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

# Board Cover Memorandum

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| **To** | Board of Education |
| **From** | Kyla Johnson-Trammell, Superintendent <br> Sondra Aguilera, Chief Academic Officer |
| **Meeting Date** | August 9, 2023 |
| **Subject** | 2023-2024 School Plan for Student Achievement (SPSA) for Castlemont High School |

**Ask of the Board**
Approval by the Board of Education of the 2023-2024 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)**
- 2023-2024 School Plan for Student Achievement (SPSA) for Castlemont High School

**OAKLAND UNIFIED SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## 2023-2024 School Plan for Student Achievement (SPSA)

**School:**          **Castlemont High School**

**CDS Code:**       1612590125161

**Principal:**          Michael Scott

**Date of this revision:**

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.        **Telephone:** 510-639-1466

                 Oakland, CA 94605             **Email:** michael.scott@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on:*   5/23/2023

*The District Governing Board approved this revision of the SPSA on:*   8/9/2023

**OAKLAND UNIFIED SCHOOL DISTRICT**

**Kyla Johnson-Trammell, Superintendent**

**Mike Hutchinson, Board President**

## 2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Castlemont High School          **Site Number:** 301

| | | |
|---|---|---|
| [X] Title I Schoolwide Program | [ ] Additional Targeted Support & Improvement (ATSI) | [X] LCFF Concentration Grant |
| [ ] Title I Targeted Assistance Program | [ ] After School Education & Safety Program | [X] 21st Century Community Learning Centers |
| [X] Comprehensive Support & Improvement (CSI) | [X] Local Control Funding Formula (LCFF) Base Grant | [ ] Early Literacy Support Block Grant |
| [ ] Targeted Support & Improvement (TSI) | [X] 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:**          **5/23/2023**

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

    [x] Flyers in students' home languages          [x] Announcement at a public meeting          [x] Other (notices, ParentSquare blasts, etc.)

**Signatures:**

| | | |
|---|---|---|
| Michael Scott | *Michael R. Scott* | 5/31/2023 |
| *Principal* | Signature | Date |
| Janet Green | *Janet Green* | 5/31/2023 |
| *SSC Chairperson* | Signature | Date |
| Vanessa Sifuentes | | 6/5/23 |
| *Network Superintendent* | Signature | Date |
| Lisa Spielman | *Lisa Spielman* | 6/1/2023 |
| *Director, Strategic Resource Planning* | Signature | Date |

## 2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

| Date | Stakeholder Group | Engagement Description |
|---|---|---|
| Aug PD | Staff | Reviewed and got feedback on goals for the 22/23 school year SPSA |
| 11/30/2022 | Students all grades | Connectedness to school survey and feedback on priorities |
| 11/12/2023 | WASC | Conducted focus groups with key stakeholders reviewing school goals, data, and action towards goals |
| 1/23/2023 | Staff | Midyear review of goals, focused on attendance actions |
| 1/30/2023 | Leadership Team | team review |
| 1/31/2023 | SSC | Reviewed SPSA 23/24 and budget concerns for 23/24 |
| 4/25/2023 | SSC | |
| | Staff | |
| | | |
| | | |

## 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 in part through one-time COVID relief funds to enable OUSD 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.

## 2023-2024 BUDGET SUMMARY

### Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $465,280.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | $258,197.85 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $1,951,132.85 |

### 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) | $225,375 | TBD | Local Control Funding Formula Base Grant (General Purpose Discretionary #0000) | $75,100 | TBD |
| Title I, Part A: Parent Engagement Activities (Title I #3010) | $6,010 | TBD | Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002) | $575,405 | TBD |
| 21st Century Community Learning Centers (Title IV #4124) | $218,870 | TBD | After School Education and Safety Program (ASES #6010) | $0 | TBD |
| Title IV: Student Support & Academic Enrichment (Title IV #4127) | $15,025 | TBD | Early Literacy Support Block Grant (ELSBG #7812) | $0 | TBD |
| Comprehensive Support and Improvement (CSI #3182) | $258,198 | TBD | Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332) | $0 | TBD |
| | | | Measure N: College & Career Readiness For All (Measure N #9333) | $577,150 | TBD |
| **SUBTOTAL OF FEDERAL FUNDING:** | **$723,478** | **$0** | **SUBTOTAL OF STATE & LOCAL FUNDING:** | **$1,227,655** | **$0** |

| | |
|---|---|
| **TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:** | **$1,951,133** |
| **TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:** | **TBD** |

## 2023-24 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

## School Demographics, 2021-22

| % Male | % Female | % English Learners | % Newcomers | % Unhoused | % Foster Youth | % Socioeconomically Disadvantaged | % Students with Disabilities |
|---|---|---|---|---|---|---|---|
| 57.4% | 42.6% | 50.2% | 28.4% | 14.8% | 1.8% | 93.1% | 18.5% |

| % Black/ African-American | % White/Caucasian | % Hispanic/Latino | % Asian | % Filipino | % Pacific Islander | % American Indian/ Alaskan Native | % Multiracial |
|---|---|---|---|---|---|---|---|
| 28.3% | 0.4% | 65.1% | 1.2% | 0.4% | 1.2% | 0.4% | 1.1% |

## 1B: STUDENT GOALS & TARGETS

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

**School Goal for College, Career & Community Readiness:** Increase 12th grade gen ed graduation rate to 75%, 11th grade on-track to graduate to 40%, and 9th on-track to graduate to 65%

### English Language Arts Measures & Annual Targets

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|---|---|---|---|---|---|---|

| | | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|---|---|---|---|---|---|---|
| SBAC ELA Distance from Standard Met *2018-19 baseline* | All Students | -150.1 | n/a | -145.3 | *not available until Fall 2023* | -0.8 |
| Reading Inventory (RI) Growth of One Year or More (Grades 6-12) | All Students | n/a | n/a | 12.1% | *not available until Fall 2023* | 20.0% |

**Mathematics/Science Measures & Annual Targets**

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|---|---|---|---|---|---|---|
| SBAC Math Distance from Standard Met *2018-19 baseline* | All Students | -237.9 | n/a | -199.0 | *not available until Fall 2023* | -1.2 |
| CAST (Science) at or above Standard | All Students | 0.9% | n/a | 5.1% | *not available until Fall 2023* | 10.0% |

**Graduation Measures & Annual Targets**

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|---|---|---|---|---|---|---|
| Four-Year Cohort Graduation Rate | All Students | 56.0% | 45.4% | 49.6% | *not available until Fall 2023* | 65% |
| On Track to Graduate: 9th Grade | All Students | 46.2% | 11.6% | 34.4% | *not available until Fall 2023* | 65% |
| On Track to Graduate: 11th Grade | All Students | 27.7% | 16.1% | 24.7% | *not available until Fall 2023* | 40% |
| A-G Completion | All Students | 43.4% | 32.4% | 31.8% | *not available until Fall 2023* | 55% |
| College/Career Readiness *2018-19 baseline* | All Students | 16.2% | n/a | n/a | *not available until Fall 2023* | 25% |

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

**School Goal for Targeted Supports for Focal Student Groups:** Increase at grade reading levels by 10% for African American students and students with IEPs

**Academic Measures & Annual Targets for Focal Student Groups**

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|---|---|---|---|---|---|---|
| SBAC ELA Distance from Standard Met *2018-19 baseline* | Special Education Students | -183.5 | n/a | -192.3 | *not available until Fall 2023* | -90.0 |
| SBAC ELA Distance from Standard Met *2018-19 baseline* | African American Students | -171.3 | n/a | -121.9 | *not available until Fall 2023* | -85.0 |
| Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12) | All Students | n/a | n/a | 32.4% | *not available until Fall 2023* | 1 Year's Growth |
| SBAC Math Distance from Standard Met *2018-19 baseline* | Special Education Students | -268.6 | n/a | -237.3 | *not available until Fall 2023* | -135.0 |
| SBAC Math Distance from Standard Met *2018-19 baseline* | Low-Income Students | -232.4 | n/a | -195.0 | *not available until Fall 2023* | -116.0 |

| Reclassification Measures & Annual Targets | | *Complete Part 1 of ELD Reflection* | | | | |
|---|---|---|---|---|---|---|
| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
| ELL Reclassification | English Learners | 0.0% | 0.3% | 2.6% | *not available until Fall 2023* | 10.0% |
| LTEL Reclassification | Long-Term English Learners | 0.0% | 0.9% | 6.9% | *not available until Fall 2023* | 20.0% |

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

**School Goal for Student & Family Engagement:** Increase satisfactory attendance rate for all students to 70% and reduce out of school suspensions by 5%

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|---|---|---|---|---|---|---|
| Student Connectedness to School | All Students | 47.2% | 62.3% | 59.7% | *not available until Fall 2023* | 80.0% |

| Out-of-School Suspensions | All Students | 8.5% | n/a | 6.9% | *not available until Fall 2023* | 5.5% |
|---|---|---|---|---|---|---|
| Out-of-School Suspensions | African American Students | 15.8% | n/a | 6.9% | *not available until Fall 2023* | 12.0% |
| Out-of-School Suspensions | Special Education Students | 13.3% | n/a | 6.9% | *not available until Fall 2023* | 8.3% |
| Chronic Absenteeism | All Students | 37.6% | 55.3% | 63.6% | *not available until Fall 2023* | 37.0% |
| Chronic Absenteeism | African American Students | 38.8% | 60.5% | 68.6% | *not available until Fall 2023* | 38.0% |

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

**School Goal for High-Quality Staff:** Ensure all teachers recieve at least one coaching cycle and retain at least 80% of teachers from 22/23 school year.

| Measure | Target Staff Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|---|---|---|---|---|---|---|
| One-Year School Teacher Retention Rate | All Teachers | 70.5% | 66.8% | 69.0% | *not available until Fall 2023* | 80.0% |

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

| Focus Area: | Priority Strengths | Root Causes of Strengths |
|---|---|---|

| *LCAP Goal 1: College, Career & Community Readiness* | - All seniors have access to 1 on 1 college and career advising by a trained college advisor;<br>- Students in grades 9-12 receive information and advising about post secondary opportunities via Advisory classes, at least 6 times per year;<br>- 129 of 173 seniors have received at least one 1-on-1 session with a college advisor<br>- All seniors receive a transcript review with their counselor in fall and spring to ensure they are on track for graduation;<br>- Core groups of 11th and 12th grade students are enrolled in the One Goal course, focused on postsecondary planning.<br>- Recent graduates are supported to access and enroll in postsecondary options via the support of Transitions Specialists, including a dedicated TS for international students.<br>- Site provides on site college/vocational/CTE information fairs, and ensures students have access to offsite fairs.<br>- 48 students participated in on and off site internships during summer 2022.<br>- 21 students completed a CTE course at a Peralta College during summer 2022. | - Through partnerships and site resources, a team of college advisors, with a dedicated Future Center space is available.<br>- 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<br>- An additional academic counselor is provided with OUSD and site funds to ensure access for all seniors.<br>- OUSD provides opportunities for postsecondary exploration through coordinated events, e.g. Manufacturing Day, Skill Trades Fair.<br>- Site invests resources in a Work Based Learning Coordinator and College & Career Readiness Specialist to coordinate college access and work based learning opportunities for students. |
| --- | --- | --- |

| LCAP Goal 2: Focal Student Group Supports | - A strategic advisory session is provided for all 9th grade Black boys<br>- Affinity group circles for Black girls<br>- Our SPED program is an inclusion model that allows all RSP and most SDC students access to the A-G curriculum<br>- All English Learners are assigned to ELD classes, according to their performance level<br>- _____% 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 as measured via BTSC data. **TBD**<br>- Teachers in each SLC and Department have a common prep period to go through a student needs protocol to support students, to plan common strategies that address the needs of all students, and to connect with families<br>- Additional SPED teachers co-teach in core content areas and are afforded a prep to complete IEPs<br>- The re-IgKnight program provides case management to students with attendance issue and offers incentives to support students reach attendance and academic goals | - Partnerships with organizations such as My Other Brother/Sister and the OK Program provide additional staff and resources to make these courses possible<br>- Our partnership with Youth Uprising and collaboration with our Care Managers provide the resources necessary to implement girls affinity groups.<br>- Admin has structured the master schedule to accomodate an inclusion model, and allocated additional resource to make inclusion available to all SPED students<br>- Site focus on integrated ELD professional development for all teaching staff has been a priority |

| Focus Area: | Priority Challenges | Root Causes of Challenges |
|---|---|---|
| *LCAP Goal 3: Student & Family Engagement* | - 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;<br>- Reduction in absences, suspensions, and office referrals among international students.<br>- 120 students have been connected with support services via COST by January<br>- ~90% of CHS 9th graders reported feeling a strong connection to the staff and teachers.<br>- Increase invitations for families to school events (Coffee @ Castle, Knight Heroes, attendance workshops, etc)<br>- Partnering with community organizations (Oakland Natives) to include<br>- Consistent SSC attendance<br>- Culture and Climate coordinating events to celebrate students and families | - Allocated financial and staff resources to identify students, provide direct service via case management (1.5 FTE Title I funds will support case management) and mentoring, make referrals to support serv ices, and provide stipends to participating students;<br>- 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;<br>- COST comprises school-based mental health services, community partnerships to address the soccial emotional needs of our students, and provide other wrap around student and family services/resources<br>-Increase Attendance Team meeting time and agenda structure to coordinate attendance improvement effforts |
| *LCAP Goal 4: Staff Supports* | - On average, 85% of teachers report that weekly PD is helpful in improving their practice<br>- 80% of new (to the profession) teachers receive direct support via the weekly hour long New Teacher Development meetings OR 1:1 distrcit mentorship<br>- We retained _% of new teachers from the prior year<br>- ____% of teachers are engaged in mentoring or evaluation cycles | - The ILT, comprising teacher leaders selected by their peers, develops the PD plan according to identified needs elevated by teachers<br>- Site allocates resources to provide direct support via an ITL to support new teachers<br>- According to end of the year surveys, teachers report feeling supported by new teacher meetings and weekly PD's, and connections to their peers |
| **Focus Area:** | **Priority Challenges** | **Root Causes of Challenges** |

| | | |
|---|---|---|
| *LCAP Goal 1: College, Career & Community Readiness* | - 64 seniors (41%) are currently A-G eligible<br>- 44 seniors (28%) applied to 4 year schools<br>- On average, (15-20)% of students earn D or F semester grades<br>- 21% of 11th graders are on track to graduate (2021-22).<br>- 32% 9th graders are on track to graduate (2021-22) | - Lack of early opportunities to remediate D's earned in 9th and 10th grade<br>- Poor class attendance results in students not passing key classes<br>- Lack of a clear intervention model and program<br>- Inexperienced teachers struggle to provide rigorous lesson activities that push student skills/knowledge<br>- Math pass rates in all courses continue to be low. |
| *LCAP Goal 2: Focal Student Group Supports* | - Of the 6 paras and ISS's who support inclusion, 1 on average provides intended support daily to SPED students<br>-With 19% of our students in special education,there is an increased need for additional resources and support. While on track to graduate for general education 11 graders is 21,%, that number for 11th grade SPED is 7%. 9th grade SPED on track to graduate is 24%, compared to 32% for 9th grade general education.<br>- Student resistance to going to class and seeking school tutoring supports has been a barrier<br>- Availablility of proper ELD classes- master scheduling issues | - Lack of training for IAs and classroom structure to be most effective for students with IEPs<br>- Staffing vacancies for para professionals and instructional aids; Turnover of Education Specialist case carriers that co-teach in our inclusion classes<br>- Absences for support team (Culture Keepers, Care Managers) has made support for high needs students inconsistent<br>- Clear academic and behavioral interventions need to be refined for effectiveness<br>- Infrastructure around ELD testing has been a challenge. Slow Progress for leveling upin ELD levels |
| *LCAP Goal 3: Student & Family Engagement* | - Minimal family enagement, e.g. of 734 families, ~ 60 attended events such as Back to Schol Night. Title I Parent funds will utilized to address family engagement.<br>- Family participation in attendance contracts could be improved<br>- On campus truancy: additonal instructional supplies are an identified need as well<br>- | -Have a point person to hold all family needs and meetings and recruitment<br>- Family capacity and transportation to school events and meetings<br>- Student academic/growth mindset of attending class<br>-Data confirmation needs to be more accurate and earlier on in the year |

| *LCAP Goal 4: Staff Supports* | - 41% of our teachers have emergency credentials, which necessitates intensive support to achieve basic instructional proficiency & many are managing the general retention process<br>- Vacancies across the site in teaching and IA/Para/ISS postitions impact teacher capacity & work load<br>- Teacher retention rate averages 80% or less | - Bureaucratic structures are challenging, particularly for teachers of color, e.g. testing and credentialing requirements<br>- National teacher shortages in combination with low pay for IA/Para/ISSs impact hiring<br>  - The cost of living in the Bay Area is prohibitive for many young professionals and they leave Castle (not teaching) for this reason |
| --- | --- | --- |

## 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, Black/African-American students, and Latino 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.

## 2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

**School:** Castlemont High School

**SPSA Year Reviewed:** 2022-23

**SPSA Link:** 2022-23 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.**

LCAP Goal #1: While there was some movement to give teachers feedback on their unit plans, this has shifted to departments and not ILT. While there has been some focus on standards aligned teaching, it hasn't always been prioritized in and of itself but in service of rigor or engagement. Teachers have been implementing the HOW equity grading policy fairly well. SLCs meet on a weekly basis to collaborate around program quality and events and student needs. In SLC meetings a student intevention tracker is used, but follow up on actions isn't always consistent for a number of reasons.

LCAP Goal #2: We have had a decent amount of teacher PD focused on differentiating and knowing who students are and various strategies to engagement them. We've had multiple outside groups support with walk throughs, but individual teachers have only participated in 1-2 peer observations by 1/30/23.There hasn't been much focus on student SEL growth in PD since August/September and is a continued growth area.

LCAP Goal #3: We have a Care Team of four individuals that meet weekly with other care manager type positions to systematize student interventions. There have been instances of concerted family outreach and engagement via collective calls home, back to school nights, but need to continue to prioritize this as a school.

LCAP Goal #4: We shifted our Literacy TSA to an AP position at the start of the year, so this position was vacant until late December. That said, new teacher supports have been in place throughout the year, teacher PD focuses on building fundamental teaching strategies and is differentiated to push more veteran teachers. Systems have been put in place so that teachers know how to request support with materials/facilities and these are met in a timely manner.

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

LCAP Goal #1: Unit plan and syllabus goals have been clear since June/August PDs as have expectations and support for teachers. Feedback was shifted from ILT to departments in PD time. This was consistent for the first two MPs but fell off after MP3. SLC Meetings have been fairly effective and consistent throughout the year focusing on SLC programs (project alignment, field trips, advisory lessons, student needs, etc). Our Pathways coach works closely with CHEA/SUDA leads to develop agendas, likewise our SLC admin meet with leaders of our 12th, 9th, and International team leads. The intervention tracker is used biweekly on average by SLCs, but at times use falls to monthly with follow ups not alway being consistent or done in an organized manner to communicate with our attendance, COST, and Care teams.

LCAP Goal #2: The PD scope has largely addressed student engagement and different ways to make sure students can access content. It has had a degree of effectiveness in some classroom spaces. However, we are still seeing teacher's not use engagement strategies discussed, planned, and observed during our cycles of inquiry. While we have additional SpEd supports for all grade levels there has been some slow up in staying up-to-date with all IEP compliance including IEPs, placement in SDC spaces, and IAs in all SpEd student rooms. In additon co-teaching models and supports have not been emphasized in PD, there has been some individual coaching for co-teaching teams, but it hasn't been consistent in helping to hold planning and collaboration time. There have been two rounds of peer observation and we plan at least one more cycle in the Spring. Again, it has an impact with teachers that hold the learning and use it moving forward.

LCAP Goal #3: SEL development hasn't been prioritized in teacher PD. We've addressed in in some sections early in the year, but need to revisit norms and expectations of being a Warm Demander and supporting student growth mindsets. We have a full Care Team (4 total) and some are stronger with case management and follow up while others get pulled more into supervision and school monitoring. The first round of teachers calling their advisees was very effective and successful and we're working on a second round now (1/30/23). SLCs engage in student needs protocols on a semi-regular basis and update the intervention tracker. The follow up actions are somewhat consistent and effective in supporting student behavior and needs.

LCAP Goal #4: While the TSA position was vacant for the first half of the year, we are working with the new TSA to develop reading programs and interventions. There was some work with ELA department to train around i-Ready and use those resources to support with reading gains. In addition Newsela partnering with Humanities around curriculum opportunities and resources has been helpful, but needs to be more intentional. Finally, we are working with FEV tutoring to provide 1:1 tutoring for ELD students to support with reclassification. ILT meets on a weekly basis to plan, reflect, and discuss PD opportunities for staff to push and strengthen our instructional practicies. Similarly SLC leads meet biweekly to align on schoolwide needs and priorities.

**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.**

LCAP Goal#1: Need to continue to focus the unit planning around focal standards and skills that align with the rigor of common core and are relevant to the student experience.We are considering refining our grading policy to better align with standards and student engagement.


LCAP Goal #2:


LCAP Goal #3: Hire a family liaison


LCAP Goal #4:

## 2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

| Title I Expenditure | Target Addressed by Expenditure | Actions/Activities *(e.g., what does this person or program do?)* | What is working/not working? Why? *(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)* | Based on this evaluation, what will you change, continue, or discontinue? Why? |
|---|---|---|---|---|
| TSA (Literacy) | i-Ready Reading at or above Mid-Grade | Coaching 1-2 teachers, coordinating assessments, supports ILT, coordinates FEV tutoring, and developing intervention plan (academics) | Position wasn't filled until end of December, they are just getting into the flow of coaching, program coordination and assessments now (1/30/23) - Empirical evaluation can't be done at this time. | Just need to have them start from the beginning of the year. So much was being held by others, now that the position is here, they can hold more of our instructional suports especially with program coordination |

| STIP SUB (2) | A-G Completion | The STIP Sub will target 9-12 grade students that are multiple years below grade level and need intensive reading and writing support. The STIP sub will pull small groups of students together and provide them work on i-Ready assignments. STIP sub will also support with test administration and data analysis with teachers. | Based on principal observation we need to continue to develop their skills with teaching moves and strategies for when teachers are absent and lesson plans don't fill full 90 minutes.<br><br>We also need to have more intentional time of training for our STIPs in i-Ready and how to read the data and identify which groups to pull for intervention | Will continue, but need to have more clarity with teachers about providing lesson plans that engage students and don't feel like meaningless work. |
| --- | --- | --- | --- | --- |

## 2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

| **School:** Castlemont High School | **School ID:** 301 |
|---|---|

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

| **School Priority:** | Improve all student literacy outcomes by at least 1 grade level per year as measured by i-Ready assessments. |
|---|---|
| **School Theory of Change:** | If students have daily access to engaging and high quality instruction focused on improved literacy and reading development, they will be better prepared to succeed in college, career, and community and better prepared to graduate. |
| **Students to be served by these actions:** | *All Students* |

| # | 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 and give feedback on unit plans that incorporate rich text and reading engagement strategies | Clear expectations on Unit Plans with feedback from department peers and coaching team. | Unit plans submitted to shared folder with record of feedback | | Tier 1 |
| 1-2 | 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. | Common classroom routines and structures are observable | | Tier 1 |
| 1-3 | Develop and contribute to student reading tracking systems (i-Ready) and supports for SEL work (Wayfinder or CASEL) | Clear expectations on systems for student supports | Schoolwide interventions tracker | Increase satisfactory attendance rate for all students to 70% and reduce out of school suspensions by 5% | Tier 2 |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|---|---|---|---|---|---|
| 1-4 | Incorporate career exposure, awareness, and exploration to increase college and career interests into lessons | Provide an advisory structure to ensure all students experience these opportunities; convene a working group including admin, college access partners, and WBL liaison to coordinate activities and monitor implementation. | Lesson plans reflecting field trips, guest speakers, CTE activitiess, and student reflections on these experiences. | | Tier 1 |
| 1-5 | Participation in PD cycle focused on aligning lessons with standards and increasing rigor | Plan and faciliate PD opportunities | PD calendar | | Tier 1 |
| 1-6 | Use the I-Ready curriculum to support individualized literacy improvement. | Provide training, access to resources, and conduct data reviews with teachers to monitor progress. | Recorded I-Ready data | | Tier 1 |

| LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | |
|---|---|
| **School Priority:** | Staff are trained and supported to create differentiated learning conditions for diverse student needs including but not limited to reviewing IEPs/504s, ELD strategies, COST systems, and academic intervention strategies |
| **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 experiece accelerated academic growth. |
| **Students to be served by these actions:** | *All Students* |

| # | 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 | In SLC's, engage in a student needs protocol at least once per marking period to identify needs and connect students with academic support resources. | Provide PD time for student needs protocol; provide teachers access to support resources for students and families. | Interventions tracker reflecting assigned interventions. | Increase satisfactory attendance rate for all students to 70% and reduce out of school suspensions by 5% | Tier 2 |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|---|---|---|---|---|---|
| 2-2 | Use the I-Ready curriculum to support individualized literacy improvement. | Provide training, access to resources, and conduct data reviews with teachers to monitor progress. | Recorded I-Ready data | Increase at grade reading levels by 10% for African American students and students with IEPs | Tier 2 |
| 2-3 | Review IEP's, Behavior Intervention Plans, and 504 Plans at the beginning of each semester, at minimum. | Incorporate review time into PD calendar and into SLC meetings | Meeting agendas, notes, PD calendar | | Tier 2 |
| 2-4 | Provide ELD instruction daily to all English Learners | Ensure the master schedules includes required ELD sections | Master Schedule, ELD promotion rates, reclassification data | | |
| 2-5 | Provide integrated ELD within all classrooms | Provide PD to increase teachers' capacity to support ELL's in all classes | PD calendar, informal observations, reclassification data | | |
| 2-6 | Participate in SEL and culture building PD (trauma-informed practices, RJ) | Facilitate PD opportunities for staff | Attendance, URFs, suspension | Increase satisfactory attendance rate for all students to 70% and reduce out of school suspensions by 5% | |

| 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: | All Students |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| 3-1 | Maintain regular communication with families via phone, Parent Square, in person. Invite parents/families to school for conferences, celebrations, and exhibitions to have them on campus more regularly. | Provide structured time for family conferencing; provide a tech platform for teachers to record interactions; coordinate family engagement events, e.g. Back to School Knight, Open House | Call logs, family sign in sheets, parent square notices, increased parent attendance at school events. | Increase satisfactory attendance rate for all students to 70% and reduce out of school suspensions by 5% | Tier 1 |
| 3-2 | 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, notes | Increase satisfactory attendance rate for all students to 70% and reduce out of school suspensions by 5% | Tier 2 |
| 3-3 | Develop and contribute to student SEL tracking systems | Clear expectations on systems for student supports | | | |
| 3-4 | Use principles of Restorative Justice to create safe and welcoming classroom environments. | Provide access to RJ training, and engage an RJ facilitator to provide in class support as needed. | Reduction in referrals and suspension, CHKS data, inreased class attendance. | Increase satisfactory attendance rate for all students to 70% and reduce out of school suspensions by 5% | |
| 3-5 | Work with Care Managers and Parent Liaison to coordinate support between home and school | Provide funding for Care Managers and a Parent Liaison | | | |

| 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 suppportive classroom environments, and maintain their personal wellness. |
| **Students to be served by these actions:** | *All Students* |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|---|---|---|---|---|---|
| 4-1 | Participate in weekly new teacher support sessions designed to orient new teachers to school systems and structures. | Facilitate weekly new teacher support sessions. | Meeting calendar, agendas, and feedback data. | Ensure all teachers recieve at least one coaching cycle and retain at least 80% of teachers from 22/23 school year. | Tier 2 |
| 4-2 | Provide coaching to new teachers via observation and feedback, and cycles of inquiry. | Each administrator (Mentoring Team) will support a specific caseload of teachers to support via coaching. | Observation/feedback forms; mentor team agendas and notes. | Ensure all teachers recieve at least one coaching cycle and retain at least 80% of teachers from 22/23 school year. | Tier 2 |
| 4-3 | Conduct regular check ins with all teachers to assess wellness, motivation, support needs. | Each administrator will develop and adhere to a check-in schedule to ensure ALL teachers receive at least one on one check in 3 times per year. | Check in schedule, teacher feedback. | Ensure all teachers recieve at least one coaching cycle and retain at least 80% of teachers from 22/23 school year. | Tier 1 |
| 4-4 | Participate in weekly PD sessions focused on building all teachers' capacity to provide literacy instruction, align lessons with standards, and provide multiple ways for students to demonstrate their learning. | Work with ILT to develop a PD scope and sequence that addresses literacy, standards-based instruction, and differentiation. | PD calendar, scope and sequence; teacher feedback surveys. | Ensure all teachers recieve at least one coaching cycle and retain at least 80% of teachers from 22/23 school year. | Tier 1 |

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

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|---|---|
| **School Priority:** | Provide intensive social-emotional support and services to Improve academic, attendance, and suspension outcomes for<br>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<br>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.<br>Students and families are welcomed, safe, healthy, and engaged. |
| **Students to be served by these actions:** | *Black students and families* |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|---|---|---|---|---|---|
| 5-1 | Provide structured SEL check-in activities weekly in Advisory classes. | Assign AA girls to adviosires with AA adult leads, where possible; provide resources for an AA girls' retreat; conduct check-ins via surveys to assess effectiveness of SEL activiites. | Advisory lesson plans; budget allocation reflecting resources for retreat; survey data. | Increase satisfactory attendance rate for all students to 70% and reduce out of school suspensions by 5% | 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, informal observation data, PD plan reflecting teacher training to build their capacity to provide targeted support. | Increase at grade reading levels by 10% for African American students and students with IEPs | Tier 2 |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|---|---|---|---|---|---|
| 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 reflecting actions taken and outcomes. | Increase 12th grade gen ed graduation rate to 75%, 11th grade on-track to graduate to 40%, and 9th on-track to graduate to 65% | Tier 1 |
| 5-4 | Communicate regularly with parents about student progress, and provide positive feedback to parents about student performance when warranted. | Coordiinate 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. | ParentSquare notifications; event flyers, sign in sheets, and agendas. | Increase satisfactory attendance rate for all students to 70% and reduce out of school suspensions by 5% | Tier 1 |

## CONDITIONS FOR ENGLISH LANGUAGE LEARNERS
*(see Stages of ELD instructions and resources)*

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| **School Priority:** | Provide appropriately scaffolded instruction to support ELL's in all classes. |
| **School Theory of Change:** | If English learners are enrolled in the appropriate ELD classes and receive scaffolded instruction in other content areas, 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:** | *English Language Learners* |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|---|---|---|---|---|---|
| 6-1 | Provide ELD instruction to all ELL students | Provide FTE; align Master Schedule. Ensure that ELD classes are scheduled in the morning so students who leave classes are able to take ELD. | Student enrollment in ELD classes compared to overall ELL enrollment. | Increase 12th grade gen ed graduation rate to 75%, 11th grade on-track to graduate to 40%, and 9th on-track to graduate to 65% | Tier 1 |

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| 6-2 | Provide ELL supports to students in content area classes | Provide PD to develop teachers' capacity to support ELL's. | PD Training that implements time to address this plan | Increase 12th grade gen ed graduation rate to 75%, 11th grade on-track to graduate to 40%, and 9th on-track to graduate to 65% | Tier 1 |
| 6-3 | Engage in PD focused on increasing capacity to support ELL's. | Provide PD to develop teachers' capacity to support ELL's. | PD schedule | Increase 12th grade gen ed graduation rate to 75%, 11th grade on-track to graduate to 40%, and 9th on-track to graduate to 65% | Tier 1 |
| 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. | Use Knights Interpreters | | Tier 2 |

**PROPOSED 2023-24 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 SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Conract over 25K | $193,870 | 21st Century Community Learning Centers (Title IV, Part B) | 5100 | Subagreements For Services | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | Provide targeted academic support to address academic challenges during independent practice. | 301-1 |
| contract 25K | $25,000 | 21st Century Community Learning Centers (Title IV, Part B) | 5825 | Consultants | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | Incorporate career exposure, awareness, and exploration to increase college and career interests into lessons | 301-2 |
| Community Assistant, Bilingual | $73,356 | California Community Schools Partnership Program | 2205 | Classified Support Salaries | 1736 | Community Assistant, Bilingual | 1.00 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | A-G Completion | Work with Care Managers and Parent Liaison to coordinate support between home and school | 301-3 |
| Assistant, Newcomer Learning Lab | $91,720 | California Community Schools Partnership Program | 2205 | Classified Support Salaries | 6348 | Assistant, Newcomer Learning Lab | 1.00 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | ELL Reclassification | Provide ELD instruction daily to all English Learners | 301-4 |
| Family/Parent Liaison | $100,461 | California Community Schools Partnership Program | 2405 | Clerical Salaries | 9466 | Family/Parent Liaison | 1.00 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | On Track to Graduate: 11th Grade | Maintain regular communication with families via phone, Parent Square, in person. Invite parents/families to school for conferences, celebrations, and exhibitions to have them on campus more regularly. | 301-5 |
| Case Manager | $135,989 | California Community Schools Partnership Program | 2405 | Clerical Salaries | 8787 | Case Manager | 1.00 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Out-of-School Suspensions | Develop and contribute to student SEL tracking systems | 301-6 |
| To be allocated in Fall 2023. | $54,474 | California Community Schools Partnership Program | 4399 | Unallocated | n/a | n/a | n/a | n/a | Chronic Absenteeism | Maintain regular communication with families via phone, Parent Square, in person. Invite parents/families to school for conferences, celebrations, and exhibitions to have them on campus more regularly. | 301-7 |
| Extended Contracts | $19,000 | California Partnership Academies (CPA) | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | A-G Completion | Meet weekly with pathway/SLC to develop systems and structures to best serve students | 301-8 |

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|---|---|---|---|---|---|---|---|---|---|---|
| Administrative Assistant II, Bilingual | $27,607 | California Partnership Academies (CPA) | 2405 | Clerical Salaries | New | Administrative Assistant II, Bilingual | 0.20 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Incorporate career exposure, awareness, and exploration to increase college and career interests into lessons | 301-9 |
| Books and Supplies | $35,000 | California Partnership Academies (CPA) | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | College/Career Readiness | Use the I-Ready curriculum to support individualized literacy improvement. | 301-10 |
| Services and Other Operating Expenses/Travel and Conferences | $63,143 | California Partnership Academies (CPA) | 5825 | Consultants | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Participation in PD cycle focused on aligning lessons with standards and increasing rigor | 301-11 |
| 11-Month Teacher | $22,932 | Comprehensive Support & Improvement (CSI) Grant | 1105 | Certificated Teachers' Salaries | 9119 | 11-Month Teacher | 0.20 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | ELL Reclassification | Provide integrated ELD within all classrooms | 301-12 |
| 11-Month Classroom Teacher on Special Assignment (TSA) | $54,208 | Comprehensive Support & Improvement (CSI) Grant | 1119 | Certificated Teachers on Special Assignment Salaries | 6157 | 11-Month Classroom Teacher on Special Assignment (TSA) | 0.50 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | i-Ready Reading at or above Mid-Grade | Use the I-Ready curriculum to support individualized literacy improvement. | 301-13 |
| Counselor | $48,683 | Comprehensive Support & Improvement (CSI) Grant | 1205 | Certificated Pupil Support Salaries | 1095 | Counselor | 0.40 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | A-G Completion | Provide targeted academic support to address academic challenges during independent practice. | 301-14 |
| Site Liaison, Work-Based Learning | $58,018 | Comprehensive Support & Improvement (CSI) Grant | 2205 | Classified Support Salaries | 1795 | Site Liaison, Work-Based Learning | 0.40 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | College/Career Readiness | Incorporate career exposure, awareness, and exploration to increase college and career interests into lessons | 301-15 |

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|---|---|---|---|---|---|---|---|---|---|---|
| Case Manager | $71,536 | Comprehensive Support & Improvement (CSI) Grant | 2405 | Clerical Salaries | 1776 | Case Manager | 0.50 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Chronic Absenteeism | Use principles of Restorative Justice to create safe and welcoming classroom environments. | 301-16 |
| Supplies | $2,821 | Comprehensive Support & Improvement (CSI) Grant | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Reading Inventory (RI) Multiple Years Below Grade Level | Use the I-Ready curriculum to support individualized literacy improvement. | 301-17 |
| Teacher Stipend | $10,000 | Educator Effectiveness Grant | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Staff Satisfaction with Professional Development | Provide PD to develop teachers' capacity to support ELL's. | 301-18 |
| Teacher Conference | $5,000 | Educator Effectiveness Grant | 5220 | Conference Expense | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | On Track to Graduate: 11th Grade | Participation in PD cycle focused on aligning lessons with standards and increasing rigor | 301-19 |
| STIP Teacher | $83,421 | ESSER III (One-Time COVID Relief Support) | 1105 | Certificated Teachers' Salaries | 9439 | STIP Teacher | 1.00 | Goal 1: All students graduate college, career, and community ready. | Reading Inventory (RI) Multiple Years Below Grade Level | Use the I-Ready curriculum to support individualized literacy improvement. | 301-20 |
| STIP Teacher | $88,165 | ESSER III (One-Time COVID Relief Support) | 1105 | Certificated Teachers' Salaries | 9332 | STIP Teacher | 1.00 | Goal 1: All students graduate college, career, and community ready. | Reading Inventory (RI) Multiple Years Below Grade Level | Use the I-Ready curriculum to support individualized literacy improvement. | 301-21 |
| 11-Month Teacher on Special Assignment (TSA) | $165,143 | K–12 Strong Workforce Program | 1119 | Certificated Teachers on Special Assignment Salaries | 8901 | 11-Month Teacher on Special Assignment (TSA) | 1.00 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Incorporate career exposure, awareness, and exploration to increase college and career interests into lessons | 301-22 |
| Specialist, Career Pathway Transitions | $39,383 | K–12 Strong Workforce Program | 2205 | Classified Support Salaries | 8233 | Specialist, Career Pathway Transitions | 0.33 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | College/Career Readiness | Incorporate career exposure, awareness, and exploration to increase college and career interests into lessons | 301-23 |

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| Teacher Stipend | $5,000 | LCFF Discretionary | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | In SLC's, engage in a student needs protocol at least once per marking period to identify needs and connect students with academic support resources. | 301-24 |
| Supplies | $15,000 | LCFF Discretionary | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | Develop and contribute to student SEL tracking systems | 301-25 |
| Meeting Refreshments | $5,000 | LCFF Discretionary | 4311 | Meeting Refreshments | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | A-G Completion | Provide structured time for family conferencing; provide a tech platform for teachers to record interactions; coordinate family engagement events, e.g. Back to School Knight, Open House | 301-26 |
| To be allocated in Fall 2023. | $15,100 | LCFF Discretionary | 4399 | Unallocated | n/a | n/a | n/a | n/a | ELL Reclassification | Provide ELD instruction daily to all English Learners | 301-27 |
| Equipment maintenance 5610 | $10,000 | LCFF Discretionary | 5610 | Equip Maintenance Agreemt | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | A-G Completion | Monitor course progress weekly for students in this focal group. | 301-28 |
| Rental Fees (space & equipment) | $8,000 | LCFF Discretionary | 5624 | Rentals: Facility | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | Monitor course progress weekly for students in this focal group. | 301-29 |
| Transportation Fees (Buses) | $10,000 | LCFF Discretionary | 5820 | Bus Passes | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Incorporate career exposure, awareness, and exploration to increase college and career interests into lessons | 301-30 |
| Printing & Duplication | $5,000 | LCFF Discretionary | 5870 | Printing | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | A-G Completion | Maintain a school wide interventions tracker accessible to all teachers. | 301-31 |

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|---|---|---|---|---|---|---|---|---|---|---|
| Postage | $2,000 | LCFF Discretionary | 5910 | Postage | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | A-G Completion | Maintain regular communication with families via phone, Parent Square, in person. Invite parents/families to school for conferences, celebrations, and exhibitions to have them on campus more regularly. | 301-32 |
| 11-Month Teacher | $57,644 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 4320 | 11-Month Teacher | 0.40 | Goal 1: All students graduate college, career, and community ready. | A-G Completion | 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. | 301-33 |
| 11-Month Classroom Teacher on Special Assignment (TSA) | $54,368 | LCFF Supplemental | 1119 | Certificated Teachers on Special Assignment Salaries | 6157 | 11-Month Classroom Teacher on Special Assignment (TSA) | 0.50 | Goal 1: All students graduate college, career, and community ready. | Reading Inventory (RI) Growth of One Year or More | Use the I-Ready curriculum to support individualized literacy improvement. | 301-34 |
| Extended Contracts | $30,000 | LCFF Supplemental | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | On Track to Graduate: 11th Grade | Meet weekly with pathway/SLC to develop systems and structures to best serve students | 301-35 |
| Specialist, Refugee/Asylee Program | $170,409 | 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. | Student Connectedness to School | Develop and contribute to student SEL tracking systems | 301-36 |
| Classified Overtime | $20,000 | LCFF Supplemental | 2225 | Classified Support Salaries: Overtime | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Chronic Absenteeism | Participate in SEL and culture building PD (trauma-informed practices, RJ) | 301-37 |
| Case Manager | $83,658 | LCFF Supplemental | 2405 | Clerical Salaries | 4347 | Case Manager | 0.50 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Chronic Absenteeism | Participate in SEL and culture building PD (trauma-informed practices, RJ) | 301-38 |

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|---|---|---|---|---|---|---|---|---|---|---|
| Supplies | $59,326 | LCFF Supplemental | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | SBAC ELA Distance from Standard Met | Develop and contribute to student reading tracking systems (i-Ready) and supports for SEL work (Wayfinder or CASEL) | 301-39 |
| Supplies | $70,000 | LCFF Supplemental | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | ELL Reclassification | Provide integrated ELD within all classrooms | 301-40 |
| Transportation Fees (Buses) | $10,000 | LCFF Supplemental | 5820 | Bus Passes | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | College/Career Readiness | Incorporate career exposure, awareness, and exploration to increase college and career interests into lessons | 301-41 |
| Software Licensing | $20,000 | LCFF Supplemental | 5846 | Licensing Agreements | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | SBAC Math Distance from Standard Met | Develop and give feedback on unit plans that incorporate rich text and reading engagement strategies | 301-42 |
| Library Technician | $70,346 | Measure G, Library Support | 2205 | Classified Support Salaries | 9196 | Library Technician | 1.00 | Goal 1: All students graduate college, career, and community ready. | Reading Inventory (RI) Multiple Years Below Grade Level | Use the I-Ready curriculum to support individualized literacy improvement. | 301-43 |
| 11-Month Teacher | $80,261 | Measure N | 1105 | Certificated Teachers' Salaries | 9119 | 11-Month Teacher | 0.70 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Incorporate career exposure, awareness, and exploration to increase college and career interests into lessons | 301-44 |
| 11-Month Teacher | $133,773 | Measure N | 1105 | Certificated Teachers' Salaries | 3897 | 11-Month Teacher | 1.00 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Develop and contribute to student reading tracking systems (i-Ready) and supports for SEL work (Wayfinder or CASEL) | 301-45 |

| Description | Amount | Funding | Object | Object Desc | Pos # | Position | FTE | Goal | Metric | Strategy | Code |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Site Liaison, Work-Based Learning | $87,027 | Measure N | 2205 | Classified Support Salaries | 1795 | Site Liaison, Work-Based Learning | 0.60 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Incorporate career exposure, awareness, and exploration to increase college and career interests into lessons | 301-46 |
| Specialist, College/Career Readiness | $126,716 | Measure N | 2205 | Classified Support Salaries | 6450 | Specialist, College/Career Readiness | 1.00 | Goal 1: All students graduate college, career, and community ready. | A-G Completion | Incorporate career exposure, awareness, and exploration to increase college and career interests into lessons | 301-47 |
| Coach, College/Career Pathways | $86,849 | 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. | A-G Completion | In SLC's, engage in a student needs protocol at least once per marking period to identify needs and connect students with academic support resources. | 301-48 |
| Coach, College/Career Pathways | $86,849 | 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. | On Track to Graduate: 11th Grade | Meet weekly with pathway/SLC to develop systems and structures to best serve students | 301-49 |
| Administrative Assistant II, Bilingual | $37,531 | Measure N | 2405 | Clerical Salaries | New | Administrative Assistant II, Bilingual | 0.30 | Goal 1: All students graduate college, career, and community ready. | A-G Completion | Incorporate career exposure, awareness, and exploration to increase college and career interests into lessons | 301-50 |
| To be allocated in Fall 2023. | $39,498 | Measure N | 4399 | Unallocated | n/a | n/a | n/a | n/a | Increase satisfactory attendance rate for all students to 70% and reduce out of school suspensions by 5% | Develop and contribute to student SEL tracking systems | 301-51 |
| Classified Overtime | $1,080 | Title I, Part A Parent & Family Engagement | 2225 | Classified Support Salaries: Overtime | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Increase satisfactory attendance rate for all students to 70% and reduce out of school suspensions by 5% | Communicate regularly with parents about student progress, and provide positive feedback to parents about student performance when warranted. | 301-52 |

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|---|---|---|---|---|---|---|---|---|---|---|
| Meeting Refreshments | $930 | Title I, Part A Parent & Family Engagement | 4311 | Meeting Refreshments | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Increase satisfactory attendance rate for all students to 70% and reduce out of school suspensions by 5% | Communicate regularly with parents about student progress, and provide positive feedback to parents about student performance when warranted. | 301-53 |
| Travel & Conferences | $1,000 | Title I, Part A Parent & Family Engagement | 5220 | Conference Expense | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Ensure all teachers recieve at least one coaching cycle and retain at least 80% of teachers from 22/23 school year. | Participation in PD cycle focused on aligning lessons with standards and increasing rigor | 301-54 |
| Parent Trainings (Consultants) | $3,000 | Title I, Part A Parent & Family Engagement | 5825 | Consultants | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Increase satisfactory attendance rate for all students to 70% and reduce out of school suspensions by 5% | Maintain regular communication with families via phone, Parent Square, in person. Invite parents/families to school for conferences, celebrations, and exhibitions to have them on campus more regularly. | 301-55 |
| Case Manager | $83,658 | Title I, Part A Schoolwide Program | 2405 | Clerical Salaries | 4347 | Case Manager | 0.50 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Increase satisfactory attendance rate for all students to 70% and reduce out of school suspensions by 5% | Work with Care Managers and Parent Liaison to coordinate support between home and school | 301-56 |
| Case Manager | $138,121 | Title I, Part A Schoolwide Program | 2405 | Clerical Salaries | 8788 | Case Manager | 1.00 | Goal 1: All students graduate college, career, and community ready. | Increase satisfactory attendance rate for all students to 70% and reduce out of school suspensions by 5% | Work with Care Managers and Parent Liaison to coordinate support between home and school | 301-57 |

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|---|---|---|---|---|---|---|---|---|---|---|
| Supplies | $3,596 | Title I, Part A Schoolwide Program | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Increase satisfactory attendance rate for all students to 70% and reduce out of school suspensions by 5% | Communicate regularly with parents about student progress, and provide positive feedback to parents about student performance when warranted. | 301-58 |
| Supplies | $7,025 | Title IV, Part A Student Support & Academic Enrichment | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Increase at grade reading levels by 10% for African American students and students with IEPs | Review IEP's, Behavior Intervention Plans, and 504 Plans at the beginning of each semester, at minimum. | 301-59 |
| Transportation Fees (Buses) | $5,000 | Title IV, Part A Student Support & Academic Enrichment | 5820 | Bus Passes | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Increase 12th grade gen ed graduation rate to 75%, 11th grade on-track to graduate to 40%, and 9th on-track to graduate to 65% | Incorporate career exposure, awareness, and exploration to increase college and career interests into lessons | 301-60 |
| Admissions & Entrance Fees | $3,000 | Title IV, Part A Student Support & Academic Enrichment | 5829 | Admission Fees | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Increase 12th grade gen ed graduation rate to 75%, 11th grade on-track to graduate to 40%, and 9th on-track to graduate to 65% | Incorporate career exposure, awareness, and exploration to increase college and career interests into lessons | 301-61 |

# 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**                                          **Signature of Principal**
**Michael R. Scott**                                          *Michael R. Scott*

**Date:  12-12-2022**

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

# School-Parent-Student Compact

## Castlemont High School

# 2022-23

*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, 2021and 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:** **12-12-2022**

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

**Strategic Resource Planning (SRP)**

# Castlemont High School
## School Site Council Membership Roster
## 2022-2023

## SSC - Officers

| | |
|---|---|
| Chairperson: | Janet Green |
| Vice Chairperson: | George Arterberry |
| Secretary: | Michael Scott |

## SSC - Members

| Member's Name | Principal | Classroom Teacher | Other Staff | Parent/ Community Member | Student (optional) | Term (1st or 2nd year term) |
|---|---|---|---|---|---|---|
| Michael Scott | x | | | | | |
| George Arterberry | | x | | | | |
| Niazul Bashar | | x | | | | |
| Alana Gordon-Brown | | x | | | | |
| Ana Avila Aquino | | | x | | | |
| Jaleesha Fitzpatrick | | | | | x | |
| Kenaya Powell | | | | | x | |
| Janet Green | | | | x | | |
| LaDaunte Mack | | | | x | | |
| Catrina Pieraldi | | | | X | | |
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| **SSC Meeting Schedule:** (Day/Month/Time) | Last Tuesday of the month at 5:30pm, via Zoom |
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### SSC Legal Requirements (EC Sections 65000-65001):

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 except where school has been approved for a smaller SSC;
4. **Secondary SSC's must have student member(s); and**
5. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

**AND**

4 Parents/Community Members

1 Student (at least)