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Enactment Date	8/24/2022 er



Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Castlemont High School

Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Castlemont High School.

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

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

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

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

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Castlemont High School

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

2022-2023 School Plan for Student Achievement (SPSA)

School: Castlemont High School
CDS Code: 1612590125161
Principal: Michael Scott
Date of this revision: 5/12/20

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

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

Contact: Michael Scott

Position: Principal

Address: 8601 MacArthur Blvd.
Oakland, CA 94605

Telephone: 510-639-1466

Email: michael.scott@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/12/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Castlemont High School

Site Number: 301

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

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




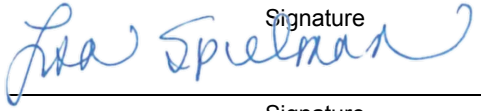
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes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

Date(s) plan was approved: _____

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

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

Signatures:

Michael Scott <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Principal</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	5/25/2022 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Martin Rochin <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>SSC Chairperson</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	5/25/2022 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Matin Abdel-Qawi <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Network Superintendent</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	5/25/2022 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	5/26/2022 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/17/2022	School Site Council	Reviewed and reflected on 2021-22 goals and progress; identified strengths and growth areas.
2/22/2022	Admin Leadership Team	Began annual review; identified growth targets.
2/28/2022	Admin Leadership Team	Completed annual review; identified strategies and actions.
3/6/2022	SLC Leads	Reviewed progress toward goals; identified growth areas.
5/12/2022	School Site Council	Reviewed and approved plan.

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$244,770.00
Total Federal Funds Provided to the School from the LEA for CSI	\$181,250.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,804,680.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$223,875.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$80,400.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$5,970.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$609,160.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$14,925.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$181,250.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$617,100.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$426,020.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$1,378,660.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,804,680.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Castlemont High School

School ID: 301

School Description

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

School Mission and Vision

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

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

All students will graduate from Castlemont High School:

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

1B: STUDENT GOALS & TARGETS

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

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-150.1	n/a	<i>not available until Fall 2022</i>	-75%
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	One Year's Growth

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-237.9	n/a	<i>not available until Fall 2022</i>	-118%
CAST (Science) at or above Standard	All Students	0.9%	n/a	<i>not available until Fall 2022</i>	15%%

Graduation Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Four-Year Cohort Graduation Rate	All Students	56.0%	45.4%	<i>not available until Fall 2022</i>	65%
On Track to Graduate: 9th Grade	All Students	46.2%	11.6%	<i>not available until Fall 2022</i>	65%
On Track to Graduate: 11th Grade	All Students	27.7%	16.1%	<i>not available until Fall 2022</i>	40%
A-G Completion	All Students	43.4%	32.4%	<i>not available until Fall 2022</i>	55%
College/Career Readiness <i>*2018-19 baseline</i>	All Students	16.2%	n/a	<i>not available until Fall 2022</i>	25%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-183.5	n/a	<i>not available until Fall 2022</i>	-90.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-171.3	n/a	<i>not available until Fall 2022</i>	-85.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	1 Year's Growth
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-268.6	n/a	<i>not available until Fall 2022</i>	-135.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	-232.4	n/a	<i>not available until Fall 2022</i>	-116.0

Reclassification Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	0.0%	0.3%	<i>not available until Fall 2022</i>	10.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.9%	<i>not available until Fall 2022</i>	20.0%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	47.2%	62.3%	<i>not available until Fall 2022</i>	80.0%
Out-of-School Suspensions	All Students	8.5%	n/a	<i>not available until Fall 2022</i>	5.50%
Out-of-School Suspensions	African American Students	15.8%	n/a	<i>not available until Fall 2022</i>	12%
Out-of-School Suspensions	Special Education Students	13.3%	n/a	<i>not available until Fall 2022</i>	8.3%
Chronic Absenteeism	All Students	37.6%	55.3%	<i>not available until Fall 2022</i>	37.0%
Chronic Absenteeism	African American Students	38.8%	60.5%	<i>not available until Fall 2022</i>	38.0%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90.0%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	<ul style="list-style-type: none"> - All student have access to 1 on 1 college and career advising; - Students in grades 9-12 receive information and advising about post secondary opportunities - 121 or 165 students have received at least one 1-on-1 session with a college advisor - All seniors receive a transcript review with their counselor in fall and spring to ensure they are on track for graduation 	<ul style="list-style-type: none"> - Through partnerships and site resources, a team of college advisors, with a dedicated Future Center space is available. - Site team developed a clear 9-12 trajectory of college readiness activiites to ensure accesss for all students, including SPED, International, and all focal group students - An additional academic counselor is provided with OUSD and site funds to ensure access for all seniors
<i>LCAP Goal 2: Focal Student Supports</i>	<ul style="list-style-type: none"> - A strategic advisory session is provided for all 9th grade Black boys, and a leadership group for 9th grade Black girls - Our SPED program is an inclusion model that allows all RSP and most SDC students access to the A-G curriculum - All English Learners are assigned to ELD classes, according to their performance level - 65% of 9th grade students originally identified as highly vulnerable related to on-track level counts have moved up at least one level to post-secondary potential or promising 	<ul style="list-style-type: none"> - Partnerships with organizations such as We Lead Ours and the OK Program provide additioonal staff and resources to make these courses possible - Admin has structured the master schedule to accomodate an inclusion model, and allocated additional resource to make inclusion available to all SPED students - Site investment in a highly skilled Newcomer Coordinator and additional teachers to ensure all students have access to ELD

<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<ul style="list-style-type: none"> - The Re-IgKnight program supports students with D/s and F's, who are truant, involved in COST to become re-engaged in school and get back on track academically; - Reduction in absences, suspensions, and office referrals among international students. - X# of students have been connected with support services via COST - ~90% of CHS 9th graders reported feeling a strong connection to the staff and teachers. 	<ul style="list-style-type: none"> - Allocated financial and staff resources to identify students, provide direct service via case management and mentoring, make referrals to support services, and provide stipends to participating students; - Admin provides resources to support 2 full time social workers, Refugee/Asylee Coordinator, and a La Familia mental health clinician provide 1:1 support to International students to resolve social-emotional issues, provide PD to teachers about trauma-informed practices; and assist students with immigration issues; - COST comprises school-based mental health services, community partnerships to address the social emotional needs of our students
<p><i>LCAP Goal 4: Staff Supports</i></p>	<ul style="list-style-type: none"> - On average, 85% of teachers report that weekly PD is helpful in improving their practice - 80% of new teachers receive direct support via the weekly hour long New Teacher Development meetings - We retained _% of new teachers from the prior year 	<ul style="list-style-type: none"> - The ILT, comprising teacher leaders selected by their peers, develops the PD plan according to identified needs elevated by teachers - Site allocates resources to provide direct support via an ITL to support new teachers - According to end of the year surveys, teachers report feeling supported by new teacher meetings and weekly PD's, and connections to their peers
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>
<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<ul style="list-style-type: none"> - 28 seniors are currently A-G eligible - 24 seniors applied to 4 year schools - On average, 15-20% of students earn D or F semester grades 	<ul style="list-style-type: none"> - Lack of early opportunities to remediate D's earned in 9th and 10th grade
<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<ul style="list-style-type: none"> - Of the 6 paras and ISS's who support inclusion, 1 on average provides intended support daiy to SPED students 	<p>Staff absences resulting from COVID impact our ability to cover classes with District subs, and we are forced to use site staff resources to ensure all classes are covered.</p>

<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<ul style="list-style-type: none"> - Minimal family engagement, e.g. of 734 families, ~ 50 attend events such as Back to Schol Night. - 20 -30% of students referred to COST do not get connected to a therapist or professional 	<p>While we have a team of community relations staff, we do not have a coordinated family outreach or engagement strategy.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<ul style="list-style-type: none"> - 41% of our teachers have emergency credentials, which necessitates intensive support to acheive basic instructional proficiency - Teacher retention rate averages 80% or less 	<ul style="list-style-type: none"> - Bureaucratic structures are challenging, particularly for teachers of color, e.g. testing and credentialing requirements - The cost of living in the Bay Area is prohibitive for many young professionals

1D: IDENTIFIED NEED

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

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

These inequities impact our school programs in the following ways:

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Castlemont High School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

We have managed to implement the majority of the strategies and actions identified in the SPSA. Our focus has been on ensuring high quality instruction in every classroom by supporting teachers to develop rigorous, standards-aligned unit plans; providing professional development aligned with academic growth goals; and providing intensive support to new teachers. PD offerings have focused on building teachers' capacity to provide differentiated instruction, implement literacy improvement strategies, and support the needs of English learners. We have also provided a series of anti-racist PD sessions, which will help us ensure we are actively working to dismantle barriers to the success of black students.

In their Small Learning Communities (SLC's), teachers meet weekly to share instructional practices, develop common structures and routines, and identify students in need of additional support. Teachers track interventions using a school wide Interventions Tracker to provide context to teaching teams about what support has been provided to students and what support is still needed. Care Managers collaborate with SLC's and make connections to COST as appropriate to ensure students receive the specific kind of support they need, whether it be connections to mental health or counseling services, or connections to job or extended learning activities.

With regard to attendance and safety, we have engaged an additional Case Manager to extend the SEL support available to students. The additional support has allowed us to reduce incidences of physical altercations between students as the year has progressed. Attendance rates have been severely impacted by the pandemic, and our outreach team has worked closely with families via phone calls, parent meetings, and home visits to offer support to students and families in the form of transportation assistance, connections to community support resources, and progress monitoring contracts.

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

The focus on PD for teachers to support English Learners has yielded positive academic outcomes. We have seen growth in the number of 9th grade EL's on track to graduate from 14.6% in 2021 to 58% this year. The pass rate of EL's in dual enrollment classes is at 83% for the fall of 2021. This year, through the work of our Newcome Coordinator, we have also increased substantially the number of EL's who are assessed via ELPAC, which will provide essential data for ensuring EL's are appropriately placed in ELD courses going forward. In addition, investments in support staff to address the SEL needs of international students, including community assistants and a Refugee/Asylee Coordinator have had a positive impact on students in the international community, as we have seen a reduction in overall suspensions of newcomers.

Our focus on literacy improvement, facilitated by our Title I funded Instructional Teacher Leader, has resulted in growth in the number of students scoring at or above grade level on the SRI, from 7.8% in 2020-2021 to 13.1% in 2021-2022. The number of students scoring multiple years below grade level, however, remains high, at 55%. As we continue to ensure literacy strategy instruction continues in all classrooms, we expect to see continued growth in reading performance.

We spent much of 2020-21 developing a school wide grading policy through a series of PD's and teacher feedback sessions. The current year is the first full year of implementation of the policy, in which student grades are based on mastery aligned with rubrics. In 2019-20 (pre-pandemic), the overall course fail rate averaged 19.75%; during the first 4 marking periods of 2021-22, the average is 7.9%, which represents a 12% reduction in the number of failing grades. For SPED students, the average has declined from 26.8% to 8.3% this year, which may be attributed to our inclusion model of SPED, in addition to the implementation of the grading policy. As our teachers and students continue to become accustomed to the new grading policy, we expect course pass rates to continually improve.

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

We do not anticipate any major changes in our strategies or actions for the coming year. We will continue to strengthen implementation of the currently identified strategies, as we are seeing growth and improvement in many of our focus areas, as described above. We do intend to build out a stronger attendance intervention team led by Case Managers, in collaboration with our Attendance Specialist and community partners, and we will continue to fund one Case Manager FTE using Title I funds to aid in this effort. We will continue our focus on improving classroom instruction by working with teachers to develop high quality unit plans, which will be reviewed by the ILT for standards-alignment and rigor; continuing our cycle of informal observations and feedback; and by building teachers' capacity to support EL's through differentiated and appropriately scaffolded instruction.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
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Case Manager	Out-of-School Suspensions	Provides 1:1 support to students needing social-emotional support; conducts parent conferences to support student improvement in attendance and behavior; coordinates restorative justice sessions and conflict mediation; assists with campus supervision.	The Case Manager's work helps to maintain students safety, prevent and reduce violence on campus, and serves as a resource person for students in need of support. Increased number and frequency of family conferencing is a growth area.	We will continue to fund the Case Manager position, with an emphasis in the coming year on a more coordinated approach to family engagement, particularly related to students' academic progress and progress toward graduation.
11-Month Classroom TSA	Reading Inventory (RI) Growth of One Year or More	Provides 1:1 coaching support for teachers to implement and refine literacy instruction; works with the Instructional Leadership Team to plan professional development designed to build teachers' expertise in literacy instruction; works with site admin to align site practices with District initiatives related to student literacy; coordinates administration of reading assessments.	<p>The TSA has supported PD on literacy as well as implementation of literacy practices through 1:1 coaching. ELA teachers have received training on the SRI, what it means, and how to support students in taking it. The ELA dept has regular meetings which allow for this sort of focus. Attendance over the last 2 years has greatly impacted our capacity to get regular SRI data and be able to determine growth.</p> <p>There is not a strong focus on the SRI this year by the site or the ELA dept. The TSA has had to be the holder of the SRI and has not pushed its focus.</p>	We will continue to fund the TSA; however a greater amount of emphasis will be put on reinitiating the SRI and using previously successful practices to emphasize the data it provides. In addition, the TSA will work with the ELA dept to come up with an SRI plan. Literacy PD will continue with a much stronger emphasis on teaching literacy strategies to students.
Classified overtime for parent engagement	Student Connectedness to School	Provides compensation for classified staff who work beyond school hours to provide translation support, attend Student Success Team meetings, provide childcare for parent meetings after hours, attend and support outreach and recruitment events.	The additional support provided by classified staff ensures that we are able to communicate effectively with families during conferences and events such as back to school night and recruitment events. Increased number and frequency of family conferencing is a growth area.	We will continue to provide resources for classified overtime, with an emphasis in the coming year on a more coordinated approach to family engagement, particularly related to students' academic progress and progress toward graduation.

Meeting refreshments for parent engagement	Student Connectedness to School	These resources allow us to provide small meals and water to parents who attend SSC meetings, or other community events. Due to COVID, we have not held in person meetings since spring 2020; therefore this resource has not been utilized.	Due to the pandemic, we did not hold any in person meetings, so no funds were spent on refreshments.	We anticipate that we will be able to return to in person meetings at some point during the 2022-23 school year, and will provide meeting refreshments when we do so.
Conferences for parent engagement	Student Connectedness to School	The goal of allocating resources for parents to attend conferences and trainings is to build parents' knowledge and provide resources for them to better support their students' engagement in school.	Due to the pandemic, no in person opportunities to attend conferences or trainings.	We anticipate in person conference and training opportunities will again become available at some point during 2022-23, and we do plan to support parents' attendance at such events.
Printing for parent engagement	Student Connectedness to School	This resource allows us to provide printed resources related to health and safety, school engagement, and parent tips, in multiple languages, to help parents support their students in navigating the challenges of high school.	Over the last year, our mode of communication was primarily electronic, though for many of our families, international families in particular, electronic communication is not viable. Wherever possible, we want to provide printed resources to ensure we are reaching all families.	We will continue this strategy in 2022-23 by working with families to determine what printed resources would be most helpful to them.
Parent trainings	Student Connectedness to School	The goal is to engage experts in youth development, ELL support, and social/emotional support, and college readiness to provide direct trainings to families during family engagement events, SSC/SELLS meetings.	Due to the restrictions on in person meetings, we did not implement this strategy this year. While we could have presented these trainings via Zoom, our experience with virtual parent engagement events in the past has taught us that in person opportunities are preferable to many parents.	We will maintain this as a priority, as we know parents would benefit from training in these areas, particularly as we build their capacity to support their students' academic and SEL growth.

School: Castlemont High School	School ID: 301
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Develop Unit Plans that are pathway aligned	Clear expectations on Unit Plans	Unit plans submitted to and reviewed by the ILT each marking period.		Tier 1
1-2	Develop Unit Plans that are aligned to school wide grading for equity policy and rubric	Clear expectations on Unit Plans	Unit plans submitted to and reviewed by the ILT each marking period.		Tier 1
1-3	Meet weekly with pathway/SLC to develop systems and structures to best serve students	Attend and support collaborative and collective structures and processes on campus.	Meeting agendas and notes.		Tier 2
1-4	Develop and contribute to student SEL tracking systems	Clear expectations on systems for student supports	Notations in the intervention tracker to indicate implemented interventions.		Tier 2

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

School Priority:	Teachers are equipped to provide differentiated instruction according to students' specific needs.
School Theory of Change:	If teachers are provided with professional development to acquire the skills necessary to differentiate instruction, students' diverse instructional needs will be met, and they will experience accelerated academic growth.
Students to be served by these actions:	<i>SPED Students, English Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers provide appropriately differentiated instruction daily.	In collaboraion with ILT, develop a PD plan that provides teachers with skill to differentiate instruction.	Informal observation and feedback notes provided to teachers that reflect on and affirm differentiation is occurring.		Tier 1
2-2	Inclusion teachers provide intensive in class support to students with disabilities.	Ensure equity of SPED support across grade levels (one additional FTE at grade 9)	Co-teaching schedule developed and adhered to with fidelity every period, every day.		Tier 2
2-3	Teachers provide relevant, meaningful lessons daily.	Teacher observation and feedback.	Observation and feedback notes.		Tier 1
2-4	Teachers use instructional strategies that support access to the curriculum and language development for ELL's.	Provide PD to develop teachers' skills in using instructional strategies to support ELL's.	PD plan reflecting an emphasis on building teachers' capacity to support ELL's.		Tier 2
2-5	Teachers support in identifying ELL candidates for dual enrollment and other college access experiences	Ensure collaboration and information sharing between college access team and International community	ELL enrollment and passing grades in dual enrollment courses.		Tier 2

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

School Priority:	Reduce chronic absences and out of school suspensions.
School Theory of Change:	If we provide social-emotional supports and learning opportunities, and strengthen students' connectedness to school, their attendance and adherence to schoolwide behavior expectations will improve.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Provide specific instruction related to students' development of SEL skills.	In collaboration with ILT, include SEL instruction in PD plan.	PD plan reflecting a focus on building teachers' capacity to support students' SEL needs.		Tier 1

3-2	Teachers will collaborate with Case Manager to assist in resolving student behavior challenges that impede instruction, and negatively impact student academic performance.	Fund 2.0 Case Manager FTE's.	Data logs and AERIES entries reflecting interventions provided by Case Managers.		Tier 2
3-3	Conduct parent outreach and conferences to communicate about student progress.	Provide dedicated time for teachers to conduct parent conferences.	Parent conference schedule, family engagement event agendas and notes.		Tier 1
3-4	In SLC's, engage in a student needs protocol at least once per marking period to identify needs and connect students with support resources.	Provide PD time for student needs protocol; provide teachers access to support resources for students and families.	PD schedule reflecting dedicated time for student needs protocol.		Tier 2
3-5					
3-6		Admin please submit Discipline Matrix, and implementation of Police Free Guidance.			

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

School Priority:	Ensure all teachers receive the necessary support, materials, and professional development to provide high quality instruction daily and to maintain motivation.
School Theory of Change:	If teachers receive adequate coaching, support, resources, and professional development, they will be equipped to provide high quality instruction, create supportive classroom environments, and maintain their personal wellness.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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4-1	Engage in weekly/bi-weekly coaching with Literacy TSA based on regular observation and feedback on their instructional practice.	Fund 1.0 FTE TSA to coach teachers around effective literacy practices to support students reading below grade-level.	Coaching logs, observation/feedback schedule and notes, with identified follow up actions.	- 41% of our teachers have emergency credentials, which necessitates intensive support to achieve basic instructional proficiency - Teacher retention rate averages 80% or less	Tier 1
4-2	Engage in PD weekly to refine instructional practice.	Engage with ILT to develop meaningful and relevant PD offerings.	PD Plan, ILT meeting agendas and notes.		Tier 1
4-3	Engage in weekly SLC meetings to collaborate with colleagues.	Meet with SLC leads to monitor progress and address identified support needs.	SLC meeting agendas and notes.		Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Provide intensive social-emotional support and services to Improve academic, attendance, and suspension outcomes for African-American girls (currently totaling 86 students).				
School Theory of Change:	If we provide targeted support, in the form of mentoring, regular check-ins, and dedicated staff resources to the SEL needs of African-American girls, we will see a reduction in conflicts among them that escalate to physical violence.				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>Black students and families</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Provide structured SEL check-in activities weekly in Advisory classes.	Assign AA girls to advisors with AA adult leads, where possible. "Provide resources for an AA girls' retreat, and assign a coordinator for AA girls support program/plan."	Survey data showing improved connectedness to school, positive relationships with peers and adults, and perceptions of the availability of academic and SEL supports.		Tier 2

5-2	Provide targeted academic support to address academic challenges during independent practice.	Ensure teachers' unit plans include support for students who need skill remediation, including appropriate scaffolds, opportunities for extended time or practice, and a variety of instructional strategies.	Unit plans reviewed by ILT, with feedback provided to teachers to ensure identified needs for this population of students are addressed.		Tier 2
5-3	Monitor course progress weekly for students in this focal group.	Maintain a school wide interventions tracker accessible to all teachers.	Regularly updated interventions tracker.		Tier 2
5-4	Communicate regularly with parents about student progress, and provide positive feedback to parents about student performance when warranted.	Coordinate a mother/female guardian/student event focused on building positive relationships with peers, addressing issues specific to AA girls, and providing strategies for parents to help students develop SEL skills.	Program agenda, sign ins, feedback surveys.		Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))

School Priority:	Provide appropriately scaffolded instruction to support ELL's in all classes.				
School Theory of Change:	If English learners receive ELD and appropriately scaffolded instruction, their access to content and English language skills will improve, leading to improved overall academic outcomes.				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Provide ELA and ELD instruction daily.	Provide FTE; align Master Schedule	Master schedule reflecting all ELL's assigned to an ELD class.		Tier 2
6-2	Provide scaffolded instruction for ELL's.	Provide PD to develop teachers' capacity to support ELL's.	Teacher unit plans that include specific strategies for scaffolding for ELL's.		Tier 2

6-3	Engage in PD focused on increasing capacity to support ELL's.	Provide PD to develop teachers' capacity to support ELL's.	PD plan reflecting a focus on building teachers' capacity to support ELL's with appropriately scaffolded instruction.		Tier 2
6-4	Provide in class opportunities for bilingual students to support ELL's with accessing content.	Support teachers in developing structures to create peer to peer in class support systems.	PD time to coordinate peer support; training materials and logs for peer leaders/tutors; list of identified peer tutors and the classes in which they support.		Tier 2

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
11-Month Teacher	\$90,604	LCFF Supplemental	1105	Certificated Teachers' Salaries	4746	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Ensure collaboration and information sharing between college access team and International community	301-1
11-Month Teacher	\$59,679	LCFF Supplemental	1105	Certificated Teachers' Salaries	4320	Teacher 11Months 12-Pay	0.30	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Teachers use instructional strategies that support access to the curriculum and language development for ELL's.	301-2
11-Month Teacher	\$93,331	Measure N	1105	Certificated Teachers' Salaries	3897	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers support in identifying ELL candidates for dual enrollment and other college access experiences	301-3
11-Month Teacher on Special Assignment (TSA)	\$136,190	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	0087	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers support in identifying ELL candidates for dual enrollment and other college access experiences	301-4
11-Month Teacher on Special Assignment (TSA)	\$154,504	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	6157	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Engage in PD weekly to refine instructional practice.	301-5
Books	\$18,000	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	CAST (Science) at or above Standard	Teachers provide relevant, meaningful lessons daily.	301-6
Case Manager	\$87,670	One-Time COVID Funding	2405	Clerical Salaries	8787	Case Manager 20	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Provide FTE; align Master Schedule	301-7
Case Manager	\$87,670	One-Time COVID Funding	2405	Clerical Salaries	8788	Case Manager 20	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers provide relevant, meaningful lessons daily.	301-8

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Case Manager	\$63,803	LCFF Supplemental	2405	Clerical Salaries	4347	Case Manager 24	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Fund 2.0 Case Manager FTE's.	301-9
Case Manager	\$62,086	Measure N	2405	Clerical Salaries	1776	Case Manager 24	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Develop and contribute to student SEL tracking systems	301-10
Case Manager	\$63,803	Title I: Basic	2405	Clerical Salaries	4347	Case Manager 24	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Fund 2.0 Case Manager FTE's.	301-11
Certificated Pupil Support Salary	\$21,278	One-Time COVID Funding	1205	Certificated Pupil Support Salaries	1095	Counselor	0.25	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Ensure collaboration and information sharing between college access team and International community	301-12
Chrome Cart	\$12,000	Measure G: Library	6410	Equipment >= \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Teachers provide relevant, meaningful lessons daily.	301-13
Classified ET/OT	\$8,000	LCFF Supplemental	2925	Other Classified Salaries: Overtime		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Teachers provide appropriately differentiated instruction daily.	301-14
Classified ET/OT	\$750	Title I: Parent Participation	2925	Other Classified Salaries: Overtime		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Communicate regularly with parents about student progress, and provide positive feedback to parents about student performance when warranted.	301-15
Classified Supervisor's and Administrator's Salaries	\$75,081	Measure N	2305	Classified Supervisors' and Administrators' Salaries	1584	Coach College/Career Pathways	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Conduct parent outreach and conferences to communicate about student progress.	301-16

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Classified support salaries	\$92,709	One-Time COVID Funding	2205	Classified Support Salaries	3172	Community Relations Assistant II Bilingual	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Conduct parent outreach and conferences to communicate about student progress.	301-17
Classified support salaries	\$129,713	LCFF Supplemental	2205	Classified Support Salaries	7751	Specialist, Refugee/Asylee Program	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	Teachers provide appropriately differentiated instruction daily.	301-18
Classified support salaries	\$40,160	LCFF Supplemental	2205	Classified Support Salaries	0824	Student Attendance Compliance Officer	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Teachers provide appropriately differentiated instruction daily.	301-19
Classified support salaries	\$106,897	Measure N	2205	Classified Support Salaries	6450	Specialist, College/Career Readiness	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Develop Unit Plans that are aligned to school wide grading for equity policy and rubric	301-20
Classified support salaries	\$61,211	Measure N	2205	Classified Support Salaries	1795	Site Liaison, Work-Based Learning	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Conduct parent outreach and conferences to communicate about student progress.	301-21
Classroom Supplies	\$5,568	Title I: Basic	4304	Classroom Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	In SLC's, engage in a student needs protocol at least once per marking period to identify needs and connect students with support resources.	301-22
Counselor	\$12,767	General Purpose Discretionary	1205	Certificated Pupil Support Salaries	1095	Counselor	0.15	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Fund 1.0 FTE TSA to coach teachers around effective literacy practices to support students reading below grade-level.	301-23
Computers	\$11,855	General Purpose Discretionary	4420	Computer < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Clear expectations on systems for student supports	301-24

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Computers equipments	\$4,500	Title IV: Student Support & Academic Enrichment	4420	Computer < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers provide relevant, meaningful lessons daily.	301-25
Consultants	\$18,000	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Conduct parent outreach and conferences to communicate about student progress.	301-26
Consultants	\$23,905	LCFF Supplemental	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Meet weekly with pathway/SLC to develop systems and structures to best serve students	301-27
Consultants	\$50,000	Measure N	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Conduct parent outreach and conferences to communicate about student progress.	301-28
Consultants	\$2,500	Title I: Parent Participation	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Monitor course progress weekly for students in this focal group.	301-29
Counselor	\$17,023	One-Time COVID Funding	1205	Certificated Pupil Support Salaries	1095	Counselor	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Multiple Years Below Grade Level	Provide targeted academic support to address academic challenges during independent practice.	301-30
Counselor	\$17,023	Central Comprehensive Support & Improvement (CSI)	1205	Certificated Pupil Support Salaries	1095	Counselor	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC Math Distance from Standard Met	Develop Unit Plans that are aligned to school wide grading for equity policy and rubric	301-31
Dues & Memberships	\$3,588	Measure N	5300	Dues & Memberships		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers use instructional strategies that support access to the curriculum and language development for ELL's.	301-32

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Equip Maintenance Agreement	\$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreeent		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers provide appropriately differentiated instruction daily.	301-33
Extended Contracts	\$12,000	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC ELA Distance from Standard Met	Develop Unit Plans that are pathway aligned	301-34
Extended Contracts	\$15,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Develop Unit Plans that are pathway aligned	301-35
Extended Contracts	\$30,000	Measure N	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Attend and support collaborative and collective structures and processes on campus.	301-36
Field Trips Admission	\$2,000	Title IV: Student Support & Academic Enrichment	5829	Admission Fees		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	CAST (Science) at or above Standard	Develop Unit Plans that are pathway aligned	301-37
Field Trips Transportation	\$5,000	Title IV: Student Support & Academic Enrichment	5880	Transportation (Contracted)		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Attend and support collaborative and collective structures and processes on campus.	301-38
Instructional Supplies	\$3,000	Title IV: Student Support & Academic Enrichment	4304	Classroom Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Fund 2.0 Case Manager FTE's.	301-39
Library Technician	\$42,000	Measure G: Library	2205	Classified Support Salaries	8594	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Develop Unit Plans that are pathway aligned	301-40

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Meeting Refreshments	\$1,500	General Purpose Discretionary	4311	Meeting Refreshments		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Develop Unit Plans that are pathway aligned	301-41
Newcomer Assistant	\$81,086	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	6348	Assistant, Newcomer Learning Lab	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Meet weekly with pathway/SLC to develop systems and structures to best serve students	301-42
Other Books	\$6,000	Measure N	4420	Computer < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers provide relevant, meaningful lessons daily.	301-43
Pathway Teacher	\$90,000	Measure N	1105	Certificated Teachers' Salaries	9119	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers provide relevant, meaningful lessons daily.	301-44
Postage	\$3,000	General Purpose Discretionary	5910	Postage		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Growth of One Year or More	Ensure teachers' unit plans include support for students who need skill remediation, including appropriate scaffolds, opportunities for extended time or practice, and a variety of instructional strategies.	301-45
Printing&Duplication	\$425	Title IV: Student Support & Academic Enrichment	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Develop Unit Plans that are pathway aligned	301-46
Printing&Duplication	\$470	Title I: Parent Participation	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Teachers provide appropriately differentiated instruction daily.	301-47
Refreshment	\$750	Title I: Parent Participation	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Communicate regularly with parents about student progress, and provide positive feedback to parents about student performance when warranted.	301-48

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Rentals - Equipment	\$5,000	General Purpose Discretionary	5622	Rentals: Equipment		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers provide relevant, meaningful lessons daily.	301-49
Substitute Teacher Incentive Plan (STIP) Teacher	\$73,541	One-Time COVID Funding	1105	Certificated Teachers' Salaries	9068	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers provide relevant, meaningful lessons daily.	301-50
Supplies	\$8,953	Comprehensive Support & Improvement (CSI) Grant	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers provide relevant, meaningful lessons daily.	301-51
Supplies	\$15,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide ELA and ELD instruction daily.	301-52
Supplies	\$40,000	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide ELA and ELD instruction daily.	301-53
Supplies	\$19,906	Measure N	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Goal 1: All students graduate college, career, and community ready.	Teachers provide relevant, meaningful lessons daily.	301-54
Transportation	\$19,000	Measure N	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-55
Travel&Conf	\$1,500	Title I: Parent Participation	5200	Travel And Conferences		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-56

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Unallocated	\$21,278	General Purpose Discretionary	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Communicate regularly with parents about student progress, and provide positive feedback to parents about student performance when warranted.	301-57
Unallocated	\$2,105	LCFF Supplemental	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Communicate regularly with parents about student progress, and provide positive feedback to parents about student performance when warranted.	301-58
Work-Based Learning Site Liaison	\$61,211	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	1795	Site Liaison, Work-Based Learning	0.50	Goal 1: All students graduate college, career, and community ready.	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-59
After School Program Contract	\$218,699	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	after school programming	301-60



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Castlemont High School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Convening parent engagement events at least 2 times per year, focused on learning at home strategies

- Providing written resources, available in all school offices, for parents focused on learning at home.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

Adoption

This policy was adopted by the Castlemont High School Site Council and will be in effect for the period of August 9, 2021 through May 26, 2022.

The school will distribute this policy to all parents on or before September 30, 2021.

Name of Principal
Michael R. Scott

Signature of Principal

Date: 9-21-2021



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

School-Parent-Student Compact

Castlemont High School

2021-22

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

This School-Parent Compact is in effect for the 2021-2022 school year.

School Responsibilities

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

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

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

Teacher Responsibilities

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

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

Parent Responsibilities

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

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

Student Responsibilities

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

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

This Compact was adopted by the Castlemont High School on September 21, 2021 and will be in effect for the period of August 9, 2021 to May 26, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2021.

Signature of Principal: Michael R. Scott

Date: 9-21-2021



Strategic Resource Planning (SRP)

Castlemont High School
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Martin Rochin
Vice Chairperson:	Michael Scott
Secretary:	Steven Reaves

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Michael Scott	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Martin Rochin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Steven Reaves	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Vicky Stoneham	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Etienne Torres	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Aisha Foreman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Sandra Wilson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Trina Pieraldi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Hakeem [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Dayana [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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SSC Meeting Schedule: (Day/Month/Time)	3rd Thursday each month; 5:30 - 7pm
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SSC Legal Requirements (EC Sections 65000-65001):

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

