

Board Office Use: Legislative File Info.	
File ID Number	25-1826
Introduction Date	8/13/26
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Castlemont High School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Castlemont High School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Castlemont High School



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

2025-26 School Plan for Student Achievement (SPSA)

School: Castlemont High School
CDS Code: 1612590125161
Principal: Joseph Blasher
Date of this revision: 4/29/2025

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: Joseph Blasher	Position: Principal
Address: 8601 MacArthur Blvd. Oakland, CA 94605	Telephone: 510-639-1466
	Email: joseph.blasher@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/29/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Castlemont High School

Site Number: 301

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

☒ Title I Schoolwide Program

☒ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☒ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/29/2025

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

☒ Flyers in students' home languages

☒ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

Signatures:

Joseph Blasher

Principal

Joseph Blasher

Signature

4.29.2025

Date

Janet Green & Charity Nichols

SSC Chairperson

Janet Green, Charity Nichols

Signature

4.29.2025

Date

SELLS Representative (optional)

Signature

Date

Vanessa Sifuentes

Network Superintendent

VSifuentes

Signature

5/15/25

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/13/2025	Leadership Team	Reflecting on challenges and growth areas in part 1 needs assessment
1/27/2025	Leadership Team	Reflecting on challenges and growth areas in part 1 needs assessment
1/21/2025	SSC	Reflecting on Title 1 expenditures and efficacy of case management
2/18/2025	SSC	Reflecting on part3 strategies and activities
2/24/2025	Leadership Team	Reflecting on part 3 strategies and activiries
3/11/2025	ILT	Reflecting on instructional components
3/17/2025	SELLS	Review ELD supports for students
3/17/2025	Leadership Team	Reflecting on all main strategies
3/25/2025	SSC	Approval of SPSA
4/29/2025	SSC	

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$991,139.72
Total Federal Funds Provided to the School from the LEA for CSI	\$504,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,470,583.74

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$258,120
Title I, Part A Parent & Family Engagement (#3010)	\$7,170
21st Century Community Learning Centers (Title IV, Part B #4124)	\$221,850
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$504,000
SUBTOTAL OF FEDERAL FUNDING:	\$991,140

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$2,470,583.74

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$74,900
LCFF Equity Multiplier (#7399)	\$778,105
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$25,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CCSPP #6332)	\$476,786
Proposition 28 (Arts & Music in Schools #6770)	\$124,653
SUBTOTAL OF STATE & LOCAL FUNDING:	\$1,479,444

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT		
1A: ABOUT THE SCHOOL		
School Name: Castlemont High School		School ID: 301
CDS Code: 1612590125161	SSC Approval Date:	Board Approval Date:
School Mission and Vision		
<p>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. Castlemont is part of a continuum that supports East Oakland's children from cradle to career through community partnership and co-development. Alongside our community partners, our youth practice and develop the skills, agency, and mindsets to positively transform themselves and their community. Youth become compassionate and collaborative life-long learners with knowledge and love of self, family and community.</p> <p>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.</p> <p>All students will graduate from Castlemont High School:</p> <ul style="list-style-type: none"> • 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 		
Purpose of this Plan		
<p>This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):</p> <ul style="list-style-type: none"> • Comprehensive Support & Improvement 		
<p>The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.</p>		

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)
Low number of AP/honors courses, few Dual Enrollment classes in Spring, 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

School Demographics, 2023-24								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
55.9%	27.5%	62.7%	2.4%	0.3%	18.8%	99.0%	48.1%	16.2%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
44.1%	2.7%	1.2%	0.3%	0.2%	0.7%	98.2%	21.9%	64.9%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By June 2026, students will demonstrate increased literacy and math proficiency as measured by 1) 60% of students reaching their growth goals on i-Ready reading assessment 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.
Identified School Need:	Our students need to demonstrate mastery in literacy and math in order to be college and career ready.

English Language Arts Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-163.7	-156.3	not available until fall 2025	-150.0
SBAC ELA Participation	All Students	63.5%	75.8%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	15.3%	25.4%	not available until fall 2025	60.0%

Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-231.7	-163.0	not available until fall 2025	-200.0
SBAC Math Participation	All Students	75.8%	75.8%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	2.2%	0.7%	not available until fall 2025	15.0%
California Science Test (CAST) Participation	All Students	56.2%	81.1%	not available until fall 2025	95.0%
Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Five Year Cohort Graduation Rate	All Students	61.3%	68.8%	not available until fall 2025	75.0%
On Track to Graduate: 9th Grade	All Students	31.7%	46.3%	not available until fall 2025	65.0%
On Track to Graduate: 11th Grade	All Students	26.3%	32.1%	not available until fall 2025	50.0%
A-G Completion	All Students	31.7%	27.8%	not available until fall 2025	50.0%
College/Career Readiness	All Students	11.3%	16.3%	not available until fall 2025	25.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal:	By May of 2026, we will increase the percentage of African American and students with IEPs that are on-track to graduation from 38% to 45% (AA) and 21% to 30% (IEP) as measured by graduation requirements and correlative data (attendance; interventions/discipline).				
Identified School Need:	African American Students and students with IEPs are falling behind other demographic groups' graduation rates. There is a need to bolster case management for both groups, increase family engagement and awareness, and redesign our Special Education model				
Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-183.8	-194.1	not available until fall 2025	-150.0
SBAC ELA Distance from Standard Met	African American Students	-145.7	-148.6	not available until fall 2025	-120.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	50.1%	73.6%	not available until fall 2025	40.0%
SBAC Math Distance from Standard Met	Special Education Students	-237.1	-200.1	not available until fall 2025	-200.0
SBAC Math Distance from Standard Met	African American Students	-244.4	-154.5	not available until fall 2025	-190.0
Reclassification Measures & Targets					
*Reference Stages of ELD Data slides					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	1.3%	2.4%	not available until fall 2025	5.0%
LTEL Reclassification	Long-Term English Learners	3.3%	5.8%	not available until fall 2025	15.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 64.5% to 35% and increase average period attendance from 82% to 87%.				
Identified School Need:	We need to develop a stronger communication system with families. Students and staff are all aligned with utilizing practices designed to promote increased attendance.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	59.7%	51.7%	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	10.9%	8.5%	not available until fall 2025	5.0%
Out-of-School Suspensions	African American Students	24.8%	20.8%	not available until fall 2025	10.0%
Out-of-School Suspensions	Special Education Students	23.4%	19.9%	not available until fall 2025	12.0%
Chronic Absenteeism	All Students	76.0%	55.7%	not available until fall 2025	30.0%
Chronic Absenteeism	African American Students	72.4%	64.5%	not available until fall 2025	35.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	By May 2026, all teachers will demonstrate growth and alignment with school instructional practices as measured by IPG and Castlemont metrics (OETF) and we will retain at least 80% of teachers from 24/25 school year.				
Identified School Need:	Teacher preparation and retention				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	69.4%	72.4%	not available until fall 2025	80%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	By June 2026, students will demonstrate increased literacy and math proficiency as measured by 1) 60% of students reaching their growth goals on i-Ready reading assessment 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.	<ul style="list-style-type: none"> - have intervention reading classes happening (SIPPS pull out & STARl class) - Have done PD on literacy Practices - hired reading specialists and 2 instructional coaches - Retained our math teachers and held regular meetings are CEA expectations - Retention for ELA teachers and coaching for 3/5 ELA teachers - Administered CEAs for Alg1, Geometry, not well for Alg2 - Co-teaching and L1 classes for students with IEPs - District approved curriculum for math (IM) and English (Fishtank) that increases and sustains rigor - More high interest books in Media Center for students to check out - Librarian and Library Technician promoting reading clubs and checking out books
LCAP Goal 2:	By May of 2026, we will increase the percentage of African American and students with IEPs that are on-track to graduation from 38% to 45% (AA) and 21% to 30% (IEP) as measured by graduation requirements and correlative data (attendance; interventions/discipline).	<ul style="list-style-type: none"> - Have more pull outs for L1 classes and doing more elevation room support for students with IEPs - SpEd team has improved around IEPs being up to date and improving implementation of IEPs - Black Men's symposium work - Partner with MOCHA for a class and created an AAFE coordinator position and class - fully staffed for teachers and IAs - have intervention reading classes happening -Fully staffed librarians working with our teachers to hold sessions with students. -
LCAP Goal 3:	By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 64.5% to 35% and increase average period attendance from 82% to 87%.	<ul style="list-style-type: none"> -Attendance has improved for the start of the year - In School Suspension protocol reduces out of school time - Tardy sweeps periodically - Increased staff to help with case management from EOYDC, DVP, OKF - SST meetings held by counselors have been greatly improved - Attendance team improvement on some attendance protocols (Mass SARTs, attendance contracts, SARBs) - Student need protocols have helped with Advisors following up with students - Using mor Parent Square features to inform families of student attendance - More focused on Period attendance in general this school year

LCAP Goal 4:	<i>By May 2026, all teachers will demonstrate growth and alignment with school instructional practices as measured by IPG and Castlemont metrics (OETF) and we will retain at least 80% of teachers from 24/25 school year.</i>	<ul style="list-style-type: none"> - Hosting regular PDs - Multiple learning walks to calibrate and evaluate on IPGs - Consistent team meetings in departments or SLCs/grade level teams and common prep built into the Master schedule - Co-teaching increased observations and debriefs - Retained more than 80%
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>By June 2026, students will demonstrate increased literacy and math proficiency as measured by 1) 60% of students reaching their growth goals on i-Ready reading assessment 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.</i>	<ul style="list-style-type: none"> - influx of students with discipline concerns, low credits, and attendance issue; causing classroom instability. - Teacher expertise with reading strategies and bridging gaps for students needs improvement - Some buy in and resistance from students, and some staff, around testing and it's importance - Low levels of student knowledge or gaps coming into the class/grade level - There has been some changes in the math department teachers over the past couple of years. Title I funds will be allocated to provide 1.2 Full-Time Equivalent (FTE) positions for two Case Managers, as well as instructional materials and extended teacher contracts for tutoring, all aimed at supporting improvement in this area.
LCAP Goal 2:	<i>By May of 2026, we will increase the percentage of African American and students with IEPs that are on-track to graduation from 38% to 45% (AA) and 21% to 30% (IEP) as measured by graduation requirements and correlative data (attendance; interventions/discipline).</i>	<ul style="list-style-type: none"> - Issue with attendance and truancy with IEP Students. Period attendance issue among all students. - Need better school better work around cell phone use and other distractions on campus and use of some technology - Curriculum wasn't as aligned, but is now much better - Family engagement is also crucial for student attendance and follow ups to incentives or consequences to support student/school goals

LCAP Goal 3:	<p><i>By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 64.5% to 35% and increase average period attendance from 82% to 87%.</i></p>	<ul style="list-style-type: none"> - Family obligations to support with attendance contracts, attend SART meetings, etc. Title I - Parent funds will be utilized to enhance parent and family engagement efforts by providing light refreshments at parent meetings, covering travel and conference expenses for both parents and staff, translation services at parent meetings, and securing a consultant contract aimed at providing additional support to parents. - School-wide attendance expectations need to be better enforced and maintained - Lots of needs and obstacles for students and families to prioritize school success - Continuing to hold families accountable through SARB and other legal processes
LCAP Goal 4:	<p><i>By May 2026, all teachers will demonstrate growth and alignment with school instructional practices as measured by IPG and Castlemont metrics (OETF) and we will retain at least 80% of teachers from 24/25 school year.</i></p>	<ul style="list-style-type: none"> -Contract negotiations - Loss of 11 month and potentially healthcare. - influx of students with discipline concerns, low credits, and attendance issue; causing classroom instability. - Amount of teachers on emergency credentials or didn't do a teaching program is high, but much improved from previous years, but this impacts teaching skills and takes teacher's time if in a program

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Castlemont High School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

From August to Decemeber we saw significant growth in increased attendance rates and decreased suspension for fighting. Our reading intervention infrastructure is much improved and still has a way to go, though there was some significant growth for certain students. We held two IPG walkthroughs and aligned PDs to support Tier 1 classroom instruction. We have not made serious growth toward our math goals and need to consider shifts in staffing or practices to support students. In addition, we added a Restorative Justice Facilitator to our CCSPP grant to support with family outreach and students behavior concerns

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

Attendance and suspension tactics have been successful through Decemeber. Around the holidays (2 weeks before winter break and 2-3 weeks after) our attendance has gone down and our suspensions for fights have increased. Our SIPP's reading intervention groups have been strong and continue to make progress as have our PDs for teachers around literacy practices and having cycles of inquiry to address needs.

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

We will continue to refine attendance practices to engage families and students in the importance of being in class on time. We will continue to support teachers with tier 1 practices through coaching and pivoting PD time to focus on department work

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
Purchased engaging, hands on classroom materials	A-G Completion	Helps students stay engaged in classroom activities	Working well, increases student engagement and simplifies teaching load with better technology	Continue

Funding a .5 case manager	Chronic Absenteeism	Works with a caseload of students to support attendance goals and support with class activities	Yes, effective and needs to continue to refine practice to make sure improving focal student skills like self-regulation, time management, and instilling growth mindsets	Continue
Funding a 1.0 case manager	Out-of-School Suspensions	Works with a caseload of students to support attendance goals and support with class activities	Yes, effective and needs to continue to refine practice to make sure improving focal student skills like self-regulation, time management, and instilling growth mindsets	Continue
Purchased snacks for family events like family conference week, Cash 4 College, Back to School Night	A-G Completion	Incentivizes engagement in school activities throughout the year	Yes, we have had much better family turn out at events this year and having snacks improves the experience for families and staff	Continue
Purchasing 1.5 Promethean smart boards	A-G Completion	Is a technology support for classrooms to streamline needs	Working well, increases student engagement and simplifies teaching load with better technology	Reevaluate next year if more boards are needed
Overtime pay for staff that interpret family conferences	A-G Completion	Staff worked with advisors to schedule and translate during family conferences in the Spring and Fall	Yes, this year it worked great!	Continue
Snacks and refreshments for Family Events	Student Connectedness to School	Provided refreshments for events like conferences, back to school night, college crunches, attendance workshops and more	Yes, it was very helpful to provide some food for families that have little children and keeps people engaged and incentivizes coming to campus	Continue
Ipads for the family center	Student Connectedness to School	Make it easier for families to sign up for services, complete surveys, and train on some school apps	We haven't had them delivered as of yet	One time purchase
PBIS Materials BT 776818	A-G Completion	Helps students stay engaged in classroom activities	The Materials will be ordered Spring 2025.	Will evaluate once activities are completed.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES					
School:		Castlemont High School	SCHOOL ID:	301	
3: SCHOOL STRATEGIES & ACTIVITIES			2025-26 High School SPSA Guidance		
LCAP Goal 1: All students graduate college, career, and community ready.					
School Goal:		By June 2026, students will demonstrate increased literacy and math proficiency as measured by 1) 60% of students reaching their growth goals on i-Ready reading assessment (both typical and stretch) 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.			
Identified Need:		Our students need to demonstrate mastery in literacy and math in order to be college and career ready.			
#	STRATEGY/ACTIVITY		STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Calibrate Math department teachers around high leverage Illustrative Mathematics (IM) math strategies and Math Language routines		All Students	Academic	Tier 1 - Universal
1-2	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.		All Students	Academic	Tier 1 - Universal
1-3	Reflect on student math experience data to address SEL and motivational barriers to math class and implement engagement strategies with students and families		All Students	SEL / Mental Health	Tier 2 - Supplemental
1-4	Partner with Oakland Serves, Oakland Kids First, and implement teacher office hours to better support individual student needs both in class and afterschool with tutoing support		All Students	Academic	Tier 2 - Supplemental
1-5	Partner with BluePrint Math to double block all 9th grade Algebra students that are getting C's or less in math class		9th graders	Academic	Tier 2 - Supplemental
1-6	Maintain Reading Intervention structures with Reading TSA and Newcomer Learning Lab Assistants		All Students	Academic	Tier 2 - Supplemental
1-7	Plan, implement, and monitor Tier 1 literacy PDs for teachers and support staff (IAs) to support reading comprehension		All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		By May of 2026, we will increase the percentage of African American and students with IEPs that are on-track to graduation from 38% to 45% (AA) and 21% to 30% (IEP) as measured by graduation requirements and correlative data (attendance; interventions/discipline).		
Identified Need:		African American Students and students with IEPs are falling behind other demographic groups' graduation rates. There is a need to bolster case management for both groups, increase family engagement and awareness, and redesign our Special Education model		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Maintain relationships and interventions with community partners that support AA students (MOB/MOS, OK Program, Kingmakers of Oakland, AAFE and MOCHA classes)	All Students	Academic	Tier 3 - Intensified
2-2	Institutionalize D/F protocols across grade levels to ensure students are monitored and supported if receiving grades below a C	All Students	Academic	Tier 1 - Universal
2-3	Shift Care Management to support students with academic as well as emotional/behavior goals	All Students	Academic	Tier 1 - Universal
2-4	Celebrate student's staying on track to graduate in Honor Rolls, Knight Heros and invite families to these events	All Students	Behavioral	Tier 1 - Universal
2-5	Shift Special Education model to have MM & RSP teachers follow students throughout their high school career as advisors and move away from full inclusion teaching models toward more L1/smaller learning environments	All Students	Academic	Tier 2 - Supplemental
2-6	Increasing percentage of AA and students with IEPs that participate in Future Center activities and transition support plans	All Students	Academic	Tier 2 - Supplemental

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

School Goal:		By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 57% to 35% and increase average period attendance from 82% to 87%.		
Identified Need:		We need to develop a stronger communication system with families. Students and staff are all aligned with utilizing practices designed to promote increased attendance.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Attendance team shares best practice protocols with SLCs and Care team for better schoolwide alignment of common practices (passes, contracts, family contacts)	All Students	Behavioral	Tier 1 - Universal

3-2	Refine Student Needs protocols of Pathway time to focus on attendance needs in the 1st, 2nd, and 4th Marking Periods	All Students	Behavioral	Tier 1 - Universal
3-3	Refine Care Team and bolster support for case management actions (attendance and behavioral contracts, support with academics, family engagement) and shift Special Education Case management model to follow students throughout high school experience	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-4	Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	Work with community partners to create engaging activities that promote student connection and sense of belonging, begin using Minga App to track on campus truancy	All students	Behavioral	Tier 1 - Universal
3-6	Continue to promote communication and engagement with families via teachers, attendance team, Parent Square, and building relationships	All Students	Behavioral	Tier 1 - Universal

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

School Goal:		By May 2026, all teachers will demonstrate growth and alignment with school instructional practices as measured by IPG and Castlemont metrics (OETF) and we will retain at least 80% of teachers from 24/25 school year.		
Identified Need:		Teacher preparation, support, and retention		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Calibrate and observe classroom teachers using the Instructional Practice Guide 3-4/year - extend opportunities for teachers to observe off-site	All Students	Academic	Tier 1 - Universal
4-2	Support all teachers with at least one coaching or evaluation cycle (Marking Period)/year that is focused on level of need (credentialed, requested)	All Students	Academic	Tier 1 - Universal
4-3	Create Extended Contract opportunities for teachers to have additional PD opportunities before and after the school year and encourage attendance at district department PDs	All Students	Behavioral	Tier 1 - Universal
4-4	Create collaboration and celebration structures in teacher team meetings and all staff settings	All Students	SEL / Mental Health	Tier 1 - Universal
4-5	Reinstitute the New Teacher support program for newer teachers at Castlemont or a support system for teachers with peers	All Students	SEL / Mental Health	Tier 1 - Universal
4-6				

CONDITIONS FOR BLACK STUDENTS			Instructions & resources	
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Convene Community Partner meetings once/Marking Period to review focal student metrics and coordinate supports/interventions	African American	Academic	Tier 2 - Supplemental
5-2	Plan and execute family engagement strategies to align student, school, and family goals and needs	African American	Behavioral	Tier 2 - Supplemental
5-3	For late transferring students, make sure they engage with our orientation and onboarding process with counselors, care team, and family liaison	African American	Emotional	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS			Stages and Actions for ELD Implementation	
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Hold teacher professional development series on Integrated ELD strategies and interventions of support for ELLs	Latino/a Students	Academic	Tier 1 - Universal
6-2	Conduct data gathering and analysis protocols (student shadowing, student needs, focus groups, surveys) and determine actions to support student sense of connection and family engagement and being supported academically in classes	Latino/a Students	Academic	Tier 1 - Universal
6-3	Consider an International student leadership class that works with our SELs team to prioritize Latino student and family voice in school policies	Latino/a Students	Behavioral	Tier 2 - Supplemental
6-4	Contract with Refugee & Immigrant Transitions to continue having classroom language supports for our Mam speaking students	Latino/a Students	Academic	Tier 3 - Supplemental

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Oakland Kids First - Afterschool program events and activities for all students to extend the learning day Partner with Oakland Serves, Oakland Kids First, and implement teacher office hours to better support individual student needs both in class and afterschool with tutoring support	\$221,850	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Partner with Oakland Serves, Oakland Kids First, and implement teacher office hours to better support individual student needs both in class and afterschool with tutoring support	301-1
Partial salary for photography and yearbook teacher Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	\$20,875	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	New Position 38	Teacher, Structured English Immersion	0.2			Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-2
Extended contract for VAPA teachers Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	\$40,000	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-3
Art materials for VAPA teachers Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	\$40,000	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-4
Larger equipment for VAPA teachers/classrooms Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	\$23,778	Arts & Music in Schools (Proposition 28)	4410	Equipment < \$5,000	n/a	n/a	n/a			Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-5
Salary for Community Assistant to support family outreach and engagement Plan and execute family engagement strategies to align student, school, and family goals and needs	\$76,053	California Community Schools Partnership Program	2205	Classified Support Salaries	1736	Community Assistant, Bilingual	1.0			Plan and execute family engagement strategies to align student, school, and family goals and needs	301-6
Partial salary for CSM to support student and family engagement and promote healthy school culture and wrap around services	\$43,494	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 03	11-Month Community School Manager	0.25			Shift Care Management to support students with academic as well as emotional/behavior goals	301-7
Salary for Family Liaison to promote attendance, family engagement, and family outreach	\$126,650	California Community Schools Partnership Program	2405	Clerical Salaries	9466	Family/Parent Liaison	1.0			Plan and execute family engagement strategies to align student, school, and family goals and needs	301-8

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
To be Determined	\$23,802	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a			n/a	301-9
Partial Salary for RJF to promote safe and welcoming school environment	\$85,223	California Community Schools Partnership Program Carryover	2205	Classified Support Salaries	9946	Restorative Justice Facilitator	0.7			Attendance team shares best practice protocols with SLCs and Care team for better schoolwide alignment of common practices (passes, contracts, family contacts)	301-10
Partial salary for SUDA case manager to support students on track to graduate and attendance outcomes	\$118,605	California Community Schools Partnership Program Carryover	2405	Clerical Salaries	8787	Case Manager	0.8			Attendance team shares best practice protocols with SLCs and Care team for better schoolwide alignment of common practices (passes, contracts, family contacts)	301-11
To be Determined	\$2,959	California Community Schools Partnership Program Carryover	4399	Unallocated	n/a	n/a	n/a			n/a	301-12
Extended contracts for teachers in SUDA pathway to plan events, curriculum, and integrated projects	\$20,000	California Partnership Academies (CPA)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	301-13
Partial salary for Admin Asst. to support with administrative duties for Escape needs, field trips, etc	\$23,548	California Partnership Academies (CPA)	2405	Clerical Salaries	9500	Administrative Assistant II, Bilingual	0.2			Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-14
Classroom materials and supplies for SUDA teachers and classes Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	\$7,452	California Partnership Academies (CPA)	4310	School Office Supplies	n/a	n/a	n/a			Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-15
Contracts for the Crucible and Civic Design studio to support activities and fablab activities Implement teacher office hours to better support individual student needs both in class and afterschool with tutoring support	\$30,000	California Partnership Academies (CPA)	5825	Consultants	n/a	n/a	n/a			Partner with Oakland Serves, Oakland Kids First, and implement teacher office hours to better support individual student needs both in class and afterschool with tutoring support	301-16

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Extended contract for Work Based Learning Liaison to support with organization, monitoring, and support of Dual Enrollment classes and program	\$25,509	College & Career Access Pathways Grant	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a			Plan, implement, and monitor Tier 1 literacy PDs for teachers and support staff (IAs) to support reading comprehension	301-17
Extended contracts for teachers to participate in before school PD, office hours, and family conference weeks Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	\$100,000	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	301-18
Salary for Newcomer Learning Lab assistant to support students in our International program and ELLs in our gen ed classes	\$82,338	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	9209	Assistant, Newcomer Learning Lab	1.0			Contract with Refugee & Immigrant Transitions to continue having classroom language supports for our Mam speaking students	301-19
Classroom materials, specifically tech, to support student engagement and differentiation Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	\$5,662	Comprehensive Support & Improvement (CSI) Grant	4310	School Office Supplies	n/a	n/a	n/a			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	301-20
To be Determined	\$36,000	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated	n/a	n/a	n/a			n/a	301-21
Contracts for Community Based Organizations like BACR, DCAC, BUILD, OneGoal and other programs that support student academic and attendance goals, college class support, and our business sequence of classes	\$200,000	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants	n/a	n/a	n/a			Convene Community Partner meetings once/Marking Period to review focal student metrics and coordinate supports/interventions	301-22
Will be converted to extended contracts and overtime for staff to provide wrap around services and extracurricular activities to students and families	\$80,000	Comprehensive Support & Improvement (CSI) Grant	5826	External Work Order Services	n/a	n/a	n/a			Create Extended Contract opportunities for teachers to have additional PD opportunities before and after the school year and encourage attendance at district department PDs	301-23
Oakland Kids First - Afterschool program events and activities for all students to extend the learning day	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Celebrate student's staying on track to graduate in Honor Rolls, Knight Heros and invite families to these events	301-24

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
Partial salary for career transition specialist to support recently graduated seniors, students to engage in career and college exploration, and application to programs and scholarships	\$66,683	Golden State Pathways Program	1119	Certificated Teachers on Special Assignment Salaries	8901	11-Month Teacher on Special Assignment (TSA)	0.38			Continue to promote communication and engagement with families via teachers, attendance team, Parent Square, and building relationships	301-25
Partial salary for career transition specialist to support recently graduated seniors, students to engage in career and college exploration, and application to programs and scholarships	\$73,703	Golden State Pathways Program	1119	Certificated Teachers on Special Assignment Salaries	8901	11-Month Teacher on Special Assignment (TSA)	0.42			Continue to promote communication and engagement with families via teachers, attendance team, Parent Square, and building relationships	301-26
Extended Contract hours to support with 13th year student supports Plan, implement, and monitor Tier 1 literacy PDs for teachers and support staff (IAs) to support reading comprehension	\$2,955	Golden State Pathways Program	4399	Unallocated	n/a	n/a	n/a			Plan, implement, and monitor Tier 1 literacy PDs for teachers and support staff (IAs) to support reading comprehension	301-27
Extended Contract hours to support with 13th year student supports Plan, implement, and monitor Tier 1 literacy PDs for teachers and support staff (IAs) to support reading comprehension	\$1,130	Golden State Pathways Program	4399	Unallocated	n/a	n/a	n/a			Plan, implement, and monitor Tier 1 literacy PDs for teachers and support staff (IAs) to support reading comprehension	301-28
Salary for Reading TSA to support our reading intervention program, coaching support, and i-Ready administration	\$155,525	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	New Position 08	11-Month Teacher on Special Assignment (TSA)	1.0			Maintain Reading Intervention structures with Reading TSA and Newcomer Learning Lab Assistants	301-29
Salary for Instructional TSA to organizing coaching team, PD calendars and experiences, and all testing coordination Plan, implement, and monitor Tier 1 literacy PDs for teachers and support staff (IAs) to support reading comprehension	\$155,525	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	New Position 09	11-Month Teacher on Special Assignment (TSA)	1.0			Plan, implement, and monitor Tier 1 literacy PDs for teachers and support staff (IAs) to support reading comprehension	301-30
Extended contracts for teachers to participate in before school PD, office hours, and family conference weeks Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	\$106,246	LCFF Equity Multiplier	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	301-31
Salary for Newcomer Learning Lab assistant to support students in our International program and ELLs in our gen ed classes	\$102,149	LCFF Equity Multiplier	2205	Classified Support Salaries	6348	Assistant, Newcomer Learning Lab	1.0			Hold teacher professional development series on Integrated ELD strategies and interventions of support for ELLs	301-32

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Partial salary for College and Career specialist to facilitate Future Center programs and community partners to expose students to post-secondary opportunities and resources	\$39,398	LCFF Equity Multiplier	2205	Classified Support Salaries	6450	Specialist, College/Career Readiness	0.3			Plan and execute family engagement strategies to align student, school, and family goals and needs	301-33
Salary for Refugee Specialist to support International students with SEL care, navigating immigration policies, supporting on attendance and COST teams	\$182,738	LCFF Equity Multiplier	2205	Classified Support Salaries	7751	Specialist, Refugee/Asylee Program	1.0			Attendance team shares best practice protocols with SLCs and Care team for better schoolwide alignment of common practices (passes, contracts, family contacts)	301-34
Partial Salary for RJF to promote safe and welcoming school environment Maintain relationships and interventions with community partners that support AA students (MOB/MOS, OK Program, Kingmakers of Oakland, AAFE and MOCHA classes)	\$36,524	LCFF Equity Multiplier	2205	Classified Support Salaries	9946	Restorative Justice Facilitator	0.3			Maintain relationships and interventions with community partners that support AA students (MOB/MOS, OK Program, Kingmakers of Oakland, AAFE and MOCHA classes)	301-35
Extended contracts for teachers to participate in before school PD, office hours, and family conference weeks	\$40,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Institutionalize D/F protocols across grade levels to ensure students are monitored and supported if receiving grades below a C	301-36
Overtime funds for staff to support with registration, family conferences, SSC/SELLs meetings, and other family and student engagement events	\$25,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a			Plan and execute family engagement strategies to align student, school, and family goals and needs	301-37
To be Determined	\$9,900	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a			n/a	301-38
Partial salary for CHEA CTE teacher to hold capstone classes and introduce students to public health Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	\$12,445	Measure H Carryover	1105	Certificated Teachers' Salaries	New Position 33	Teacher, Structured English Immersion	0.1			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	301-39
Meeting Refreshments for student events (Capstone presentations, showcases, etc) Celebrate student's staying on track to graduate in Honor Rolls, Knight Heros and invite families to these events	\$586	Measure H Carryover	4399	Unallocated	n/a	n/a	n/a			Celebrate student's staying on track to graduate in Honor Rolls, Knight Heros and invite families to these events	301-40

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Partial salary for CHEA CTE teacher to hold capstone classes and introduce students to public health Maintain relationships and interventions with community partners that support AA students (MOB/MOS, OK Program, Kingmakers of Oakland, AAFE and MOCHA classes)	\$24,891	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 23	Teacher, Structured English Immersion	0.2			Maintain relationships and interventions with community partners that support AA students (MOB/MOS, OK Program, Kingmakers of Oakland, AAFE and MOCHA classes)	301-41
Partial salary for 9th grade BUILD/OneGoal teacher to introduce students to entrepreneurship and upperclassman to post-secondary opportunities	\$24,891	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 23	Teacher, Structured English Immersion	0.2			Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-42
Partially fund CHEA Capstone teaching position	\$77,784	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 24	Teacher, Structured English Immersion	0.625			Institutionalize D/F protocols across grade levels to ensure students are monitored and supported if receiving grades below a C	301-43
Partially fund CHEA Capstone teaching position Institutionalize D/F protocols across grade levels to ensure students are monitored and supported if receiving grades below a C	\$46,670	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 24	Teacher, Structured English Immersion	0.375			Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-44
Partially fund BUILD and OneGoal facilitator teaching position Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	\$24,891	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 30	Teacher, Structured English Immersion	0.2			Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-45
Partially fund culinary arts position Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	\$12,445	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 33	Teacher, Structured English Immersion	0.1			Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-46
Fund salary for WBLL to support all student internships and job work for students during the school year and in the ECCCO summer program	\$124,414	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	1795	Site Liaison, Work-Based Learning	1.0			Work with community partners to create engaging activities that promote student connection and sense of belonging, begin using Minga App to track on campus truancy	301-47
Partial salary for College and Career specialist to facilitate Future Center programs and community partners to expose students to post-secondary opportunities and resources	\$91,928	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	6450	Specialist, College/Career Readiness	0.7			Maintain relationships and interventions with community partners that support AA students (MOB/MOS, OK Program, Kingmakers of Oakland, AAFE and MOCHA classes)	301-48

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Partial salary for pathway coach to lead CHEA ad SUDA pathway teams, programming, and connecting to district and community partnerships and resources	\$92,601	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	1584	Coach, College/Career Pathways	0.5			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	301-49
Partially fund SUDA case manager position to support with behavior, attendance contracts and improve student grades	\$29,651	Measure H: College & Career Readiness for All	2405	Clerical Salaries	8787	Case Manager	0.2			Attendance team shares best practice protocols with SLCs and Care team for better schoolwide alignment of common practices (passes, contracts, family contacts)	301-50
Partially fund administrative assistant position to support with field trips, purchasing, and contracts for both pathways	\$35,322	Measure H: College & Career Readiness for All	2405	Clerical Salaries	9500	Administrative Assistant II, Bilingual	0.3			Contract with Refugee & Immigrant Transitions to continue having classroom language supports for our Mam speaking students	301-51
Reallocated to partially fund teaching position (CHEA capstone teacher) Support all teachers with at least one coaching or evaluation cycle (Marking Period)/year that is focused on level of need (credentialed, requested)	\$12,912	Measure H: College & Career Readiness for All	4399	Unallocated	n/a	n/a	n/a			Support all teachers with at least one coaching or evaluation cycle (Marking Period)/year that is focused on level of need (credentialed, requested)	301-52
Overtime funds for staff to support family conferences and interpretation needs Refine Student Needs protocols of Pathway time to focus on attendance needs in the 1st, 2nd, and 4th Marking Periods	\$3,000	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a		Student Connectedness to School	Refine Student Needs protocols of Pathway time to focus on attendance needs in the 1st, 2nd, and 4th Marking Periods	301-53
Meeting refreshments for meetings with families (conferences, back to school night, attendance workshops)	\$1,670	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a		Student Connectedness to School	Celebrate student's staying on track to graduate in Honor Rolls, Knight Heros and invite families to these events	301-54
Travel reimbursement for family leaders to attend workshops and trainings outside of Oakland	\$500	Title I, Part A Parent & Family Engagement	5200	Travel And Conferences	n/a	n/a	n/a		Student Connectedness to School	Celebrate student's staying on track to graduate in Honor Rolls, Knight Heros and invite families to these events	301-55
Contracts for consultants to support family workshops on attendance, literacy goals, and financial literacy Work with community partners to create engaging activities that promote student connection and sense of belonging, begin using Minga App to track on campus truancy	\$2,000	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a		A-G Completion	Work with community partners to create engaging activities that promote student connection and sense of belonging, begin using Minga App to track on campus truancy	301-56

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Extended contract to support teachers planning at PD, holding office hours, and family conferences Continue to promote communication and engagement with families via teachers, attendance team, Parent Square, and building relationships	\$19,986	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a		On Track to Graduate: 9th Grade	Continue to promote communication and engagement with families via teachers, attendance team, Parent Square, and building relationships	301-57
Salary for part time attendnace specialist to support attendance team goals, independent studies, SART/SARBs, and other clerical needs	\$60,026	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	New Position 11	Attendance Specialist	0.8		Chronic Absenteeism	Attendance team shares best practice protocols with SLCs and Care team for better schoolwide alignment of common practices (passes, contracts, family contacts)	301-58
Fund salary of case manager for 9th grade students to support academic, attendance, and behavioral goals of students	\$148,186	Title I, Part A Schoolwide Program	2405	Clerical Salaries	8788	Case Manager	1.0		On Track to Graduate: 9th Grade	Shift Care Management to support students with academic as well as emotional/behavior goals	301-59
Fund partial salary of case manager for 12th grade students to support academic, attendance, and behavioral goals of students	\$24,983	Title I, Part A Schoolwide Program	2405	Clerical Salaries	New Position 02	Case Manager	0.2		On Track to Graduate: 11th Grade	Shift Care Management to support students with academic as well as emotional/behavior goals	301-60
Classroom materials to support student engagement activiies and projects Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	\$4,939	Title I, Part A Schoolwide Program	4304	Classroom Supplies	n/a	n/a	n/a		LTEL Reclassification	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	301-61
Fund salary for CTE carpentry and CTWI instructor to support students in the work force trades sequence	\$99,563	U.S. Department of Labor Employment & Training Administration (ETA) Grant	1105	Certificated Teachers' Salaries	New Position 42	Teacher, Structured English Immersion	0.8			Continue to promote communication and engagement with families via teachers, attendance team, Parent Square, and building relationships	301-62
Fund partial salary for administrative supports for CTWI field trips, materials purchasing, and supporting students with applications and skilled trades programs	\$60,369	U.S. Department of Labor Employment & Training Administration (ETA) Grant	2205	Classified Support Salaries	8233	Specialist, College/Career Readiness	0.5			Continue to promote engaging classroom experiences for students and families according to our family engagement plan and schoolwide priorities	301-63
Materials and equipment for our CTWI programs and fablab events and projects Work with community partners to create engaging activities that promote student connection and sense of belonging, begin using Minga App to track on campus truancy	\$140,068	U.S. Department of Labor Employment & Training Administration (ETA) Grant	4399	Unallocated	n/a	n/a	n/a			Work with community partners to create engaging activities that promote student connection and sense of belonging, begin using Minga App to track on campus truancy	301-64

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 301

School: Castlemont High School

[illegible]



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:

- Encouraging use of Aeries app to follow student attendance and grade progress
- Use of Parent Square app to maintain consistent communication with school around resources and opportunities offered
- Host Family Conference Weeks, Back to School Knight, and other family engagement events

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:

- Hosting community events multiple times in the year
- Creating groups for parents to volunteer and engage
- Host monthly open forums to meet with Castlemont administrators

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.

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

- Holding monthly SSC and SELLS meetings to get family input on Title 1 funding implementation

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:

- Via gradebooks poster on Aeries and google classroom
- Mailing home progress reports (Marking Periods)
- Having students share grade reflection reports every 4th week of the Marking Period

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:

- Sharing via Parent Square

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:

- Scheduling activities individually and at larger events

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:

- Access to FEV tutoring
- Hosting family conferences to share best practices from and with teachers

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:

- Holding staff meetings on the subject
- Hold professional development on setting up conferences and having communication with families

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:

- Hosting monthly SSC/SELLS meetings
 - Reaching out to families on parent square
 - Inviting families to family center when they are available

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:

- Hosting monthly SSC/SELLS meetings

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:

- Connecting families with district resources and providing interpretation and school meetings and events

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

- Hosting workshops on a requested topic

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:

- Inviting families to SSC/SELLS meetings and Coffee with the Principal events

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

ADOPTION

This policy was jointly developed and adopted by Castlemont High School on September 6th and will be in effect for the period August 12th, 2024 through May 25th, 2025

The school will distribute this policy to all parents on or before September 30, of the current school year.

Joseph Blasher	<i>Joseph Blasher</i>	9/6/2024
Name of Principal	Signature of Principal	Date

Please link the School-Parent Compact to this document.



Castlemont High School

School-Parent Compact

2024-2025

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 2024-2025 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.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
- 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.
- 4) Provide parents reasonable access to staff.
- 5) Provide parents with materials and training to help them improve the academic achievement of their children.
- 6) 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.
- 7) 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.

PARENT RESPONSIBILITIES

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

- 1) Volunteer in my child's classroom if possible. *[required]*
- 2) Participate in decisions related to the education of my child. *[required]*
- 3) Promote positive use of my child's extracurricular time. *[required—schools may define what this means for the particular school community—e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]*
- 4) *[Add other responsibilities at school's discretion]*

TEACHER RESPONSIBILITIES

*[This **Teacher** section is optional; schools may identify additional responsibilities for teachers.]*

Examples:

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

- 1) Communicate clear expectations for performance to both students and parents.
- 2) Strive to address the individual needs of the student
- 3) Provide a safe, positive and healthy learning environment

STUDENT RESPONSIBILITIES

*[This **Student** section is optional; schools may identify additional responsibilities for students. Rename as "School-Parent-Student Compact" if appropriate.]*

Examples:

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

- 1) Get to school on time every day.
- 2) Do my homework every day.
- 3) Ask for help when I need it.
- 4) Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by Castlemont High School on September 6th, 2024 and will be in effect for the period of August 1, 2023 to May 31, 2024.

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 30th** of this current school year.

Joseph Blasher
Name of Principal

Joseph Blasher
Signature of Principal

9/6/24
Date

Please link the [Parent and Family Engagement Policy](#) to this document.



Strategic Resource Planning (SRP)

Castlemont High School

School Site Council Membership Roster 2024-2025

SSC - Officers

Chairperson:	Alana Gordon Brown
Vice Chairperson:	Janet Green
Secretary:	Jonathan Thompson

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Joseph Blasher	X					3
Alana Gordon Brown		X				3
Charity Nichols		X				1
Jonathan Thompson		X				1
Janet Green			X			3
Sabaa Shoraka				X		2
Coriander Melious				X		2
Jackie Dismuke				X		2
Bre'Asia					X	2
Miguel Martinez				X		1

SSC Meeting Schedule:
(Day/Month/Time)

Last Tuesday of the month at 5:00 pm on Zoom

SSC Legal Requirements (EC Sections 65000-65001):

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

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