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Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Castlemont High School.

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

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

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

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

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Castlemont High School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Castlemont High School
CDS Code: 1612590125161
Principal: Michael Scott
Date of this revision: 5/20/2020

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
Address: 8601 MacArthur Blvd.
Oakland, CA 94605

Position: Principal
Telephone: 510-639-1466
Email: michael.scott@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/20/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 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 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 checked="" 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: 05/20/2020

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 checked="" type="checkbox"/> Other (notices, media announcements, etc.)
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Signatures:

Michael R. Scott	<i>Michael R. Scott</i>	5/22/2020
<i>Principal</i>	Signature	Date
Martin Rochin	<i>Martin R. Rochin</i>	5/22/2020
SSC Chairperson	Signature	Date
Lucia Moritz	<i>Lucia Moritz</i>	6/10/2020
<i>Network Superintendent</i>	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	6/11/2020
<i>Director, Strategic Resource Planning</i>	Signature	Date

Jody London

Jody London
President, Board of Education

8/27/2020

Kyla Johnson-Trammell

Kyla Johnson-Trammell
Secretary, Board of Education

8/27/2020

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$739,006.00
Total Federal Funds Provided to the School from the LEA for CSI	\$286,650.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,416,746.00

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)	\$232,500.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$86,500.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$5,000.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$703,800.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$214,856.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$190,440.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$286,650.00	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)	\$0.00	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)	\$697,000.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$739,006.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$1,677,740.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$2,416,746.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	<p>Students Enrolled in one (or more) Dual Enrollment college courses: Summer 2019: 24 students Fall 2019: 60 students Spring 2020: 48 students</p> <ul style="list-style-type: none">• 26 students participated in at least one semester of the Early Childhood Education Apprenticeship program, gaining both college credit and on the job training/ work experience <p>Students Enrolled in Castlemont Internship program: Summer 2019: 65 students Fall 2019: 10 off-site, 39 on-site (castleworks) Spring 2020: 11 off-site, 17 on-site (c. works)</p> <ul style="list-style-type: none">• Students supported in on campus college experiences through concurrent enrollment• Over 200 students, grades 9-12, attended the Future Center led Post Secondary Fair that connected students to all pathways to college: (3 UC's, 7 CSU's, 5 Private, 3 CCC's), internships, scholarships (6 programs), and alternative programs (9).• Exposure to trades, apprenticeships, and Peralta CTE programs: Women Can Build Fair, Manufacturing Day (Laney CTE tour), College of Alameda Aviation Maintenance Tour, and OUSD skilled trades fair• Career Exploration Visits: CHEA (Highland Hospital) 9th grade students (Zero Net Energy Center)• Pathway (and independent) resume writing and mock interviews	<p>1) Future Center fully staffed with community based partners and site based. 2) Industry partners connect with students via pathway curriculum and internships. 3) Majority of interested students have access to internships. 4) All students have access to college and career tours, college rep site visits, trips, and college fairs.</p>

<p><i>Focal Student Supports</i></p>	<ul style="list-style-type: none"> • 100% of ELL's enrolled in a designated ELD course. <p>Pathway Enrollment:</p> <ul style="list-style-type: none"> - SPED: 71% - ELL's: 78% - AfrAm: 88% <p>Dual Enrollment:</p> <ul style="list-style-type: none"> - SPED: 23% - ELL's: 25% - AfrAm: 35% <ul style="list-style-type: none"> • 30% African-American male participation in SEL support group. 	<ol style="list-style-type: none"> 1) Intentional Master Scheduling aligned with students' language development needs 2) Schoolwide commitment to full pathway implementation 3) Increased focus on dual enrollment access for all students 4) Alignment of student support resources with identified student needs via COST and Intervention Team efforts 5) Inclusion model with co-teaching support with push-in and pullout supports: ISS, IA's, study skills class, elevation room.
<p><i>Student/Family Supports</i></p>	<ul style="list-style-type: none"> • 100% of 283 students referred to COST were offered support services. ____ % engaged with support services. • 70 home visits were conducted. • 75% of CHEA students who visited CHO clinic made a follow up appointment. • International Team convened parent conferences. 	<ol style="list-style-type: none"> 1) Family therapy services available via COST and partnership with Children's Hospital Oakland. 2) Particular family support through Int'l team member outreach. 3) Home visits by Attendance Compliance staff and Care Managers. 4) Int'l parent conferences with families 5) Student needs protocol in SLCs to identify student needs and plan interventions

<p><i>Staff Supports</i></p>	<p>Teacher Retention: 2018-19: 81% 2019-20: 90%</p> <p>31/50 teachers (62%) received coaching support through induction, intern, and emergency permit processes.</p> <p>In addition to weekly PD, teachers were afforded 31.5 hours of release time for collaboration.</p> <p>SLC's were provided common prep periods, and engaged in collaboration and planning, totaling hours as follows: - Grade 9: 30 hours - Grade 12: 49 hours - SUDA & CHEA: 64 hours - International: 20 hours (no common prep)</p>	<p>1) New teacher meetings and support 2) Coaching/mentorign team 3) Weekly instructional support and collaborative teams via SLCs and Departments</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>

<p><i>College/Career Readiness</i></p>	<p>We do not have a 1:1 Chromebook ratio to ensure access for all students. There are times when students don't have access to technology needed to complete rigorous, standards-based curriculum and projects.</p> <p>FAFSA completion rate: 64%</p> <p>At the start of the 2019-2020 school year 53.7% of seniors were off track to graduate; for juniors 69.1% are off track.</p> <p>2.69 Average GPA (Class of 2020); 2.11 (Class of 2021); and 1.91 (Class of 2022).</p> <p>Among the class of 2020, only 54 of 180 seniors applied to 4 year colleges and universities.</p> <p>Castlemont is not a testing site for the SAT or ACT, which impacts college application submissions.</p>	<p>Many seniors do not apply to 4-year universities due to low rate of A-G completion, academic readiness, and insufficient exposure to postsecondary opportunities. Among undocumented students, there is a fear of completing FAFSA.</p> <p>Students struggle in core courses, particularly math and science. The average student does not enter 10th or 11th grade meeting the necessary requirements to apply to or be competitive for college admission. Survey data indicate that students fear they are not academically prepared for the rigors of college.</p> <p>While students know about the Future Center it is not meaningfully or systematically connected to a majority of classrooms. There is also a perception (among whom?) that the majority of students do not want to attend a 4-year college/university. This perception impacts the connection between college advising, the Future Center, and classrooms. College advising can also be difficult due to changes in college advising staff.</p> <p>Master scheduling & block schedules make it hard for students to participate in school day internships</p>
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<p><i>Focal Student Supports</i></p>	<p>59% of students are reading multiple years below grade level.</p> <p>ELL reclassification rate is below 5%. 1.4% of ELL's met SRI reclassification criteria 2.1% of ELL's met ELPAC reclassification criteria</p> <p>4% of African American students met standard on SBAC ELA, and 0% on SBAC Math in 2018-19.</p> <p>SPED Course Fail Rates:</p> <ul style="list-style-type: none"> - ELA: 41% - Math: 56% - History: 34% - Science: 31% 	<p>Teachers need support to enhance their instructional strategies to meet the needs of our diverse student population (SpEd Inclusion students, ELLs, Struggling Readers) who are grouped heterogeneously throughout their classes.</p> <p>Do not have a designated protocol for looking at disaggregated data for focal student groups</p> <p>Supports are not specifically developed to target focal student groups outside of SpEd. However, within SPED, failure to make appropriate accommodations, lack of collaboration between core and co-teachers, and a co-teaching vacancy in ELA and Biology are likely causes of high fail rates among SPED students.</p>
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<p><i>Student/Family Supports</i></p>	<p>Need to help students build their SEL skills (self-management, conflict mediation) to support appropriate classroom behavior, recognize the relationship between their behavior and their academic success, and to make responsible decisions before and after they've been involved in an altercation on campus to prevent similar incidents in the future. Because of that need, we've had a high incidence of physical altercations (there were 103 suspension incidents, 69 for violence);</p> <p>Need to connect with families to provide them with supports needed to help reinforce SEL skills outside of school to ensure higher rates of student success.</p> <p>Need additional staff to effectively implement the SART/SARB process to address schoolwide student attendance rates (2018-2019, 35% of students were moderately or chronically absent) and to help monitor student attendance contracts; and to conduct restorative circles to build community in all classrooms and support students to practice SEL skills.</p>	<p>No coordinated SST process.</p> <p>Site staff and school community need improved training and information sharing to utilize systems in place to connect students to supports.</p> <p>In contrast to 201-19, our schoolwide focus did not include explicit instruction in SEL skill building. We saw far fewer violent incidents last year as we focused on building students' self-management and responsible decision making skills.</p>
<p><i>Staff Supports</i></p>	<p>Teacher retention and quality. Largest number of teaches in the district that need emergency credential, intern and induction (62%).</p> <p>38% of teachers are on temporary contracts, which means they are not credentialed in CA.</p>	<p>Due to the underlying challenging conditions in the community, teachers struggle and leave resulting in new hiring on a regular basis.</p> <p>The national teacher shortage is amplified in a high needs school.</p> <p>No concrete plan for honoring/celebrating teachers (staff wellness, celebrating teachers, maintaining staff morale)</p>

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023: To improve student performance on SBAC (ELA & Math) and SRI, according to the targets indicated below.

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Graduation Rate	All Students	TBD	69.9%	n/a	77.0%
On Track to Graduate: 9th Grade	All Students	TBD	29.9%	n/a	55.0%
On Track to Graduate: 11th Grade	All Students	TBD	Coming soon	n/a	30.0%
A-G Completion	All Students	TBD	33.9%	n/a	80.0%
College/Career Readiness	All Students	TBD	16.2%	n/a	22.0%

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Grade 11 Students	+15 points DF3	-150.1	n/a	-135.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	14.2%	n/a	25.0%

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

SBAC Math	All Grade 11 Students	+15 points DF3	-237.9	n/a	-220.0
CAST (Science)	All Grade 11 Students	TBD	0.9%	n/a	5.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023: To increase student achievement on the SBAC/reclassification by the amounts listed below through the use of collaborative scaffolded instructional strategies as set up by departments.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-183.5	n/a	-200.0
SBAC ELA	English Learners	+20 points DF3	-169.7	n/a	-187.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	44.5%	n/a	25%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-268.6	n/a	-250.0
SBAC Math	English Learners	+20 points DF3	-252.2	n/a	-237.0
Instructional Focus Goal: Improve reclassification rate for ELL's to 7% and for LTEL's to 15%.					
ELL Reclassification	English Learners	Reclassify 16%	2.1%	n/a	7.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	3.6%	n/a	15.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		Reduce chronic absence rate to 30% (from 37% in 2019-20), and out of school suspensions to 4% (from 15% in 2019-20).			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	52.8%	n/a	75.0%
Suspensions	All Students	-2pp	4.4%	n/a	4.0%
Suspensions	African-American Students	-2pp	9.1%	n/a	4.0%
Suspensions	Students with Disabilities	-2pp	9.7%	n/a	4.0%
Chronic Absence	All Students	-2pp	57.0%	n/a	30.0%

Chronic Absence	African-American Students	-2pp	63.8%	n/a	27.0%
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Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023:		To increase teacher retention (to 95%) and thereby increase teacher participation in credentialing programs and training-- given our high number of teachers on emergency credentials (with little to no training), if they stay they will enter programs.			
School Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Retention rate	All teachers	n/a	65.0%	80.0%	85.0%

1D: IDENTIFIED NEED

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

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

1E: RESOURCE INEQUITIES

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

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

These inequities impact our school programs in the following ways:

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Castlemont High School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
2019-20 Enabling Conditions	
Related School Goals:	<i>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.</i>
Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Principal met regularly with pathway coordinator and leads to develop goals, align common instructional practices, and to design student pathway experiences. As a result, all students within pathways engaged in at least one project based learning activity. Teachers improved their collaborative practices and developed new systems for effective team collaboration.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We will continue to focus on this goal, while increasing alignment across all grade levels in support of strengthening pathway identity schoolwide.	
2019-20 Language & Literacy Focal Area	
Theory of Change:	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.
Related School Goals:	See 2019-20 SPSA.
Briefly describe the overall implementation of 19-20 strategic actions for this area. If you changed any planned staffing or activities after completing your SPSA, please describe.	
This year our literacy focus has been framed around the District "Big Three for Literacy": Accessing Complex text, Writing with Evidence, and Academic Instruction. For 18-19 we had a year-long focus on complex text. For 19-20 we have had a year-long focus on Academic Discussion (a focus our staff was excited about). In every marking period we have had professional development on academic discussion, have looked at student work related to it, and asked teachers to explicitly make it a focus of their unit and lesson planning. We have provided rubrics, scaffolds, tools, and curriculum to support academic discussion. In Addition, departments have been allocated Educate78 grant funding to have release time to focus on academic discussion and other department goals	
What evidence do you see that your strategic actions are effective?	
<ul style="list-style-type: none"> - The first line of evidence has been via teacher observation; we have seen a marked increase in the teaching of and student engagement and participation in academic discussion. - Teachers turn in Unit plans. In these unit plans we are consistently seeing academic discussion listed as a focus skill on the plans as well as part of formative and summative assessments. 	

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We will continue our intensive literacy focus during professional development in 2020-21.	
2019-20 Rigorous Academics & Career Technical Education (CTE) Focal Area	
Theory of Change:	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.
Related School Goals:	See 2019-20 SPSA.
Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
<ul style="list-style-type: none"> - Developed pathway teams to create PBL, integrated PBL and collaborative practices across pathway/SLCs through weekly meetings, alignment to school wide PD and additional teacher development through training and conferences. - Created engaging learning experiences that embedded CTE courses through experiential learning trips, WBL trips, and other out of class engagement strategies to build pathway identity and apply pathway themes in the real world. - Aligned pathway/SLC strategies with school wide instruction and SEL strategies. 	
What evidence do you see that your strategic actions are effective?	
<ul style="list-style-type: none"> - Increased adult and student identity based on pathway/SLC. - Multiple integrated PBL public presentations from each grade level in the pathways. - Weekly meetings to support teacher collaboration, building commons systems and provide a consistent experience for students. - Creation and management of common instructional and SEL systems on strategies through SLC. 	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
<ul style="list-style-type: none"> - Increased expectations of teacher collaboration via SLCs and pathways. - Implement tools to measure teacher instructional growth. - Intentional focus on skills growth verse completion of work. 	
2019-20 Work-Based Learning Focal Area	
Theory of Change:	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.
Related School Goals:	See 2019-20 SPSA.
Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	

<ul style="list-style-type: none"> - Continued collaboration with pathway teams to embed WBL within pathway experience. - WBL through PBL: Industry feedback on student projects, experiential learning trips - Continued collaboration with industry partners to develop programming, increase opportunities, and support student engagement within the WBL continuum. - Individualized, focused student support to ensure accessibility of WBL programming. - Addition of the Early Childhood Education apprenticeship program. 	
What evidence do you see that your strategic actions are effective?	
<ul style="list-style-type: none"> - Increased fall/spring internship engagement - 30% increase in summer ECCCO enrollment (summer 2018: 45 students, summer 2019: 64 students) - Diverse student participation in career awareness, exploration, preparation and training activities 	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
- Define student interface with industry and community for action portion of senior capstone and backward plan.	
2019-20 Comprehensive Student Supports (CSS) Focal Area	
Theory of Change:	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.
Related School Goals:	See 2019-20 SPSA.
Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
All teachers were trained to conduct community building circles in classrooms, and all teachers conducted at least one such circle per semester to build supportive and inclusive classroom environments, which allowed for increased engagement and a reduction in off task behavior.	
What evidence do you see that your strategic actions are effective?	
We saw a reduction in out of class referrals (20 total in 2019-20, compared to 65 in 2017-18).	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We will continue this practice in 2020-21.	
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET	
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?	
There were no significant differences between the proposed and actual SPSA budgets.	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS				
School: Castlemont High School			School ID: 301	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices	
Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)				
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.			
Related School Goal:	Students will demonstrate academic growth, as measured by SBAC (ELA & Math) and SRI.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Develop and implement common core aligned unit plans.	Review unit plans and provide feedback.	Collected unit plans with documented feedback.	
1-2	Plan collaboratively with SLC's.	Engage in SLC collaborative planning sessions during PD.	SLC meeting notes and documented agreements.	
1-3	Engage in student work protocols at least once per marking period.	Collect and analyze related data about student progress, and collaborate with ILT to develop next steps.	Data presentations, PD plan, ILT notes.	

1-4	TSA to support teachers to provide targeted literacy instruction in all of their courses, develop and implement literacy professional development sessions for all teachers, and provide 1-1 coaching for teachers.	Fund a 1.0 FTE TSA to support teacher skill development and support improvement of student literacy rates across the school.	PD plan, Teacher observation and feedback logs, improvements in student Lexile scores on SRI	<p>59% of students are reading multiple years below grade level.</p> <p>ELL reclassification rate is below 5%. 1.4% of ELL's met SRI reclassification criteria 2.1% of ELL's met ELPAC reclassification criteria</p> <p>4% of African American students met standard on SBAC ELA, and 0% on SBAC Math in 2018-19.</p> <p>SPED Course Fail Rates: - ELA: 41% - Math: 56% - History: 34% - Science: 31%</p>
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1-5	Teachers will provide students access to rigorous, standards-aligned online learning experiences.	Purchase Chromebooks to improve the ratio of students to Chromebooks	Chromebook access in all classrooms.	<p>We do not have a 1:1 Chromebook ratio to ensure access for all students. There are times when students don't have access to technology needed to complete rigorous, standards-based curriculum and projects.</p> <p>FAFSA completion rate: 64%</p> <p>At the start of the 2019-2020 school year 53.7% of seniors were off track to graduate; for juniors 69.1% are off track.</p> <p>2.69 Average GPA (Class of 2020); 2.11 (Class of 2021); and 1.91 (Class of 2022).</p> <p>Among the class of 2020, only 54 of 180 seniors applied to 4 year colleges and universities.</p> <p>Castlemont is not a testing site for the SAT or ACT, which impacts college application submissions.</p>
1-6	Teach college and career readiness skills.	Fund college access partnerships to collaborate with teachers.	Students at all grade levels engage in specific postsecondary readiness activities.	

1-7	Use innovative teaching strategies that incorporate technology to build students' real world skills.	Provide instructional technology, including Chromebooks, document cameras, LCD projectors, digital cameras.	Students demonstrate proficiency in use of technology; teacher observations reflect integration of technology	
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Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

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.			
Related School Goal:	To increase student achievement on the SBAC/reclassification by the amounts listed below through the use of collaborative scaffolded instructional strategies as set up by departments.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Teachers provide appropriately differentiated instruction.	In collaboration with ILT, develop a PD plan that provides teachers with skill to differentiate instruction.	Focal student academic growth data via student work protocol, standardized assessments (IAB, SRI, SBAC)	
2-2	Inclusion teachers provide intensive in class support to students with disabilities.	Ensure equity of SPED support across grade levels (one additional FTE at grade 9)	Alignment of master schedule and inclusion teacher schedules; academic growth data for SPED students.	
2-3	Teachers provide relevant, meaningful lessons daily.	Teacher observation and feedback.	Teacher observation and feedback documentation.	

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	59% of students are reading multiple years below grade level. ELL reclassification rate is below 5%. 4% of African American students met standard on SBAC ELA in 2018-19.
2-5	Teachers support in identifying ELL candidates for dual enrollment and other college access experiences	Ensure collaboration and information sharing between college access team and International community	Increased dual enrollment and college applications among ELL's.	
2-6	Use instructional materials and supplies aligned with learning targets.	Provide access to classroom materials and supplies and reliable photocopying.	All classrooms have adequate supplies.	

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

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.			
Related School Goal:	Reduce chronic absence rate to 30% or below (from 37% in 2019-20), and to reduce the out of school suspension rate to 5% (compared to 15% in 2019-20)			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Provide specific instruction related to students' development of SEL skills.	In collaboration with ILT, include SEL instruction in PD plan.	Unit plans, teacher observation and feedback.	

3-2	<p>Teacher will collaborate with Case Manager to assist in resolving student behavior challenges that impede instruction, and negatively impact student academic performance.</p>	<p>Fund 2.0 Case Manager FTE's.</p>	<p>Reduction in URF's that result in loss of class time, improved classroom attendance, and a reduction in out of school suspensions, which leads to more instructional time, more student time on task and improved academic outcomes, as measured by increased course pass rates.</p>	<p>Need to help students build their SEL skills (self-management, conflict mediation) to support appropriate classroom behavior, recognize the relationship between their behavior and their academic success, and to make responsible decisions before and after they've been involved in an altercation on campus to prevent similar incidents in the future. Because of that need, we've had a high incidence of physical altercations (there were 103 suspension incidents, 69 for violence);</p> <p>Need to connect with families to provide them with supports needed to help reinforce SEL skills outside of school to ensure higher rates of student success.</p> <p>Need additional staff to effectively implement the SART/SARB process to address schoolwide student attendance rates (2018-2019, 35% of students were moderately or chronically absent) and to help monitor student attendance contracts; and to conduct restorative circles to build community in all classrooms and support students to practice SEL skills.</p>
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3-3	<p>Teachers will participate in restorative circles facilitated by Case Manager to build community in all classrooms, repair harm, and establish norms for maintaining a positive classroom culture and an academically focused learning environment.</p>	<p>Fund 2.0 Case Manager FTE's to support with implementation of restorative practices.</p>	<p>Reduction in URF's that result in loss of class time, improved classroom attendance, and a reduction in out of school suspensions, which leads to more instructional time, more student time on task and improved academic outcomes.</p>	<p>Need to help students build their SEL skills (self-management, conflict mediation) to support appropriate classroom behavior, recognize the relationship between their behavior and their academic success, and to make responsible decisions before and after they've been involved in an altercation on campus to prevent similar incidents in the future. Because of that need, we've had a high incidence of physical altercations (there were 103 suspension incidents, 69 for violence);</p> <p>Need to connect with families to provide them with supports needed to help reinforce SEL skills outside of school to ensure higher rates of student success.</p> <p>Need additional staff to effectively implement the SART/SARB process to address schoolwide student attendance rates (2018-2019, 35% of students were moderately or chronically absent) and to help monitor student attendance contracts; and to conduct restorative circles to build community in all classrooms and support students to practice SEL skills.</p>
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3-4	Conduct parent outreach and conferences to communicate about student progress.		Call logs, sign in sheets, parent surveys.	
3-5	In SLC's, engage in a student needs protocol at least once per marking period to identify needs and connect students with support resources.	Provide PD time for student needs protocol; provide teachers access to support resources for students and families.	Student needs spreadsheet indicating interventions, follow up, and progress.	Schoolwide student attendance (35% of students are moderately or chronically absent); High incidence of physical altercations (there were 103 suspension incidents, 69 for violence).
3-6	Share information about and connect students with support and enrichment resources.	In collaboration with CSM and community partners, ensure resources are aligned with student needs.	After school program participation; COST data reflecting effective support resource management, i.e. processed referrals.	

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

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.
Related School Goal:	To increase teacher retention (to 95%) and thereby increase teacher participation in credentialing programs and training-- given our high number of teachers on emergency credentials (with little to no training), if they stay they will enter programs.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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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.		<p>Teachers need support to enhance their instructional strategies to meet the needs of our diverse student population (i.e. SpEd Inclusion students, ELLs, Struggling Readers) who are in grouped heterogeneously throughout their classes.</p> <p>Do not have a designated protocol for looking at disaggregated data for focal student groups</p> <p>Supports are not specifically developed to target focal student groups outside of SpEd</p>
4-2	Engage in PD weekly to refine instructional practice.	Engage with ILT to develop meaningful and relevant PD offerings.	PD plan, Teacher Feedback Surveys	
4-3	Engage in weekly SLC meetings to collaborate with colleagues.	Meet with SLC leads to monitor progress and address identified support needs.	Observations that reflect common instructional practices, implementation of PBL experiences; SLC and SLC Leads/Admin team meeting notes.	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

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 Goal(s):	Increase reclassification rate for ELL's to 7% and for LTEL's to 15%.

Students to be served by these actions:		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Provide ELA and ELD instruction daily.	Provide FTE; align Master Schedule	Master Schedule	
5-2	Provide scaffolded instruction for ELL's.	Provide PD to develop teachers' capacity to support ELL's.	PD Plan, Teacher Observation & Feedback, improved ELPAC performance	
5-3	Engage in PD focused on increasing capacity to support ELL's.	Provide PD to develop teachers' capacity to support ELL's.	PD Plan, Teacher Observation & Feedback, improved ELPAC performance	
5-4	Provide in class opportunities for bilingual students to support ELL's with accessing content.	Support teachers in developing structures to create peer to peer in class support systems.	Classroom observations	

PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 301

School: Castlemont High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After School Program to support academic achievement for struggling students	\$214,856	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers provide appropriately differentiated instruction.	301-1
Intensive ELA instruction for struggling readers.	\$79,144	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	3925	Teacher 11Months 12-Pay	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will provide students access to rigorous, standards-aligned online learning experiences.	301-2
Teacher extended contracts to provide academic intervention for struggling students.	\$15,108	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will provide students access to rigorous, standards-aligned online learning experiences.	301-3
Classroom materials and supplies to support rigorous instruction.	\$1,000	Comprehensive Support & Improvement (CSI) Grant	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will provide students access to rigorous, standards-aligned online learning experiences.	301-4
Provide Chromebook carts to provide students with classroom technology for instructional use.	\$52,000	Comprehensive Support & Improvement (CSI) Grant	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Purchase Chromebooks to improve the ratio of students to Chromebooks	301-5
Professional development opportunities for teachers to improve practice and academic outcomes for all students.	\$4,977	Comprehensive Support & Improvement (CSI) Grant	5200	Travel And Conferences	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Engage in PD weekly to refine instructional practice.	301-6
Consultant partners to provide college access and readiness support, financial aid assistance, and post secondary planning. (Oakland Promise, East Bay Consortium, Peer Forward); and consultant to provide gang intervention to reduce suspensions and implement restorative practices.	\$107,500	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Ensure collaboration and information sharing between college access team and International community	301-7
Textbooks for students in dual enrollment courses.	\$1,000	General Purpose Discretionary	4100	Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will provide students access to rigorous, standards-aligned online learning experiences.	301-8

Office materials and supplies.	\$4,000	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will provide students access to rigorous, standards-aligned online learning experiences.	301-9
Refreshements for faculty and staff convenings.	\$4,500	General Purpose Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Engage in PD weekly to refine instructional practice.	301-10
TBD, based on site needs.	\$40,500	General Purpose Discretionary	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will provide students access to rigorous, standards-aligned online learning experiences.	301-11
Computers for administrative use to support effective operations management.	\$5,000	General Purpose Discretionary	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Collect and analyze related data about student progress, and collaborate with ILT to develop next steps.	301-12
Copiers for staff.	\$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide access to classroom materials and supplies and reliable photocopying.	301-13
Rental of equipment for graduation (stage, chairs, etc.)	\$5,000	General Purpose Discretionary	5622	Rentals: Equipment	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teach college and career readiness skills.	301-14
Facility rentals for staff PD and rereats.	\$2,500	General Purpose Discretionary	5624	Rentals: Facility	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Engage in PD weekly to refine instructional practice.	301-15
Printing of informational materials for families.	\$1,000	General Purpose Discretionary	5716	Duplication Service	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-16
Key replacement.	\$1,000	General Purpose Discretionary	5720	Maintenance Work Orders	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide access to classroom materials and supplies and reliable photocopying.	301-17

Classroom presentations and guest speakers to supplement curriculum and to increase student content knowledge.	\$4,000	General Purpose Discretionary	5828	Assemblies/Classroom Presentations	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Develop and implement common core aligned unit plans.	301-18
Field trip admissions.	\$3,000	General Purpose Discretionary	5829	Admission Fees	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers provide relevant, meaningful lessons daily.	301-19
Postage for communication to families about school policies and events, and student progress.	\$5,000	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-20
Extended time for teachers on Instructional Leadership Team to plan professional development.	\$25,180	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Plan collaboratively with SLC's.	301-21
College & Career Readiness Specialist to provide college access support to all students to ensure postsecondary readiness.	\$45,262	LCFF Concentration	2205	Classified Support Salaries	7749	Specialist, College/Career Readiness	0.50	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teach college and career readiness skills.	301-22
Instructional materials and supplies to support the core curriculum.	\$40,000	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Develop and implement common core aligned unit plans.	301-23
TBD, based on site needs.	\$67,157	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Develop and implement common core aligned unit plans.	301-24
Copiers for staff.	\$10,000	LCFF Concentration	5620	Rentals (non-capital Leases)	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers provide relevant, meaningful lessons daily.	301-25
To provide support to international students and families by communicating regarding student progress, assisting in developing interventions.	\$56,752	LCFF Supplemental	2205	Classified Support Salaries	1736	Community Assistant Bilingual	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Conduct parent outreach and conferences to communicate about student progress.	301-26

To provide support to international students and families by communicating regarding student progress, assisting in developing interventions.	\$74,044	LCFF Supplemental	2205	Classified Support Salaries	3172	Community Relations Assistant II Bilingual	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Conduct parent outreach and conferences to communicate about student progress.	301-27
Music Teacher to ensure full access to A-G requirements for all students.	\$70,069	LCFF Supplemental	1105	Certificated Teachers' Salaries	613	Teacher 11Months 12-Pay	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers provide relevant, meaningful lessons daily.	301-28
Extended time for teachers to provide academic support to struggling students.	\$12,759	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers provide relevant, meaningful lessons daily.	301-29
STIP sub.	\$58,971	LCFF Supplemental	1105	Certificated Teachers' Salaries	7508	STIP Teacher	1.00	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers provide relevant, meaningful lessons daily.	301-30
College & Career Readiness Specialist to provide college access support to all students to ensure postsecondary readiness.	\$45,262	LCFF Supplemental	2205	Classified Support Salaries	7749	Specialist, College/Career Readiness	0.50	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teach college and career readiness skills.	301-31
Specialized social-emotional and family support for refugee students	\$90,907	LCFF Supplemental	2205	Classified Support Salaries	7751	Specialist, Refugee/Asylee Program	1.00	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-32
Attendance intervention for students with chronic attendance issues; SART coordination.	\$27,916	LCFF Supplemental	2205	Classified Support Salaries	824	Student Attendance Compliance Officer	0.37	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-33
Coordinator, newcomer instruction and social emotional support.	\$118,890	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	87	11-Month Classroom TSA	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide PD to develop teachers' skills in using instructional strategies to support ELL's.	301-34
Classified overtime to support family communication, outreach and events.	\$8,813	LCFF Supplemental	2925	Other Classified Salaries: Overtime	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-35

Materials and supplies for school operations.	\$36,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Use instructional materials and supplies aligned with learning targets.	301-36
Provide Chromebook carts to provide students with classroom technology for instructional use.	\$14,825	LCFF Supplemental	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Purchase Chromebooks to improve the ratio of students to Chromebooks	301-37
Professional development opportunities for teachers to improve practice and academic outcomes for all students.	\$5,000	LCFF Supplemental	5200	Travel And Conferences	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Engage in PD weekly to refine instructional practice.	301-38
Psychologist to provide SPED testing, therapy support for students' social-emotional growth.	\$30,000	LCFF Supplemental	5734	School Psychologist	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Inclusion teachers provide intensive in class support to students with disabilities.	301-39
Consultants	\$15,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers provide relevant, meaningful lessons daily.	301-40
Books for school and classroom libraries to support literacy instruction and improved literacy outcomes.	\$21,430	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide scaffolded instruction for ELL's.	301-41
Provide Chromebook carts to provide students with technology access in the library.	\$13,000	Measure G: Library	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Purchase Chromebooks to improve the ratio of students to Chromebooks	301-42
SUDA Pathway teacher (Sustainable Urban Energy)	\$87,413	Measure N	1105	Certificated Teachers' Salaries	2369	Teacher 11Months 12-Pay	0.80	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will provide students access to rigorous, standards-aligned online learning experiences.	301-43

SUDA Pathway teacher (Green Urban Design)	\$103,976	Measure N	1105	Certificated Teachers' Salaries	4502	Teacher 11Months 12-Pay	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will provide students access to rigorous, standards-aligned online learning experiences.	301-44
Public Health Teacher, 9th grade.	\$84,943	Measure N	1105	Certificated Teachers' Salaries	3897	Teacher 11Months 12-Pay	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will provide students access to rigorous, standards-aligned online learning experiences.	301-45
CTE Teacher, Culinary Arts	\$64,136	Measure N	1119	Certificated Teachers on Special Assignment Salaries	7056	11-Month Classroom TSA	0.80	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will provide students access to rigorous, standards-aligned online learning experiences.	301-46
Pathway Teacher, Public Health, Newcome	\$81,414	Measure N	1119	Certificated Teachers on Special Assignment Salaries	7040	11-Month Classroom TSA	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will provide students access to rigorous, standards-aligned online learning experiences.	301-47
Extended contracts for pathway lead teachers to develop curriculum, align resources, and develop academic interventions for struggling students.	\$23,628	Measure N	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Plan collaboratively with SLC's.	301-48
TBD, based on site needs.	\$51,562	Measure N	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will provide students access to rigorous, standards-aligned online learning experiences.	301-49
Pathway coach to support pathway development and alignment.	\$80,006	Measure N	2305	Classified Supervisors' and Administrators' Salaries	1584	Coach College/Career Pathways	0.50	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Plan collaboratively with SLC's.	301-50
Work Based Learning Coordinator to develop internship, WBL experiences for all students.	\$104,938	Measure N	2205	Classified Support Salaries	1795	Site Liaison, Work-Based Learning	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teach college and career readiness skills.	301-51

To be allocated in Fall 2020.	\$21,853	California Partnership Academy	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	301-52
To be allocated in Fall 2020.	\$16,034	California Partnership Academy	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	301-53
To be allocated in Fall 2020.	\$98,390	California Partnership Academy	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will provide students access to rigorous, standards-aligned online learning experiences.	301-54
Instructional Teacher Leader to provide teacher coaching, professional development, literacy instructional practices to improve reading outcomes for all students.	\$143,641	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	6157	11-Month Classroom TSA	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Fund 1.0 FTE TSA to coach teachers around effective literacy practices to support students reading below grade-level.	301-55
Case Manager to support development of students' SEL skills, support teachers with behavior intervention, implement restorative practices to reduce suspensions and improve attendance.	\$78,964	Title I: Basic	2405	Clerical Salaries	4347	Case Manager 24	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Fund 2.0 Case Manager FTE's to support with implementation of restorative practices.	301-56
TBD, based on site needs.	\$10,597	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will provide students access to rigorous, standards-aligned online learning experiences.	301-57
Cameras for student use for instructional activities.	\$5,458	Title I: Basic	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Use innovative teaching strategies that incorporate technology to build students' real world skills.	301-58
Extended time to coordinate and support family events.	\$630	Title I: Parent Participation	2925	Other Classified Salaries: Overtime	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-59
Refreshments for parent meetings.	\$500	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-60
Conference attendance for parents.	\$1,621	Title I: Parent Participation	5200	Travel And Conferences	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-61

Printing of informational materials for parents.	\$1,000	Title I: Parent Participation	5716	Duplication Service	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-62
Training and workshops for parents.	\$1,250	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-63
TBD, based on site needs.	\$6,875	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will provide students access to rigorous, standards-aligned online learning experiences.	301-64
Classroom tech: doc cams, projectors, digital cameras.	\$2,500	Title IV: Student Support & Academic Enrichment	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Use innovative teaching strategies that incorporate technology to build students' real world skills.	301-65
Duplication for graduation programs, diplomas, PBIS posters.	\$1,250	Title IV: Student Support & Academic Enrichment	5716	Duplication Service	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Conduct parent outreach and conferences to communicate about student progress.	301-66
Computer software for classroom use to supplement instructional resources and increase access for all students.	\$5,000	Title IV: Student Support & Academic Enrichment	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Use innovative teaching strategies that incorporate technology to build students' real world skills.	301-67



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

Title I, Part A School Parent and Family Engagement Policy

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

Castlemont High School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

Adoption

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

The school will distribute this policy to all parents on or before May 30, 2020.

Name of Principal

Michael R. Scott

Signature of Principal



Date: 5-20-2020



School-Parent-Student Compact

Castlemont High School

2019-20

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

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

School Responsibilities

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

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

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

Teacher Responsibilities

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

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

Parent Responsibilities

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

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

Student Responsibilities

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

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

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

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before May 28, 2020

Signature of Principal: Michael R. Scott

A handwritten signature in blue ink, appearing to read "MR Scott", written in a cursive style.

Date: 5-20-2020

**2019-20****School Site Council Membership Roster – Secondary**School Name: **Castlemont High**

Chairperson : Martin Rochin

Vice Chairperson: Michael Scott

Secretary: Steven Reaves

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Michael Scott	X				
Lillian Jacobson		X			
Steven Reaves		X			
Vicky Stoneham		X			
Martin Rochin			X		
Sandra Wilson				X	
Juan Monterroso				X	
Ana Lucia Monterroso				X	
Robin Garcia Ramirez					X
Ani Allums					X

Meeting Schedule
(day/month/time)**2nd Tuesday/Monthly/5:30 - 7pm****SSC Legal Requirements: (Ed. Code 52852)**

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

1-Principal
4-Classroom Teachers
1-Other Staff
AND
6-Parent/Community
Or
3-Parent /Community
3-Students