlemont High School
CDS Code: 1612590125161
Principal: William Chavarin
Date of this revision: 5/8/2019

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/8/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Castlemont High School

Site Number: 301

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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 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: May 8, 2019

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

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

Signatures:

<u>William Chavarin</u> Principal	<u>[Signature]</u> Signature	<u>5/28/19</u> Date
<u>Martin Rochin</u> SSC Chairperson	<u>[Signature]</u> Signature	<u>5/28/19</u> Date
<u>Vanessa Sifuentes, E.D.</u> Network Superintendent	<u>[Signature]</u> Signature	<u>5/29/19</u> Date
<u>[Signature]</u> Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>5/30/19</u> Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
Week of 4.8	Leadership Stakeholders	See Engagement Planning Document

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$161,384.41
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,920,110.44

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)	-\$0.18	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$175,200.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	-\$0.61	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$639,507.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$161,385.20	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$100,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	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)	\$704,650.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$161,384.41	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$1,649,730.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,811,114.41
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

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: 19-20 STRENGTHS & CHALLENGES

State Dashboard Indicators	Strengths	Challenges/Barriers
Graduation Rate	Graduation rate of 70% is at or just above District average.	This is still lower than expectations. Keeping students on track and retained over 4 years with teacher retention is still an issue.

On Track to Graduate (11th Grade)	Pathways in second year and teachers have collaborative space to track students year to year and hold them in SLCs	On track to graduate rate 35% is very low for juniors. Level of students failing one or more class a semester continues to have impact and it's still early in pathway looping strategy to show impact over time.
A-G Completion	A-G classes offered as core curriculum and there are opportunities for additional classes and interventions due to 8 period Bell Schedule	Numbers are still very low and decrease due to retention issues over time: 2018 11th - 27% (52), 10th - 23% (63), 9th - 29% (78). Student retention and success in light of teacher turnover is a challenge.
SBAC ELA	Use of the IABs is building toward a more committed SBAC culture	Only 2.0% met standard. Challenges being student participation/engagement and teacher buy-in to the testing.
SBAC Math	Use of the IABs is building toward a more committed SBAC culture	0% met standard. Challenges being student participation/engagement and teacher buy-in to the testing.
AP Pass Rate/Dual Enrollment Pass Rate	DE pass rate in 2 of 3 classes is at or nearly at 80%. Support from MN to provide resources for DE classes and instructors to create real world projects.	Logistical and technical challenges with schedules, enrollment and retention of students. Challenge to align DE classes to pathways and student schedules. Maintaining schedules and calendars of instructors and schools aligned.
Pathway Participation/CTE Enrollment*	100% participation in wall-wall pathways. Developed pathway specific design team to better include Newcomer program in pathway experiences.	Continue to develop ways to include SDC students.
English Learner Progress	Developing teacher capacity to address ELLs through literacy skills development. Developing more collaborative and inclusive programming with Newcomer/GenEd programs to build community through quality instruction and training.	Beginning 67% Well Developed 6%
Suspension Rate	PBIS and support services in place and stakeholders actively engaged in addressing students to address behavior challenges and needs.	7.5% (increased by 2%) higher than intended. Challenge of creating and maintaining school culture without punishing students. Need to align and support wrap around services. Decrease in RJ positions, foster care support etc. will leave school and students with less supports.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	We will have an 80% graduation rate.	All Students	+2pp	69.87%	71.87%	80.00%	Find innovative ways to engage students in rigorous college prep aligned with CSS.
Dropout Rate	Decrease drop out rate by 10%	All Students	-3pp	20.51%	17.51%	10.00%	Find innovative ways to engage students in rigorous college prep aligned with CSS.

A-G Completion Rate	75% of students will complete the A-G requirements	All Students	+3pp	33.93%	Coming soon	75.00%	Develop common, high expectations for student achievement and behavior.
FAFSA Completion Rate	80% of students will complete the FAFSA by the deadline	All Students	+3pp	Coming soon	Coming soon	Increase 15%	Develop common, high expectations for student achievement and behavior.
College Enrollment	50% of Graduating Seniors will be enrolled in 2, 4 college or trades school.	All Students	n/a	15%	Increase by 20%	50.00%	Commit to active high-interest student instruction.
Grade 10 Pathway Participation	100% of students will participate in a 10th grade pathway experience	All Students	+5pp	97.49%	100.00%	100.00%	Find innovative ways to engage students in rigorous college prep aligned with CSS.

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	70% of students will report they have one caring adult on campus according to CHKS	All Students	+5pp	46.95%	57.00%	70.00%	Creation of grade level social emotional/discipline deans to implement SEL strategies in the RTI framework.
Suspensions	5% or fewer students will receive an out of school suspension (vs. 7.9% in 18-19).	African-American Students	-2pp	14.96%	12.96%	5.00%	Creation of grade level social emotional/discipline deans to implement SEL strategies in the RTI framework.
Suspensions	5% or fewer students will receive an out of school suspension (vs. 8.5% in 18-19).	Students with Disabilities	-2pp	11.19%	9.19%	5.00%	Creation of grade level social emotional/discipline deans to implement SEL strategies in the RTI framework.
Chronic Absence	Reduce chronic absence by 5%	African-American Students	-2pp	31.95%	29.95%	25.00%	Creation of grade level social emotional/discipline deans to implement SEL strategies in the RTI framework.

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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ELA SBAC	ELA department implements cycles of inquiry around IAB results	All Students	+15 points DF3	-170.2	-150.2	-150.2	Implement grade level team inquiry cycles focused on literacy skills.
ELA SBAC	SPED department supports students in taking the IABs and SBAC with appropriate accommodations	Students with Disabilities	+20 points DF3	-211	-191	-191	Implement grade level team inquiry cycles focused on literacy skills.
ELA SBAC	ELA department implements cycles of inquiry around IAB results	English Learners	+20 points DF3	-211.9	-191.9	-191.9	Implement grade level team inquiry cycles focused on literacy skills.

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Math department implements cycles of inquiry around IAB results to reach 19-20 target	All Students	+15 points DF3	-221.8	Coming soon	-201	Implement grade level team inquiry cycles focused on literacy skills.
Math SBAC	Math department implements cycles of inquiry around IAB results	Students with Disabilities	+20 points DF3	-265	-245	-245	Implement grade level team inquiry cycles focused on literacy skills.
Math SBAC	Math department implements cycles of inquiry around IAB results	African-American Students	+20 points DF3	n/a	n/a	-201	Implement grade level team inquiry cycles focused on literacy skills.

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	1.2%	English Learners	16%	1.92%	16.00%	5.00%	Implement grade level team inquiry cycles focused on literacy skills.
LTEL Reclassification	2.6%	Long-Term English Learners	25%	4.67%	25.00%	10.00%	Implement grade level team inquiry cycles focused on literacy skills.

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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SRI Growth of One Year or More	Increase by 5%	All Students	+5pp	12.89%	17.89%	22.89%	Implement grade level team inquiry cycles focused on literacy skills.
SRI Multiple Years Below Grade Level	Reduce by 5%	All Students	-5pp	36.49%	31.49%	26.49%	Implement grade level team inquiry cycles focused on literacy skills.

1D: IDENTIFIED NEED

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

Each California school identified for CSI or ATSI must complete an analysis of resource inequities. 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.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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		School ID: 301	
2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING			
Instructions: Please complete this self-assessment for your school. Click here for the full Measure N rubric.		KEY: 1: Not at all 3: Mostly 2: Somewhat 4: Completely	
1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	A lot of work put into attendance.	Work to utilize pathways more consistency to push school wide goals. Conflate separation between "school" and "pathway" and create language, strategies, communications etc. that align the two.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	1: Not At All	Need to more actively engage in the rubric as a tool for evaluation and planning	Need to review and include rubric in planning
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	Many of the aspects to create school improvement are in place and work is happening. Leadership communicates that wall to wall pathways are central to our school program; PD is designed to allow substantial pathway collaborative time; resources are allocated to support pathway work as a primary focus.	Align and create coherence among leadership bodies to leverage pathways to drive school improvement.
School Leadership & Vision Goal for 2019-20:	Leadership will meet consistently with pathway and administrative leads to align schoolwide goals, teacher development in pathways, and pathway student experiences. This coordination will lead to student project collaboration and improved teacher practices.		
2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	3: Mostly	Students in pathway structures. SLCs have work and visions. Other school stakeholders doing important work such as COST, after school and culture team. Current design team working on clear and intentional integration of newcomers into existing pathways.	Not all staff are clear on what pathways are as part of school wide vision. Clear and intentional integration of newcomer students into existing pathway experience.
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	2: Somewhat	Culture, ILT, School wide Leadership, Collaborative, SSC doing work to improve the school. Goals created: Literacy, College and Career, Attendance.	Better alignment of leadership teams around common vision and goals. Better alignment of school wide and pathway goals. Get all goals into leadership teams, pathways and collaborative spaces. Connect every action on campus to one of our three goals.
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e. g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	2: Somewhat	Various decision making bodies making decisions, doing the work.	Needs more transparency and communication broadly. Needs more consistency and communication among various leadership/work bodies. Boost parent enagment.

Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	2: Somewhat	Master Schedule and Bell schedule support pathways; adn PBL. Measure N is primary driver	Grow enrollment so that all teachers, especially with an 8 period day, teacher salaries can be covered and not use other funds that would better go towards program. Increase enagement of all students to resources, not just a small group that engage.
Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	3: Mostly	All students in grades 10-11 are enrolled in pathways; grade 9 students are exposed to a course representing each pathway, prior to making a selection for grade 10. Pathway resources are allocated equitably.	Develop grade 12 continuum for each pathway such that seniors' culminating project aligns with the pathway work with which they engaged in grades 10 and 11.
Systems & Structures Goal for 2019-20:		Integrate and connect school initiatives and stakeholders for more school coherence and communicate with more transparency.	

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
1.0 FTE Spanish teacher to provide students access to A-G approved courses to increase college eligibility.	LCFF Concentration	\$72,950.61	1105	Certificated Teachers' Salaries	4741	Teacher 11Months 12-Pay	1.00	Rigorous Academics
SUPPLIES: Supplies to support PBL teaching and learning in SLCs and Departments aligned to Rigorous Academics and Comprehensive Student Supports	LCFF Concentration	\$1,731.00	4310	School Office Supplies		Enter position number at left.		Rigorous Academics
ASSISTANT PRINCIPAL to support school and pathway operations and design, instructional program and student services	General Purpose Discretionary	\$130,000.00	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2224	Assistant Principal, High School	1.00	Building the Conditions
SUPPLIES: Supplies to support PBL teaching and learning in SLCs and Departments aligned to Rigorous Academics and Comprehensive Student Supports	General Purpose Discretionary	\$31,200.00	4310	School Office Supplies		Enter position number at left.		Rigorous Academics
Non-Contract Services	General Purpose Discretionary	\$10,000.00	5610	Equip Maintenance Agreemt		Enter position number at left.		Comprehensive Student Supports
Postage	General Purpose Discretionary	\$4,000.00	5910	Postage		Enter position number at left.		Building the Conditions
.5 FTE Pathway Coach to support design and operations of pathway programs, create systems and structures to align pathways to school wide initiatives, budget, plan and develop team(s) capacity to implement Linked Learning Collge and Career Pathways (remaining 0.5 FTE will be funded by Linked Learning Office, Site 912)	Measure N	\$66,341.00	2305	Classified Supervisors' and Administrators' Salaries	1584	Coach College/Career Pathways	0.50	Building the Conditions

1.0 FTE CHEA 9th Exploration class for Community Health GenEd teacher to teach class, develop curriculum and support pathway development in SLCs and Departments	Measure N	\$73,464.10	1105	Certificated Teachers' Salaries	3897	Teacher 11Months 12-Pay	1.00	Rigorous Academics
1.0 FTE 9th SPED Inclusion Teacher to co-teach pathway related curriculum, develop modifications and accomodations for pathway students and train teacher in needs for student IEPs as needed	Measure N	\$72,344.63	1105	Certificated Teachers' Salaries	6118	11-Month Classroom TSA	1.00	Comprehensive Student Supports
0.8 FTE CHEA ELA teacher 0.6 CHEA ELA (3 sections of 10th grade English; 3 sections of 11th grade English); allows for student cohorting and teacher collaboration 0.2 CHEA Collab -- collaborate with CHEA SLC, support development of CHEA pathway	Measure N	\$55,400.00	1105	Certificated Teachers' Salaries	3925	Teacher 11Months 12-Pay	1.00	Rigorous Academics
0.2 FTE CHEA ELA teacher	General Purpose Discretionary	\$13,850.39	1105	Certificated Teachers' Salaries	3925	Teacher 11Months 12-Pay	1.00	Rigorous Academics
0.8 FTE CHEA Bio/Chem teacher 0.6 CHEA Science (3 sections of 10th grade Bio; 3 sections of 11th grade Chem); allows for student cohorting, teacher collaboration, and CHEA-specific curriculum planning) 0.2 CHEA Collab -- collaborate with CHEA SLC, support development of CHEA pathway	Measure N	\$56,800.00	1105	Certificated Teachers' Salaries	3261	11-Month Classroom TSA	1.00	Rigorous Academics
0.2 FTE CHEA Bio/Chem teacher	General Purpose Discretionary	\$14,200.00	1105	Certificated Teachers' Salaries	3261	11-Month Classroom TSA	1.00	Rigorous Academics
1.0 FTE SUDA 9th grade Pathway Exploration Course teacher; will assume responsibility for teaching a specialized Integrated Science course to expose all 9th grade students to SUDA pathway outcomes before they select their pathway at the end of 9th grade. Teacher wil also develop curriculum, collaborate with SUDA SLC and support the overall developement of the SUDA pathway.	Measure N	\$77,144.00	1105	Certificated Teachers' Salaries	2369	Teacher 11Months 12-Pay	1.00	Rigorous Academics

1.0 FTE SUDA SPED Inclusion Teacher to co-teach pathway related curriculum, develop modifications and accommodations for pathway students and train teacher in needs for student IEPs as needed	Measure N	\$61,998.38	1105	Certificated Teachers' Salaries	3261	11-Month Classroom TSA	1.00	Comprehensive Student Supports
1.0 FTE CTE Culinary Class Instructor to provide "cross pollinating" pathway aligned healthy and sustainable food systems design courses and push in/pull out supports to pathway teachers and students	Measure N	\$60,368.80	1105	Certificated Teachers' Salaries	6829	Enter position number at left.	1.00	Work-Based Learning
.5 FTE contribution to a service contract with Community Schools and Student Services Department for a Community Schools Manager to provide coordination of Comprehensive Student Supports, such as COST, Referrals, Homeless and Foster Care supports among others	LCFF Supplemental	\$65,000.00	5730	Community Schools Program Manager		Enter position number at left.		Comprehensive Student Supports
1.0 FTE 9th Algebra 1 to provide high quality math instruction to 9th grade students and one section of math intervention	LCFF Supplemental	\$64,417.84	1105	Certificated Teachers' Salaries	6230	Teacher 11Months 12-Pay	1.00	Rigorous Academics
1.0 FTE ELD/Art Instructor to provide Structured English Immersion supports for Newcomer students and to provide a section of Art as mixed or hybrid Newcomer/GenEd elective to support school inclusion efforts	LCFF Supplemental	\$65,460.70	1105	Certificated Teachers' Salaries	3663	Teacher 11Months 12-Pay	1.00	Comprehensive Student Supports
1.0 FTE for Spanish for Native Speakers Instructor to provide high quality Spanish language instruction; this position allows school to provide students access to A-G approved courses to increase college eligibility.	LCFF Supplemental	\$65,460.70	1105	Certificated Teachers' Salaries	4182	Teacher 11Months 12-Pay	1.00	Rigorous Academics
1.0 FTE ELD Instructor to provide high quality ELD instruction within the Newcomer program and push into GenEd as needed	LCFF Supplemental	\$72,760.65	1105	Certificated Teachers' Salaries	4320	11-Month Classroom TSA	1.00	Comprehensive Student Supports
1.0 FTE Newcomer Geometry to provide high quality math instruction to 10th grade students and one section(s) of math intervention	LCFF Supplemental	\$72,878.85	1105	Certificated Teachers' Salaries	4163	Teacher 11Months 12-Pay	1.00	Building the Conditions
1.0 FTE for Newcomer Ethnic Studies and World History instructor to provide high quality social studies instruction to 9th and 10th grade students.	LCFF Supplemental	\$74,700.00	1105	Certificated Teachers' Salaries	3946	Teacher 11Months 12-Pay	1.00	Rigorous Academics
Classified Overtime to provide support for events and/or school initiatives as needed	LCFF Supplemental	\$24,400.00	2225	Classified Support Salaries: Overtime		Enter position number at left.		Building the Conditions
0.2 FTE for Newcomer Chemistry instructor to provide high quality science instruction to 11th grade students.	LCFF Supplemental	\$15,200.00	1105	Certificated Teachers' Salaries	4713	Teacher 11Months 12-Pay	0.20	Building the Conditions

1.0 FTE for Newcomer Student Engagement Support to provide coordination and intervention of Comprehensive Student Supports for students	LCFF Supplemental	\$65,165.00	2205	Classified Support Salaries	3172	Community Relations Assistant II Bilingual	1.00	Comprehensive Student Supports
1.0 FTE Newcomer Community and Parent Engagement Assistant for support making connections to families and supporting coordination of Comprehensive Student Supports	LCFF Supplemental	\$52,733.00	2205	Classified Support Salaries	1736	Community Assistant Bilingual	1.00	Comprehensive Student Supports
Surplus	LCFF Supplemental	\$1,771.00	4399	Surplus		Enter position number at left.		Building the Conditions
Supplies and food for celebrations and exhibitions of student work for pathway SLC student work	Measure N	\$3,000.00	4310	School Office Supplies		Enter position number at left.		Rigorous Academics
Extended Contracts for CHEA Pathway Leads to support pathway development, lead team meetings, and coordinate alignment to pathway outcomes schoolwide.	Measure N	\$3,500.00	1120	Certificated Teachers' Salaries: Stipends	4134	Teacher 11Months 12-Pay		Career Technical Education
Extended Contracts for CHEA Pathway Leads to support pathway development, lead team meetings, and coordinate alignment to pathway outcomes schoolwide.	Measure N	\$3,500.00	1120	Certificated Teachers' Salaries: Stipends	4746	Teacher 11Months 12-Pay		Career Technical Education
TRANSPORATION: Travel for CHEA experiential learning trips to launch and/or support integeated PBL and WBL experiences such as job shadows, field trips and other college/career access excursions.	Measure N	\$10,000.00	5826	External Work Order Services				Rigorous Academics

LANGUAGE & LITERACY

School: Castlemont High School

[Link to 18-19 SPSA](#)

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve language and literacy outcomes for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>1. Implement a literacy strategy and cycles of inquiry on the strategy in departments through Wednesday PD sessions throughout the year. (half of all Wednesdays + other PD days)</p> <p>2. Along with department strategy focus, there is direct PD on literacy with PD sessions to train teachers on literacy strategies, increase awareness of the SRI, and a general overview of literacy.</p> <p>3. Piloting of SRI test prep for student in combination with SRI teacher training and an SRI student motivation system--mainstream and newcomer population pilot for mid and end of year SRI testing</p> <p>4. ITL Push-in support for 9th grade ELA class(es)</p> <p>5. The above practices are further supported through one-on-one and small group coaching by the 5 members of the coachign team, all who coach part-time</p> <p>Michael Scott has joined the document.</p>	Partially Implemented	Somewhat Effective	<p>1. By department teacher data analysis of the same class over the course of the year. ILT walkthroughs with a focus on looking for evidence of strategy implementation</p> <p>2. teacher self reporting of implementation via consistent PD feedback. ILT walk throughs for implementation. School Wide SRI data.</p> <p>3. Comparative SRI scores for classes which implement the test prep and motivational strategies to those which do not</p> <p>4.9th grade push in SRI scores looking at growth</p> <p>5. Coached observation data, teacher self reporting through coaching surveys</p>

IMPLEMENTATION GOALS

Below are your Language & Literacy goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	ELA department implements cycles of inquiry around IAB results	All Students	-170.2	-150.2	-150.2	Implement grade level team inquiry cycles focused on literacy skills.
ELA SBAC	SPED department supports students in taking the IABs and SBAC with appropraite accomodations	Students with Disabilities	-211	-191	-191	Implement grade level team inquiry cycles focused on literacy skills.
ELA SBAC	ELA department implements cycles of inquiry around IAB results	English Learners	-211.9	-191.9	-191.9	Implement grade level team inquiry cycles focused on literacy skills.
SRI Growth of One Year or More	Increase by 5%	All Students	12.89%	17.89%	22.89%	Implement grade level team inquiry cycles focused on literacy skills.
SRI Multiple Years Below Grade Level	Focus on Tier 1 reading intervention meaning use of strategic reading strategies day in to day in the classroom to support strugglign readers	All Students	36.49%	31.49%	26.49%	Implement grade level team inquiry cycles focused on literacy skills.
ELL Reclassification	1.2%	English Learners	1.92%	16.00%	5.00%	Implement grade level team inquiry cycles focused on literacy skills.
LTEL Reclassification	2.6%	Long-Term English Learners	4.67%	25.00%	10.00%	Implement grade level team inquiry cycles focused on literacy skills.

THEORY OF ACTION	
Theory of Action	If we incorporate common-core aligned literacy strategies into all Tier 1 instruction, and support teachers to take an inquiry stance around their literacy work, then student literacy skills will improve, and we will strengthen our schoolwide approach to supporting struggling readers....
How are you supporting English Language Learners?	ELL/ELD push in support and strategic pull out. Continued 3rd year of Newcomer Program.
How are you building conditions for student and adult learning?	Conditions for student learning are being met in the following ways: --> Use of complex texts in all classrooms and across PBL Conditions for adult learning are being built in the following ways: --> Adult department release time/additional hours to complete cycles of inquiry on the IABs and SBAC data and teaching --> Adult PD throughout the year is focused on either SEL work or literacy work in order to create consistency and offer opportunities to focus on depth over breadth --> Specific PD focus areas (inside of literacy and SEL), whether by SLC or dept, will be chosen by that group to support autonomy and buyin --> Adult PD will offer cycles of inquiry, allowing teachers to try something, reflect and re-try --> Adult PD will contain application time; meaning teachers will consistently be given time to write lessons and determine how to implement practices

STRATEGIC ACTIONS								
STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
1.0 FTE Literacy TSA to support low-performing 9th grade students by providing language & literacy skill-building activities to students and coaches 9th grade teachers to implement similar strategies across all content areas.	Title I: Basic	\$136,073.00	1119	Certificated Teachers on Special Assignment Salaries	6157	11-Month Classroom TSA	1.00	Rigorous Academics
Books other than textbooks	Measure G	\$30,373.00	4200	Books other than Textbooks		Enter position number at left.		Rigorous Academics
Teacher planning time, by dept or SLC				Enter object code at left.		Enter position number at left.		Rigorous Academics
Implement grade level team inquiry cycles for all teams focused on literacy skills and social-emotional learning to support English Learners to make progress toward reclassification.				Enter object code at left.		Enter position number at left.		Rigorous Academics
Comprehension of complex text as one core skill to develop with students				Enter object code at left.		Enter position number at left.		Rigorous Academics

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Pathway Theme	2	3+	3	Students can clearly identify their pathway, theme and example projects/experiences.
Integrated Core	2	4	3	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
Cohort Scheduling	2	4	3+	Master schedule
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning	2	3+	3	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
Collaborative Learning	2	3+	3	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Sharing Best Practice	2	3	3	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project. PD school wide
Collaboration Time	3	4	3+	Weekly collaboration, various cross class conversations and systems, very successful student exhibitions of integrated project. PD school wide
Professional Learning	2	3+	3	Weekly PD in SLC. Team retreat. Industry Partnership.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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Teachers in pathways meet weekly during a common prep period. Integrated PBL in each pathway. Pathways linked to school wide instructional strategies of SEL and Literacy	Partially Implemented	Somewhat Effective	Successful integrated projects in each pathway each Semester. Ongoing pathway collaboration around instruction focus and student focus. Align with school wide PD.
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IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Math department implements cycles of inquiry around IAB results to reach 19-20 target	All Students	-221.8	Coming soon	-201	Implement grade level team inquiry cycles focused on literacy skills.
Math SBAC	Math department implements cycles of inquiry around IAB results	Students with Disabilities	-265	-245	-245	Implement grade level team inquiry cycles focused on literacy skills.
Math SBAC	Math department implements cycles of inquiry around IAB results	African-American Students	n/a	n/a	-201	Implement grade level team inquiry cycles focused on literacy skills.
Standards Based Instruction/ Project-Based Learning	Every teacher is trained and implementing at least 1 PBL learning experience each semester. SLCs are implementing one integrated project per Semester.	All Students	na	4 integrated projects on campus	10 integrated projects on campus	Find innovative ways to engage students in rigorous college prep aligned with CSS.
Career Technical Education Sequence	Vertically align CTE outcomes within each pathway. Horizontally integrate through SLC systems and curriculum, especially integrated projects. Develop CTE Department on campus.	All Students	Implement CTE Sequence	Develop and align CTE sequence	Vertically aligned skills outcomes	Commit to active high-interest student instruction.
Graduate Capstone/ Culminating Experience	Develop Senior Seminar alignment to pathways by cohorting sections by pathway. Continue to build our WBL experience through Senior Seminar project	All Students	Continue Senior Project	Align Senior Project to pathways	Align Senior Project to pathways and build out WBL	Commit to active high-interest student instruction.
Course Passage Rates	Clarify expectations around collaboration and instruction, especially grading so that students and teachers are clear about what it takes to pass classes.	All Students	na	Increased skills based instruction	Increased skills based instruction	Professional development centered on practice.

THEORY OF ACTION

Theory of Action	If we support pathway teams and other SCLs in weekly collaboration to plan PBL, implement SEL strategies and in turn connect this to Literacy strategies then students will be more engaged and therefore more successful.
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How are you supporting English Language Learners?	Focus on literacy as a school wide strategy. Focus on ELD in support of all ELLs, especially as a inclusive design feature for Newcomer students.
How are you building conditions for students and adult learning?	PWs have common and weekly planning time. Pathways are SLCs and therefore embedded into school wide PD plan that is focused on PBL that embeds literacy and SEL. Pathway teams have an admin point, pathway coach, ELD support, WBL support and care manage in the team.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
SUPPLIES: Classroom and curriculum supplies for teachers to provide rigorous academic experiences for students to connect core classes to pathway themes and CTE and WBL curriculum.			4310	School Office Supplies		Enter position number at left.		
CONSULTANT: .33 FTE College, Career and Community (C3) Coordinator to align C3 initiatives and create 4 year and beyond C3 student plans	Measure N	\$25,000.00	5825	Consultants		Enter position number at left.		Comprehensive Student Supports
TRANSPORATION: Newcomer Pathway Experience travel for experiential learning trips to launch and/or support integeated PBL and WBL experiences such as job shadows, field trips and other college/career access excursions.	Measure N	\$5,670.00	5826	External Work Order Services		Enter position number at left.		Career Technical Education
TRANSPORATION: 12th Grade Pathway Experience travel for experiential learning trips to launch and/or support integeated PBL and WBL experiences such as job shadows, field trips and other college/career access excursions.	Measure N	\$2,500.00	5826	External Work Order Services		Enter position number at left.		Career Technical Education
TRANSPORATION: 9th Grade Pathway Experience travel for experiential learning trips to launch and/or support integeated PBL and WBL experiences such as job shadows, field trips and other college/career access excursions.	Measure N	\$2,500.00	5826	External Work Order Services		Enter position number at left.		Career Technical Education

TRAVEL AND CONFERENCES: Travel and accommodations for SLCs and/or individuals to complete site visits and/or conferences around Linked Learning, pathway development and curriculum development.	Title I: Parent Participation	\$4,278.70	5200	Travel And Conferences		Enter position number at left.		Building the Conditions
Campus Project Support to embed campus assets to WBL, CTE and Rigorous Academics in class and after school, for example healthy food as community health and agriculture as design.				Enter object code at left.		Enter position number at left.		
Continue 5 Focus Areas: CRT, Literacy, SEL, Pathways and Attendance				Enter object code at left.		Enter position number at left.		
Align school PD literacy focus with pathways via CTE dept				Enter object code at left.		Enter position number at left.		
Align school PD SEL focus with pathways via SLCs				Enter object code at left.		Enter position number at left.		
Support the acceleration of Gifted and Talented Students (GATE) through dual enrollment college courses and advanced placement options; GATE students should be able to graduate from Castlemont with multiple college credits and college academic preparation through dual enrollment and advanced placement.				Enter object code at left.		Enter position number at left.		
Support incoming 9th graders as they transition from middle school to high school via the 9th grade house structure. All 9th graders will participate in a cohorted block schedule where they will receive academic and social-emotional guidance from teachers, and care managers specifically assigned to 9th grade, with a goal of increasing the number of students on-track to graduate at the end of 9th grade.				Enter object code at left.		Enter position number at left.		
Surplus (to be distributed equitably across pathways and SLCs to support with teacher planning, career exploration visits, as well as travel for those CEVs)	Measure N	\$28,051.09	4399	Surplus				Rigorous Academics

WORK-BASED LEARNING	School: Castlemont High School	Link to 18-19 SPSA
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WORK-BASED LEARNING MEASURE N SITE ASSESSMENT
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WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Types of Student Experiences	3	3	3	Increased opportunities for WBL in classrooms, trips and internships
Pathway Outcomes	2	2	2	Increased opportunities for WBL in classrooms, trips and internships but needs to be more embedded in pathways and support themes.
Pathway Evaluation	2	1	1	Increased opportunities for WBL in classrooms, trips and internships. No collective evaluation.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION
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What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>Coordinate with pathway CTE teachers to identify WBL activities aligned with units</p> <p>Plan CTE visits which represent pathway industry themes</p> <p>Work with industry partners to develop increased school year internship opportunities</p> <p>Develop work based learning opportunities that connect with dual enrollment classes that either act as a hook or continued form of engagement</p> <p>Collaborate with care managers and education specialists to identify students for WBL activities</p>	<p>Partially Implemented</p>	<p>Somewhat Effective</p>	<p>SUDA</p> <ul style="list-style-type: none"> - Career Exploration Trips: Women's Can Build Fair, Manufacturing/ CTE Day, OUSD Skilled Trades Day, Bay Area Rapid Transit, Metropolitan Golf Links CEV. Job Shadow: Gensler Architecture - Career Themed College Visit: College of Alameda: Auto Mechanics/ Diesel Trucks, University of San Francisco: Architecture & Community Design - Service Learning w/ industry partner (PG&E) <p>60 student participants in SUDA after school internships (SUDAWorks)</p> <p>CHEA</p> <ul style="list-style-type: none"> - Career Exploration Trips: Highland Hospital, West Oakland Health Center, Children's Hospital of Oakland - Career Themed College Visit: Acupuncture & Integrative Medicine College - Build out of [1] Health Path: Eastmont Wellness Center Cohort [2] CHO: YU/ Castlemont Health Center Internship program creating 20 intensive internship experiences - 16 student participants in CHEA after school internships (CHEAWorks) <p>Newcomer</p> <ul style="list-style-type: none"> - CTE College Trips - Spring Career Day <p>Dual Enrollment CTE</p> <ul style="list-style-type: none"> - Carpentry - Urban Agroecology (Fall, Spring, and Summer course offering on site) <p>Summer ECCO Internship Data: (2017-18)</p> <p>45 students</p> <p>53% Female 47% Male</p> <p>54% Latino 40% African American 6% Asian/ Pacific Islander</p> <p>18% of students had IEPS</p> <p>9% of students were in the Newcomer program</p>
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IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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Career Awareness	Increased career awareness through exposure to the industry sectors represented in schools pathways through presentations in class and industry field trips.	All Students	80% exposed 20% engaged	90% exposed 70% engaged	90% exposed 70% engaged	Develop common, high expectations for student achievement and behavior.
Career Exploration	Pathway themed career exploration visits	All Students	80% exposed 20% engaged	90% exposed 70% engaged	90% exposed 70% engaged	Develop common, high expectations for student achievement and behavior.
Career Preparation	Students participate in pathway themed (or career interest based) internships through 1. Summer ECCO internship program 2. School year after school internship programs offered by pathway partners and/or 3. Short intensive internships hosted by community partners as part of students senior capstone projects Students participate in advanced training through dual/concurrent enrollment opportunities where students can receive industry recognized certifications	All Students	80% exposed 20% engaged	90% exposed 70% engaged	90% exposed 70% engaged	Develop common, high expectations for student achievement and behavior.

THEORY OF ACTION

Theory of Action	If students participate in a series of sequenced WBL events students will graduate understanding the necessary education to pursue their career goals, and be more prepared to do so.
How are you supporting English Language Learners?	Collaborate with the Newcomer team to create career themed college visits. Students will learn about traditional 2/4-year colleges, career technical education, and trade options. Students will complete a career awareness unit prior to participating in a series of college visits and Career Day Speaker series.
How are you building conditions for students and adult learning?	Work with pathway coach, admin pathway leadership and other school stakeholders to align WBL to school vision and mission.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
STRS CLASSIFIED: 1.0 FTE for Site Work-Based Learning Liaison to coordinate WBL experiences and support teachers to embed WBL into classrooms	Measure N	\$92,068.00	2305	Classified Supervisors' and Administrators' Salaries	1795	Enter position number at left.	1.00	Work-Based Learning
CONSULTANT: Student Internship stipends (summer 19'); stipends funds to be paid from Oakland Klds First. (Measure N Carryover from 2018-19)			5825	Consultants		Enter position number at left.		Work-Based Learning

STRS CERTIFIED: Stipend for Summer Internships Teacher to coordinate student internships and quality WBL experiences and that align to pathways. Further make connections with students and curriculum during the year. (Measure N Carryover from 2018-19)				Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
Transportation to one career exploration visit for Newcomer pathway each semester in order to engage students in WBL opportunities.	Measure N	\$5,000.00	5826	External Work Order Services		Enter position number at left.		Work-Based Learning
Survey student career interests and create groups for information sharing				Enter object code at left.		Enter position number at left.		
Focused, pathway specific outreach for school year internships				Enter object code at left.		Enter position number at left.		
Increased recruitment with Pacific Islander students for internship programs, historically underserved in the district and not as well served in current internship program				Enter object code at left.		Enter position number at left.		
Industry guest speakers connected to grade level integrated projects				Enter object code at left.		Enter position number at left.		
Secure partner organizations to host student internships for capstone hours by end of fall semester				Enter object code at left.		Enter position number at left.		
Hold Weekly Office Hours to provide individualized Resume, Application, opportunity search support				Enter object code at left.		Enter position number at left.		
Support students registering for concurrent enrollment to receive industry specific training and/or certificates				Enter object code at left.		Enter position number at left.		

COMPREHENSIVE STUDENT SUPPORTS School: **Castlemont High School** [Link to 18-19 SPSA](#)

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3	3+	3	College, career and community team work to identify and address student needs. Much college focus in 12 grade, need to develop supports 9-11, similar to pilot projects in pathway cte class this year
College & Career Plan	2	2+	2	Plans exist in 12 grade. Need to develop vertical plans 9-11.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>Engaged CARE managers to support students at each grade level in resolving behavior challenges, provided professional development to teachers focused on developing strategies to build SEL skills, engaged teachers within each SLC to implement a Student Needs Protocol, focused on monitoring and supporting individual students' academic and behavior support needs.</p> <p>Provided Restorative Justice Facilitator to provide conflict mediation, re-entry circles, and training and support for teachers to hold community building circles within classrooms.</p>	Fully Implemented	Effective	Reduced out of school suspensions from 104 in 2017-18 to 43 this year. Reduced URF referrals from 65 in 2017-18 to 29 this year.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Provide WBL as a point of contact for all students and teachers to manage spectrum of opportunities as aligned with WBL continuum and intersect with CCRS and other campus and community stakeholders.	All Students	80% exposed 20% engaged	90% exposed 70% engaged	90% exposed 70% engaged	Find innovative ways to engage students in rigorous college prep aligned with CSS.

College Access	Provide specific and coordinated college readiness activities for students at each grade level:	All Students	80% exposed 20% engaged	90% exposed 70% engaged	90% exposed 70% engaged	Find innovative ways to engage students in rigorous college prep aligned with CSS.
Differentiated Interventions	SLC's, in collaboration with Care Managers, engage in a Student Needs Protocol each marking period to identify students in need of academic/behavior intervention to develop differentiated plans of support.	Low-Performing Students	20% students engaged 80% access	20% students engaged 80% access	20% students engaged 80% Access	Creation of grade level social emotional/discipline deans to implement SEL strategies in the RTI framework.

THEORY OF ACTION

Theory of Action	If we provide supportive, welcoming, inclusive classroom environments in which students are challenged academically, and provided with engaging and relevant curriculum, students will be prepared for college and career upon graduation.
How are you supporting English Language Learners?	We provide a comprehensive program for English learners that includes ELD classes, staff who provide social/emotional support, and a coordinated newcomer program aligned with the specific needs of EL's.
How are you building conditions for students and adult learning?	Using the principles of Culturally Responsive Teaching (CRT), ensure that all teachers and classrooms are aligned with the framework regarding creating supportive environments, establishing instructional and SEL routines, and providing students with the skills to utilize cognitive routines to facilitate complex problem solving and other intensively rigorous academic activities.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
Consultant Contract with Oakand Kids First to implement and manage after school program for 2019-2020	21st Century Community Learning Centers	\$161,385.20	5825	Consultants		Enter position number at left.		Comprehensive Student Supports
0.2 FTE School Psychologist	LCFF Concentration	\$25,318.00	5734	School Psychologist		Enter position number at left.	0.20	Comprehensive Student Supports
STRS CLASSIFIED???: CCSS to connect pathway development work, specifically WBL to larger College, Career and Community Plan and Dual Enrollment.	??	\$15,000.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
1.0 FTE - Attendance Compliance Officer to support socio-economically disadvantaged students who are at-risk of falling into chronic absenteeism	Base Funded		2205	Classified Support Salaries	824	Enter position number at left.		Comprehensive Student Supports
Care Manager to provide case management services to high-needs students, prioritizing African American and Latino students not on track for graduation and/or satisfactory attendance.	Title I: Basic	\$86,538.00	2205	Classified Support Salaries	1776	Case Manager 24	1.00	Comprehensive Student Supports

Provide comprehensive PD for teachers to build skills in creating rigorous, engaging lessons aligned with common core that support students' literacy growth.				Enter object code at left.		Enter position number at left.		Rigorous Academics
Using the Culturally Responsive Teaching Ready for Rigor Framework, establish, implement, and monitor foundational elements to which all classrooms adhere, that ensure supportive classroom environments, challenging and relevant curriculum, and systems of support for both students and teachers.				Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
Engage a WBL Coordinator to establish partnerships with local organizations and business, aligned with pathway experiences, to provide internship opportunities for 12th grade students.				Enter object code at left.		Enter position number at left.		Work-Based Learning
Provide a trajectory of classes for 10th - 12th grade students that provide opportunities for students to explore various career opportunities aligned with pathways.				Enter object code at left.		Enter position number at left.		
Continue efforts of Parent Leads Committee, focused on developing parent leadership capacity and participation in school improvement efforts.				Enter object code at left.		Enter position number at left.		
Continue SEL as core focus area for schoolwide PD				Enter object code at left.		Enter position number at left.		
Care Managers to meet on a regular basis with case managers from community agencies to provide integrated support for students' well-being, motivation and academic success in pathway CTE and core classes. These weekly meetings will focus on Tier 3 students - students most at-risk (foster youth, incarcerated youth, homeless/very low-income youth, gang-involved youth). Case managers from community agencies to provide alternatives to discipline, refer students and families to resources for food, housing, and overall health and well-being.				Enter object code at left.		Enter position number at left.		

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE (STRATEGIC ACTION)	ASSOC. SPSSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
\$15,000.00	TBD	STRS CLASSIFIED????: CCSS to connect pathway development work, specifically WBL to larger College, Career and Community Plan and Dual Enrollment.	Rigorous Academics	Goal 5: Students are engaged in school every day.						301-1
\$13,850.39	General Purpose Discretionary	0.2 FTE CHEA ELA teacher	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	3925	Teacher 11Months 12-Pay	1.00	301-2
\$14,200.00	General Purpose Discretionary	0.2 FTE CHEA Bio/Chem teacher	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	3261	11-Month Classroom TSA	1.00	301-3
\$130,000.00	General Purpose Discretionary	ASSISTANT PRINCIPAL to support school and pathway operations and design, instructional program and student services	Schoolwide Enabling Conditions		1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2224	Assistant Principal, High School	1.00	301-4
\$31,200.00	General Purpose Discretionary	SUPPLIES: Supplies to support PBL teaching and learning in SLCs and Departments aligned to Rigorous Academics and Comprehensive Student Supports	Schoolwide Enabling Conditions		4310	School Office Supplies				301-5
\$10,000.00	General Purpose Discretionary	Non-Contract Services	Schoolwide Enabling Conditions		5610	Equip Maintenance Agreement				301-6
\$4,000.00	General Purpose Discretionary	Postage	Schoolwide Enabling Conditions		5910	Postage				301-7
\$72,950.61	LCFF Concentration	1.0 FTE Spanish teacher to provide students access to A-G approved courses to increase college eligibility.	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	4741	Teacher 11Months 12-Pay	1.00	301-8
\$1,731.00	LCFF Concentration	SUPPLIES: Supplies to support PBL teaching and learning in SLCs and Departments aligned to Rigorous Academics and Comprehensive Student Supports	Schoolwide Enabling Conditions		4310	School Office Supplies				301-9
\$25,318.00	LCFF Concentration	0.2 FTE School Psychologist	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	5734	School Psychologist			0.20	301-10

\$15,200.00	LCFF Supplemental	0.2 FTE for Newcomer Chemistry instructor to provide high quality science instruction to 11th grade students.	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	4713	Teacher 11Months 12-Pay	0.20	301-11
\$64,417.84	LCFF Supplemental	1.0 FTE 9th Algebra 1 to provide high quality math instruction to 9th grade students and one section of math intervention	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	6230	Teacher 11Months 12-Pay	1.00	301-12
\$65,460.70	LCFF Supplemental	1.0 FTE ELD/Art Instructor to provide Structured English Immersion supports for Newcomer students and to provide a section of Art as mixed or hybrid Newcomer/GenEd elective to support school inclusion efforts	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	3663	Teacher 11Months 12-Pay	1.00	301-13
\$65,460.70	LCFF Supplemental	1.0 FTE for Spanish for Native Speakers Instructor to provide high quality Spanish language instruction; this position allows school to provide students access to A-G approved courses to increase college eligibility.	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	4182	Teacher 11Months 12-Pay	1.00	301-14
\$72,760.65	LCFF Supplemental	1.0 FTE ELD Instructor to provide high quality ELD instruction within the Newcomer program and push into GenEd as needed	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	4320	11-Month Classroom TSA	1.00	301-15
\$72,878.85	LCFF Supplemental	1.0 FTE Newcomer Geometry to provide high quality math instruction to 10th grade students and one section (s) of math intervention	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	4163	Teacher 11Months 12-Pay	1.00	301-16
\$74,700.00	LCFF Supplemental	1.0 FTE for Newcomer Ethnic Studies and World History instructor to provide high quality social studies instruction to 9th and 10th grade students.	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	3946	Teacher 11Months 12-Pay	1.00	301-17
\$52,733.00	LCFF Supplemental	1.0 FTE Newcomer Community and Parent Engagement Assistant for support making connections to families and supporting coordination of Comprehensive Student Supports	Schoolwide Enabling Conditions		2205	Classified Support Salaries	1736	Community Assistant Bilingual	1.00	301-18
\$65,165.00	LCFF Supplemental	1.0 FTE for Newcomer Student Engagement Support to provide coordination and intervention of Comprehensive Student Supports for students	Schoolwide Enabling Conditions		2205	Classified Support Salaries	3172	Community Relations Assistant II Bilingual	1.00	301-19

\$24,400.00	LCFF Supplemental	Classified Overtime to provide support for events and/or school initiatives as needed	Schoolwide Enabling Conditions		2225	Classified Support Salaries: Overtime				301-20
\$1,771.00	LCFF Supplemental	Surplus	Schoolwide Enabling Conditions		4399	Surplus				301-21
\$65,000.00	LCFF Supplemental	.5 FTE contribution to a service contract with Community Schools and Student Services Department for a Community Schools Manager to provide coordination of Comprehensive Student Supports, such as COST, Referrals, Homeless and Foster Care supports among others	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager				301-22
\$30,373.00	Measure G	Books other than textbooks	Language & Literacy	Goal 1: Graduates are college and career ready.	4200	Books other than Textbooks				301-23
\$55,400.00	Measure N	0.8 FTE CHEA ELA teacher 0.6 CHEA ELA (3 sections of 10th grade English; 3 sections of 11th grade English); allows for student cohorting and teacher collaboration 0.2 CHEA Collab -- collaborate with CHEA SLC, support development of CHEA pathway	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	3925	Teacher 11Months 12-Pay	1.00	301-24
\$56,800.00	Measure N	0.8 FTE CHEA Bio/Chem teacher 0.6 CHEA Science (3 sections of 10th grade Bio; 3 sections of 11th grade Chem); allows for student cohorting, teacher collaboration, and CHEA-specific curriculum planning) 0.2 CHEA Collab -- collaborate with CHEA SLC, support development of CHEA pathway	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	3261	11-Month Classroom TSA	1.00	301-25
\$60,368.80	Measure N	1.0 FTE CTE Culinary Class Instructor to provide "cross pollinating" pathway aligned healthy and sustainable food systems design courses and push in/pull out supports to pathway teachers and students	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	6829		1.00	301-26

\$61,998.38	Measure N	1.0 FTE SUDA SPED Inclusion Teacher to co-teach pathway related curriculum, develop modifications and accommodations for pathway students and train teacher in needs for student IEPs as needed	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	3261	11-Month Classroom TSA	1.00	301-27
\$72,344.63	Measure N	1.0 FTE 9th SPED Inclusion Teacher to co-teach pathway related curriculum, develop modifications and accommodations for pathway students and train teacher in needs for student IEPs as needed	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	6118	11-Month Classroom TSA	1.00	301-28
\$73,464.10	Measure N	1.0 FTE CHEA 9th Exploration class for Community Health GenEd teacher to teach class, develop curriculum and support pathway development in SLCs and Departments	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	3897	Teacher 11Months 12-Pay	1.00	301-29
\$77,144.00	Measure N	1.0 FTE SUDA 9th grade Pathway Exploration Course teacher; will assume responsibility for teaching a specialized Integrated Science course to expose all 9th grade students to SUDA pathway outcomes before they select their pathway at the end of 9th grade. Teacher will also develop curriculum, collaborate with SUDA SLC and support the overall development of the SUDA pathway.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	2369	Teacher 11Months 12-Pay	1.00	301-30
\$3,500.00	Measure N	Extended Contracts for CHEA Pathway Leads to support pathway development, lead team meetings, and coordinate alignment to pathway outcomes schoolwide.			1120	Certificated Teachers' Salaries: Stipends	4134	Teacher 11Months 12-Pay		301-31
\$3,500.00	Measure N	Extended Contracts for CHEA Pathway Leads to support pathway development, lead team meetings, and coordinate alignment to pathway outcomes schoolwide.			1120	Certificated Teachers' Salaries: Stipends	4746	Teacher 11Months 12-Pay		301-32

\$66,341.00	Measure N	.5 FTE Pathway Coach to support design and operations of pathway programs, create systems and structures to align pathways to school wide initiatives, budget, plan and develop team(s) capacity to implement Linked Learning Collge and Career Pathways (remaining 0.5 FTE will be funded by Linked Learning Office, Site 912)	Schoolwide Enabling Conditions		2305	Classified Supervisors' and Administrators' Salaries	1584	Coach College/Career Pathways	0.50	301-33
\$92,068.00	Measure N	STRS CLASSIFIED: 1.0 FTE for Site Work-Based Learning Liasion to coordinate WBL experiences and support teachers to embedd WBL into classrooms	Work-Based Learning	Goal 5: Students are engaged in school every day.	2305	Classified Supervisors' and Administrators' Salaries	1795		1.00	301-34
\$3,000.00	Measure N	Supplies and food for celebrations and exhibitions of student work for pathway SLC student work			4310	School Office Supplies				301-35
\$28,051.09	Measure N	Surplus (to be distributed equitably across pathways and SLCs to support with teacher planning, career exploration visits, as well as travel for those CEVs)	Rigorous Academics		4399	Surplus				301-36
\$25,000.00	Measure N	CONSULTANT: .33 FTE College, Career and Community (C3) Coordinator to align C3 initiatives and create 4 year and beyond C3 student plans	Rigorous Academics		5825	Consultants				301-37
\$2,500.00	Measure N	TRANSPORATION: 12th Grade Pathway Experience travel for experiential learning trips to launch and/or support integeated PBL and WBL experiences such as job shadows, field trips and other college/career access excursions.	Rigorous Academics		5826	External Work Order Services				301-38
\$2,500.00	Measure N	TRANSPORATION: 9th Grade Pathway Experience travel for experiential learning trips to launch and/or support integeated PBL and WBL experiences such as job shadows, field trips and other college/career access excursions.	Rigorous Academics		5826	External Work Order Services				301-39

\$5,000.00	Measure N	Transportation to one career exploration visit for Newcomer pathway each semester in order to engage students in WBL opportunities.	Work-Based Learning	Goal 5: Students are engaged in school every day.	5826	External Work Order Services					301-40
\$5,670.00	Measure N	TRANSPORATION: Newcomer Pathway Experience travel for experiential learning trips to launch and/or support integrated PBL and WBL experiences such as job shadows, field trips and other college/career access excursions.	Rigorous Academics		5826	External Work Order Services					301-41
\$10,000.00	Measure N	TRANSPORATION: Travel for CHEA experiential learning trips to launch and/or support integrated PBL and WBL experiences such as job shadows, field trips and other college/career access excursions.	Schoolwide Enabling Conditions		5826	External Work Order Services					301-42
\$136,073.00	Title I: Basic	1.0 FTE Literacy TSA to support low-performing 9th grade students by providing language & literacy skill-building activities to students and coaches 9th grade teachers to implement similar strategies across all content areas.	Language & Literacy	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries	6157	11-Month Classroom TSA	1.00		301-43
\$86,538.00	Title I: Basic	Care Manager to provide case management services to high-needs students, prioritizing African American and Latino students not on track for graduation and/or satisfactory attendance.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	1776	Case Manager 24	1.00		301-44
\$4,278.70	Title I: Parent Participation	TRAVEL AND CONFERENCES: Travel and accommodations for SLCs and/or individuals to complete site visits and/or conferences around Linked Learning, pathway development and curriculum development.	Schoolwide Enabling Conditions		5200	Travel And Conferences					301-45



Title I School Parental Involvement Policy 2018-19

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

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

Involvement of Parents in the Title I Program

Castlemont High School _____ agrees to implement the following statutory requirements:
(Name of school)

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

- Annual meeting reviews Title I program, expenditures, and any questions with parents

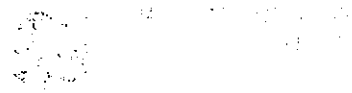
- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

- Communicate with parents in advance to coordinate date and time of meeting

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

- Review use of Title I funds with parents annually.
- Review Parent Involvement Policy with SSC and collaborate on ways to improve.

STATE AND FEDERAL PROGRAMS



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

- Publish most recent Title I information along with the year's SPSA online

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

- Goals for each program covered in SPSA
- Regular reports for ELL students

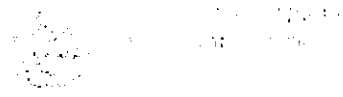
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

- Administration and support staff regularly available to discuss student education with families

School-Parent Compact

(Name of school) Castlemont High School :

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



Building Parent Capacity for Involvement

(Name of school) Castlemont High School

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress(In the box below, briefly describe or bullet how this happens at your school.)

Castlemont teachers share learning expectations, as well as state standards in the beginning of the year. Parents may check their student's progress and grades either online or by contacting teachers directly.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
(In the box below, briefly describe or bullet how this happens at your school.)

Covered during orientation for every new and returning student enrolling at Castlemont

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
(In the box below, briefly describe or bullet how this happens at your school.)

The importance of parent involvement is covered at least once during professional development before the beginning of the year, and consistently highlighted during the year.

STATE AND FEDERAL PROGRAMS

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

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

- Back to School Night hosted to promote student success
- Regular IEP meetings for students in Special Education
- 504 meetings and Parent Teacher Conferences to support student success

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

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

All relevant documents are translated and distributed in advance. We provide translation for inclusion, and encourage parents to share

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

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

- Interpretation is provided to include all parents during these activities

Accessibility

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

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

Relevant documents are translated. ADA is considered for every engagement meeting. We also accommodate to unforeseen needs as they are presented to us. Several specialists on campus support non-English speaking parents and families of Newcomer students.




Adoption

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

This policy was adopted by the (Name of School) Castlemont High School Site Council on (Date) March 13th 2019 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community.

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



(Principal's Signature)

March 13th 2019

(Date)

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

Student Pledge:

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

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

Student signature**Parent/Guardian or Family Member Pledge:**

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

Teacher signature

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

Signed on this _____ day of _____, 20_____.



2018-2019
School Site Council Membership Roster – High School

School Name: Castlemont

Chairperson : Martin Rochin
Vice Chairperson: Amy Sanchez Bibiano
Secretary: Sandra Wilson

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
William Chavarin	X				
Martin Rochin			X		
Sandra Wilson				X	
Roberto Esquivel				X	
Amy Sanchez Bibiano					X
Vicky Stoneham		X			
Lilian Jacobson		X			
Rosemary Marr		X			
Steven Reaves		X			
Lorene Briley				X	
Simoya Harris					X
Maria Cristiana Arlantico					X
					X

Meeting Schedule (day/month/time)	3rd Tuesday each month
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SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
4-Classroom Teachers
1-Other Staff

AND

3-Parent /Community
3-Students