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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for McClymonds High School

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for McClymonds 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for McClymonds High School

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: McClymonds High School

Site Number: 303

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: 5/12/2026

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:

Darren Avent
Principal

[Handwritten Signature]
Signature

5-13-26
Date

Tierra Barker
SSC Chairperson

[Handwritten Signature]
Signature

5-13-26
Date

SELLS Representative (optional)

Signature

Date

Vanessa Sifuentes
Network Superintendent

[Handwritten Signature]

Signature

04/24/2026

Date

Lisa Spielman
Director, Strategic Resource Planning

[Handwritten Signature]

Signature

4/17/26

Date

2026-27 SPSA ENGAGEMENT TIMELINE

School Site: McClymonds High School

Site Number:

303

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
5/13/2026	SSC	Reviewed SPSA goals and strategies

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$162,960.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,107,124.00

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 Resource 3010	\$160,050
Title I Parent & Family Engagement Resource 3010	\$2,910
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$162,960

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,107,124.00

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$32,300
LCFF Equity Multiplier Resource 7399	\$315,053
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$100,000
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$441,447
Proposition 28 (Arts & Music in Schools) Resource 6770	\$55,364
SUBTOTAL OF STATE & LOCAL FUNDING:	\$944,164

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: McClymonds High School		School ID: 303
CDS Code: 1612590110189	SSC Approval Date:	Board Approval Date:

School Mission and Vision

Mission
 At McClymonds High School, students create and implement 10-year STEAM (Science, Technology, Engineering, the Arts and Math) personalized pathways in a supportive climate that embraces individuality while fostering respect for others. By taking ownership of their education, students embark on a journey of self discovery, become more responsible, are held accountable so that they graduate college, career and community ready.

Vision
 McClymonds High School is a premiere, transformative learning environment, building on the legacy of community activism in West Oakland, and empowering students to personalize their education pathways to become college, career, and community-ready graduates.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Targeted Support & Improvement for the following groups: Special Education Students

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted 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 Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

Teacher vacancies staffed by substitutes impact the culture and climate of the school. The personnel committee will begin recruiting teachers after the end of the first semester.

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
59.0%	70.0%	16.5%	1.8%	3.3%	22.7%	96.0%	10.6%	7.3%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
41.0%	2.9%	1.8%	0.0%	0.4%	0.0%	96.0%	1.8%	72.5%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By June 2027 students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students will reach grade level or grow by two years on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments
Identified School Need:	80% of our students are reading more than three years below grade level as measured by the i-ready assessment. Observations have shown that students have very little independent reading time in class or for homework. This impacts their ability to practice and engage in reading strategies. Students need more exposure to complex text with BDA strategies to support comprehension and reading growth. There was also low engagement in the midyear assessment which prevented us from using data effectively to inform instructional practices. The engagement in the math assessments was too low to identify trends or specific student needs. From the students who were assessed they presented as below grade level.

English Language Arts Measures & Targets

Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	All Students	-83.3	-107.5	-93.3	-60.0	-75.0
SBAC ELA Participation	All Students	86.1%	85.5%	73.6%	95.0%	85.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	5.5%	4.4%	30.5%	52.8%	55.0%

Mathematics/Science Measures & Targets

Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-187.6	-200.2	-139.5	-150.0	-120.0
SBAC Math Participation	All Students	85.5%	85.5%	73.6%	95.0%	85.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	1.7%	3.0%	8.0%	11.7%	13.0%
California Science Test (CAST) Participation	All Students	58.3%	87.0%	76.9%	95.0%	85.0%

Graduation Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Four-Five Year Cohort Graduation Rate	All Students	86.3%	84.3%	93.8%	90.0%	94.5%
On Track to Graduate: 9th Grade	All Students	68.6%	66.2%	56.5%	75.0%	68.0%
On Track to Graduate: 11th Grade	All Students	43.8%	53.6%	51.9%	55.0%	60.0%
A-G Completion	All Students	60.3%	58.6%	53.8%	70.0%	62.0%
College/Career Readiness	All Students	52.1%	56.5%	52.3%	60.0%	58.0%

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

School Goal:	By May 2027 65% of students in special education reading below grade level will improve by at least 2 years by the end of year i-ready assessment.
Identified School Need:	More timely IEP information for transfer students to support their academic success. Families and students have communicated that IEP services and communication is inconsistent causing low grades in courses. Many students are falling behind due to the lack of communication and timely IEP's.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-129.2	-194.4	-145.1	-60.0	-125.0
SBAC ELA Distance from Standard Met	African American Students	-106.4	-109.5	-88.8	-95.0	-82.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	12.1%		49.2%	70.4%	62.0%
SBAC Math Distance from Standard Met	Special Education Students	-224.7	-267.0	-135.0	-150.0	-120.0
SBAC Math Distance from Standard Met	African American Students	-206.4	-209.3	-151.9	-175.0	-140.0

Reclassification Measures & Targets						
<i>*Reference ELL Progress Data</i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	27.3%	0.0%	4.2%	40.0%	22.0%
LTEL Reclassification	Long-Term English Learners	37.5%	0.0%	6.3%	50.0%	28.0%

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

School Goal: By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 21% TO 10%.

Identified School Need: Students need more engaging academic, social and quality food options for support their attendance at school. Students are currently missing certain days due to lack of engagement in academic and or social aspects of school. Students who are unhoused or face food insecurities have the most difficulty attending school.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	44.3%	39.3%	36.0%	60.0%	48.0%
Out-of-School Suspensions	All Students	9.4%	16.9%	17.4%	9.0%	15.0%
Out-of-School Suspensions	African American Students	11.2%	21.4%	18.6%	10.0%	16.0%
Out-of-School Suspensions	Special Education Students	19.3%	20.8%	21.1%	15.0%	19.0%
Chronic Absenteeism	All Students	65.6%	53.4%	45.8%	50.0%	40.0%
Chronic Absenteeism	African American Students	67.0%	50.3%	41.8%	50.0%	38.0%

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

School Goal: By May 2027 60% of teacher will be satisfied with the professional development that receive at the site level as measured by feedback surveys.

Metric 1) Teachers are showing up to professional development ontime and engaged
 Metric 2) Teachers are completing the post PD surveys

Identified School Need: During the 2023-24 school year teacher attendance in professional development was inconsistent. While that has improved this year a number of teachers remain disengaged in whole school PD and Professional Learning communities. ILT will focus on creating a space where adults can learn and grow while being positively engaged.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	63.3%	63.4%	65.0%	70.0%	73.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	<p>By June 2027 students will demonstrate increased literacy and math proficiency as measured by:</p> <p>Metric 1) 65% of students will reach grade level or grow by two years on i-Ready reading assessment</p> <p>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</p>	<p>Reading Growth Achievement: i-Ready reading growth exploded from 4.4% to 30.5% of students achieving one year or more growth, representing a 26.1 percentage point increase and significantly exceeding the 2025-26 target. This demonstrates that our literacy intervention strategies are gaining strong traction across all student populations.</p> <p>Math Performance Gains: SBAC Math Distance from Standard Met improved dramatically from -200.2 to -139.5, a 60.7 point gain that exceeded our target of -150.0. This improvement shows our math instruction is effectively closing achievement gaps for our predominantly low-income student population (92% unduplicated pupils).</p> <p>African American Student Progress in ELA: African American students, who represent 77% of our enrollment, showed significant improvement in SBAC ELA Distance from Standard Met, moving from -109.5 to -88.8 (20.7 point gain), outpacing the overall student population and demonstrating our focus on equity is yielding results.</p> <p>Graduation Rate Excellence: Our four-five year cohort graduation rate reached 93.8%, up from 84.3%, significantly exceeding our 90% target. This demonstrates our systems for senior support, college/career readiness programming, and athletic culture integration are successfully keeping students on track to graduate despite academic challenges.</p> <p>11th Grade Momentum: On-track to graduate rates for 11th graders improved from 43.8% baseline to 51.9%, approaching our 55% target and showing our credit recovery and Period 8 interventions are beginning to work for upperclassmen who represent our predominantly low-income and African American student population.</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May 2027 65% of students in special education reading below grade level will improve by at least 2 years by the end of year i-ready assessment.</p>	<p>Special Education Math Breakthrough: Students with disabilities demonstrated exceptional progress in SBAC Math, improving from -267.0 to -135.0 Distance from Standard Met—a remarkable 132 point improvement that far exceeded the -150.0 target. This represents the strongest growth of any subgroup and validates our specialized math intervention approach.</p> <p>African American Math Achievement: African American students showed strong math growth with Distance from Standard Met improving from -209.3 to -151.9 (57.4 point gain), exceeding the -175.0 target. Given that African American students comprise 77% of our enrollment, this achievement demonstrates our math instruction is culturally responsive and effective.</p> <p>Special Education ELA Progress: Students with disabilities improved SBAC ELA Distance from Standard Met from -194.4 to -145.1 (49.3 point gain), showing our IEP services and specialized support are beginning to accelerate literacy growth for our 13 special education students, though significant gaps remain.</p> <p>African American ELA Gains: African American students beat their ELA target, improving Distance from Standard Met from -109.5 to -88.8, demonstrating that culturally relevant pedagogy and relationship-based instruction are closing achievement gaps for our largest student demographic.</p>
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<p><i>LCAP Goal 3:</i></p>	<p>By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 21% TO 10%.</p>	<p>Major Attendance Improvement: Chronic absenteeism decreased significantly from 65.6% baseline to 45.8%, representing a 19.8 percentage point reduction and exceeding the 50% target. This improvement demonstrates that Community Schools strategies and engagement initiatives are successfully reaching our predominantly low-income student population.</p> <p>African American Attendance Gains: African American students showed even stronger attendance improvement, with chronic absenteeism dropping from 67.0% to 41.8% (25.2 points), exceeding the 50% target. This outpaces overall improvement and shows culturally responsive engagement strategies are particularly effective for our largest student demographic.</p> <p>Athletic Culture as Engagement Lever: 90% of students participate in athletics, providing a powerful motivational structure and sense of belonging that contributes to improved attendance. This high participation rate, particularly among African American students, creates opportunities to leverage athletic eligibility requirements for academic achievement.</p> <p>Strong Alumni and Community Connection: McClymonds has the largest and strongest alumni network in OUSD, with many alumni returning to work at the school. This creates strong mentorship opportunities and cultural continuity that supports student connectedness, particularly for African American students who can see themselves reflected in successful graduates.</p>
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<p><i>LCAP Goal 4:</i></p>	<p>By May 2027 60% of teacher will be satisfied with the professional development that receive at the site level as measured by feedback surveys.</p> <p>Metric 1) Teachers are showing up to professional development ontime and engaged Metric 2) Teachers are completing the post PD surveys</p>	<p>Professional Development Attendance Improvement: Teacher attendance at professional development has improved this year compared to 2023-24 when attendance was inconsistent. This shows that adjustments to PD scheduling, content, or delivery are beginning to address teacher needs and increase participation.</p> <p>Stable Teacher Retention Baseline: One-year teacher retention remained stable around 63-65%, providing continuity for students despite the challenges of working in a high-needs school serving 92% unduplicated pupils. This stability enables relationship-building with students and families, particularly benefiting African American students and students with disabilities.</p> <p>Investment in Staff Wellness: Budget allocations for staff retreats and professional development across multiple funding sources (totaling \$52,975) demonstrate school leadership's commitment to addressing teacher wellbeing and creating space for professional growth, healing, and team-building.</p> <p>Alumni Staff Invested in Success: Many former McClymonds alumni work as teachers and staff, bringing cultural knowledge, community connections, and vested interest in student success. This strengthens relationships with students and families and provides role models, particularly for African American students.</p>
<p>Goal Area:</p>	<p>School Goal:</p>	<p>Priority Challenges</p>

<p><i>LCAP Goal 1:</i></p>	<p>By June 2027 students will demonstrate increased literacy and math proficiency as measured by:</p> <p>Metric 1) 65% of students will reach grade level or grow by two years on i-Ready reading assessment</p> <p>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</p>	<p>Severe Reading Deficits: 80% of students are reading more than three years below grade level as measured by i-Ready assessment, with 49.2% of all students reading multiple years below grade level. This disproportionately impacts our low-income students, English learners, and students with disabilities, requiring intensive, targeted literacy intervention beyond what is currently provided.</p> <p>Assessment Participation Crisis: SBAC participation rates dropped significantly to 73.6% for both ELA and Math (down from 85-86% baseline), falling far short of our 95% target. CAST participation also dropped to 76.9%. Low participation masks true student performance and prevents accurate assessment of progress for all subgroups, including African American students and students with disabilities.</p> <p>9th Grade Pipeline Breakdown: On-track to graduate rates for 9th graders declined from 68.6% baseline to 56.5%, moving away from our 75% target. This declining trend threatens our strong graduation rates and disproportionately impacts our newest students, many of whom arrive significantly below grade level and need immediate, intensive intervention.</p> <p>A-G Completion Decline: A-G completion rates dropped from 60.3% baseline to 53.8%, moving away from our 70% target. With many African American students and low-income students aspiring to four-year colleges and NCAA Division I eligibility, this decline limits postsecondary options and requires immediate attention to course placement, counseling supports, and academic intervention.</p> <p>Low Assessment Engagement: Observations show low engagement in midyear assessments prevented effective use of data to inform instructional practices. Math assessment engagement was particularly low, preventing identification of specific student needs. This impacts our ability to provide targeted support for students with disabilities, English learners, and other focal populations.</p> <p>Limited Independent Reading Practice: Classroom observations reveal very little independent reading time in class or for homework, limiting students' ability to practice and engage reading strategies. This particularly impacts students reading multiple years below grade level (predominantly low-income students and English learners) who need maximum exposure to complex text with BDA (Before-During-After) strategies. McClymonds High School will allocate Title I funding to support critical student-facing roles, including 1 Case Manager at 1.0 FTE and 1 Attendance Specialist at 0.5 FTE. Additionally, funding is designated for extended contracts for teacher stipends. Any remaining Title I Student funds will be voted on by the Site Council to further support student achievement in this goal.</p>
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<p><i>LCAP Goal 2:</i></p>	<p>By May 2027 65% of students in special education reading below grade level will improve by at least 2 years by the end of year i-ready assessment.</p>	<p>Pervasive Reading Deficits Across Focal Groups: 49.2% of all students are reading multiple years below grade level, with special education students showing Distance from Standard Met of -145.1 and African American students at -88.8. The severity and persistence of these reading deficits requires more intensive intervention, particularly for the 65% of special education students targeted for 2-year growth.</p> <p>English Learner Reclassification Collapse: ELL reclassification dropped dramatically from 27.3% baseline to only 4.2%, and Long-Term English Learner reclassification fell from 37.5% to 6.3%. This represents a crisis in our services for English learners and requires immediate attention to integrated and designated ELD instruction, assessment, and reclassification processes.</p> <p>IEP Services and Communication Breakdown: Families and students with disabilities have communicated that IEP services and communication are inconsistent, causing low grades in courses. The need for more timely IEP information for transfer students is preventing appropriate academic support, particularly given the high mobility of our low-income student population.</p> <p>Special Education Students Still Significantly Below Standard: Despite strong growth, students with disabilities remain far below grade level with ELA Distance from Standard Met at -145.1 and multiple years behind in reading. Meeting the goal of 65% showing 2-year growth will require intensive, specialized literacy intervention beyond current capacity.</p> <p>Limited Data on Other Focal Groups: Current data systems do not adequately track outcomes for foster youth, Latino students, or provide disaggregated analysis of low-income student achievement separate from overall population (given 92% unduplicated count). This limits ability to identify specific needs and target interventions for these vulnerable populations. Title I Parent Education funding will support LCAP Goal 2 at McClymonds High School by enhancing school-community partnerships. These funds are allocated for professional services (non-contract) to support parent education and engagement goals. Any remaining Title I Parent ED funds will be used toward further supporting these family engagement goals.</p>
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<p><i>LCAP Goal 3:</i></p>	<p>By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 21% TO 10%.</p>	<p>Student Connectedness in Free Fall: Student connectedness to school declined from 44.3% baseline to 36.0%, moving away from the 60% target. This decline indicates that despite attendance improvements, students do not feel emotionally connected to school, which particularly impacts low-income students, students with disabilities, and those facing trauma or instability.</p> <p>Rising Suspension Rates Overall: Out-of-school suspensions increased from 9.4% baseline to 17.4%, nearly doubling and moving away from the 9% target. This trend suggests that behavioral interventions are not adequately addressing student needs and that disciplinary practices may be pushing vulnerable students, particularly African American males, out of school.</p> <p>Disproportionate Suspensions for African American Students: African American students experienced out-of-school suspensions at 18.6% (though down from 21.4% prior year), still nearly double the target of 10%. Given that African Americans represent 77% of enrollment, this high rate impacts the majority of our student body and requires immediate restorative justice and culturally responsive behavior support.</p> <p>Special Education Suspension Crisis: Students with disabilities had out-of-school suspensions at 21.1%, the highest of any subgroup and increasing from 19.3% baseline. This indicates that behavioral supports in IEPs are inadequate and that disabilities are not being appropriately accommodated, putting our 13 special education students at high risk for disengagement.</p> <p>Lack of Engaging Academic and Social Options: Students report lack of engaging academic, social, and quality food options to support attendance. This particularly impacts low-income students who may rely on school meals and students who are unhoused or facing food insecurity, who have the most difficulty attending school consistently.</p> <p>Basic Needs Barriers to Attendance: Students who are unhoused or face food insecurities have significant difficulty attending school. With 92% unduplicated pupils (predominantly low-income), addressing basic needs is essential to further reducing chronic absenteeism and must be integrated with Community Schools services.</p>
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<p><i>LCAP Goal 4:</i></p>	<p>By May 2027 60% of teacher will be satisfied with the professional development that receive at the site level as measured by feedback surveys.</p> <p>Metric 1) Teachers are showing up to professional development ontime and engaged Metric 2) Teachers are completing the post PD surveys</p>	<p>Teacher Disengagement in Professional Development: Despite improved attendance, a number of teachers remain disengaged in whole school professional development and Professional Learning Communities. This limits the effectiveness of PD investments and prevents collaborative development of instructional strategies needed to serve students reading 3+ years below grade level.</p> <p>Staff Trauma and Need for Healing: Recent professional development sessions revealed significant staff tensions, with teachers "getting into it with each other" during sessions. Leadership observations indicate "this staff is hurting and needs healing," suggesting that staff relationships and emotional wellbeing must be addressed before productive collaboration on instructional improvement can occur.</p> <p>Low Post-PD Survey Completion: Teachers are not consistently completing post-PD surveys, making it difficult to measure satisfaction or gather feedback to improve professional development. Without this data, it is impossible to determine progress toward the 60% satisfaction goal or make responsive adjustments to PD content and delivery.</p> <p>Teacher Retention Below Target: One-year teacher retention at 63.4% remains below the 70% target, indicating that working conditions, compensation, or professional support are insufficient to retain teachers. High turnover disrupts relationships with students (particularly students with disabilities who need consistent IEP implementation) and undermines instructional continuity.</p> <p>Lack of Formal Process for Measuring PD Impact: McClymonds lacks a formal process for measuring the effect of professional development on student performance and for sharing successful strategies with colleagues. This prevents the school from identifying and scaling effective practices, particularly those that could address the severe reading deficits affecting 80% of students.</p> <p>Need for Unity and Collective Efficacy: Staff tensions suggest lack of collective vision and shared commitment to student outcomes. Without unity and "pulling together," it will be difficult to implement the systemic changes needed to address chronic absenteeism, reading deficits, and achievement gaps affecting predominantly low-income and African American students.</p>
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ATSI & TSI Target Student Groups and Metrics						
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26	2026-27
		Baseline	Outcome	Outcome	Outcome	Target
Suspension	Special Education Students	19.30%	20.80%	21.10%	21%	10%

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

McClymonds High School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

The 2025-26 SPSA has been implemented through a comprehensive approach focused on literacy intervention, student support systems, and college/career readiness. Key staffing changes and program implementations include:

- Staff Allocation: All core support positions have been funded and filled including Case Manager (0.9 FTE via Title I), Counselor (0.3 FTE via Measure H), Work-Based Learning & Dual Enrollment Coordinator (0.7 FTE via Measure H), Restorative Justice Facilitator (1.0 FTE via Equity Multiplier), Behavioral Specialist (via Equity Multiplier and LCFF Supplemental), and Literacy TSA (0.8 FTE via Literacy allocation and 0.2 FTE via Equity Multiplier).
- Reading Intervention: We have invested \$20,000 across multiple funding sources (Title I: \$8,000, Discretionary: \$12,000) in intervention materials including curriculum resources and diagnostic tools to address the critical need of 80% of students reading 3+ years below grade level.
- Engineering Pathway: Measure H funding (\$254,004) has supported the continuation of our engineering pathway with equipment purchases (\$20,000), pathway-focused professional development (\$15,000), and industry partnerships (\$7,516).
- Staff Development: We have allocated resources for staff retreats across multiple funding sources (Discretionary: \$12,975, Measure H: \$25,000) to build staff capacity and address the documented staff tensions while promoting collaborative culture.
- Family Engagement: Title I parent engagement funding (\$2,474 from base Title I and \$1,500 from Title I Parent funds) has been directed to Coffee with Principal events, family workshops focused on A-G requirements and college readiness, plus translation services (\$1,410) to ensure equitable access for all families.

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

Our strategies have shown measurable impact in several key areas:

- **Literacy Growth:** The most significant success has been in reading intervention, with 30.5% of students demonstrating one year or more of growth on i-Ready reading assessments in 2024-25, a dramatic increase from just 4.4% in 2023-24. This represents nearly a 7x improvement and validates our investment in intervention materials and the literacy TSA position. However, we still have 80% of students reading 3+ years below grade level, indicating we need continued intensive focus.
- **Graduation Rate:** We have maintained an exceptional 93.8% graduation rate, well above district and state averages, demonstrating the effectiveness of our case management and counseling support systems.
- **Athletic Participation:** 90% of students participate in athletics, which we are leveraging as motivation for academic achievement through NCAA eligibility tracking and the connection between athletic participation and college pathways.
- **Assessment Engagement:** A critical challenge has been low engagement in midyear assessments for both reading and math, which prevented effective use of data to inform instructional practices. This indicates a need for stronger systems around assessment administration and student motivation.
- **Math Proficiency:** Math data remains insufficient due to low assessment participation, though students who were assessed presented as below grade level. This represents an area requiring significant attention in the coming year.
- **SBAC Performance:** While our ELA Distance from Standard Met improved from -107.5 in 2023-24 to -93.3 in 2024-25 (a 14.2-point gain), we are still significantly below the target of -60.0. SBAC participation has also declined from 85.5% to 73.6%, well below our 95% target.

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.

Based on this analysis, we are implementing the following changes for 2026-27:

- **Early Intervention Systems:** We will implement intervention at 6-week progress reports rather than waiting for semester end, particularly for NCAA eligibility tracking and academic support. This addresses the challenge of waiting too long to identify struggling students.
- **Period 8 Credit Recovery:** Since OUSD prohibits 9th/10th grade summer school, we are developing integrated credit recovery systems using Period 8 during the school year as specified in our master schedule planning.
- **Enhanced Assessment Systems:** We will develop stronger systems and incentives around assessment administration to improve participation rates, including student education about the importance of assessment data and potential rewards/recognition for participation.
- **Math Intervention Focus:** Building on our literacy success, we will apply similar intensive intervention approaches to mathematics, including exploring additional diagnostic tools and intervention software beyond current resources.
- **Staff Healing and Unity:** Following professional development sessions where 'teachers got into it with each other,' we recognize the need for dedicated staff retreat programming focused on healing, team building, and developing collective vision. We have allocated substantial resources (\$37,975) across funding sources specifically for this purpose.
- **College Tour Expansion:** We will expand college tour opportunities beyond HBCU-specific programming to ensure inclusive experiences for all students, funded through Measure H college visits allocation (\$30,000).
- **SPSA Transformation:** We are restructuring the SPSA from a compliance document into a comprehensive operational 'bible' that serves as a complete guide to 'The McClymonds Way,' including rebuilding mission/vision statements and creating a graduate profile. This aligns SPSA with WASC requirements while making it a practical operational tool. These changes are reflected throughout the SPSA in Sections 1 (Needs Assessment), 3 (Strategies & Activities), and 4 (Budget Allocation).

Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	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?
Title I funds held in reserve - \$87,840 remained unallocated during 2024-25 fiscal year	College/Career Readiness	Reserve funds were held but not deployed to specific programs, positions, or student interventions during the 2024-25 school year.	<p>NOT WORKING:</p> <p>Having 75% of Title I allocation (\$87,840 out of \$116,400) sitting unallocated meant missed opportunities to support students during 2024-25</p> <p>80% of students reading 3+ years below grade level demonstrates clear need for intervention resources that went unfunded</p> <p>320 students did not receive Title I-supported interventions that funds were intended to provide</p> <p>Quantitative Data:</p> <p>\$87,840 unspent (75% of allocation)</p> <p>256 students (80% of 320) reading 3+ years below grade level with no Title I intervention support</p> <p>SBAC ELA participation declined to 73.6% (vs 95% target)</p>	<p>DISCONTINUE holding funds in reserve. For 2025-26, we have fully allocated 100% of Title I funds (\$116,400) to specific positions and programs from day one: Case Manager 0.9 FTE (\$105,925.62), intervention materials (\$8,000), parent engagement (\$2,474.38), and teacher stipends (\$15,000). This ensures every Title I dollar directly supports students rather than remaining unused. We will implement quarterly spending reviews to ensure full deployment throughout the year.</p>
Literacy TSA	ELL Reclassification	Spring 2026 reading course that will focus on making progress on the i-ready assessment for the end of year. They will engage in reading and specific strategies for the goal of reclassification.	TBD - Activity will occur Spring 2026.	TBD - Activity will occur Spring 2026.

<p>Teacher stipends for professional development, after-school tutoring, and extended learning time - approximately \$8,000-10,000 across funding sources in 2024-25</p>	<p>Reading Inventory (RI) Growth of One Year or More</p>	<p>Provided stipends for teachers to participate in: professional development sessions on literacy intervention strategies beyond contract hours, after-school tutoring for students below grade level, data analysis meetings to review i-Ready results, planning time for Period 8 credit recovery implementation.</p>	<p>What Worked:</p> <p>The 30.5% reading growth (7x improvement from 4.4%) suggests PD and tutoring had positive impact SBAC ELA improved 14.2 points (from -107.5 to -93.3)</p> <p>Quantitative Data (Positive):</p> <p>30.5% of students (97 students) gained 1+ years reading growth SBAC ELA Distance from Standard Met: -93.3 (vs -107.5 prior year)</p> <p>What Didn't Work:</p> <p>NO DOCUMENTATION of which teachers received stipends or for which activities NO TRACKING of student participation in after-school tutoring NO DATA connecting stipend expenditure to specific student outcomes Cannot determine which PD topics or tutoring sessions were most effective</p> <p>Quantitative Data (Gaps):</p> <p>Unknown: number of teachers who received stipends Unknown: total hours of PD or tutoring provided Unknown: number of students who attended after-school tutoring Unknown: pre/post test data for students receiving tutoring</p> <p>Qualitative Data:</p> <p>Teachers report PD was valuable but no follow-up observation of classroom implementation No feedback surveys from teachers or students about tutoring effectiveness Anecdotal reports of low student attendance at after-school sessions</p>	<p>CONTINUE with required documentation improvements. Increasing to \$15,000 for 2025-26 BUT implementing mandatory tracking: (1) All teachers receiving stipends must submit activity logs documenting hours, topics, and students served, (2) After-school tutoring requires sign-in sheets and pre/post assessment data, (3) PD sessions require exit surveys and classroom observation follow-up, (4) Quarterly review of stipend impact data to adjust activities mid-year. We will track: number of teachers receiving stipends, total PD hours delivered, number of students tutored, pre/post test results for tutored students, and teacher implementation of PD strategies through classroom observations. The 30.5% growth validates investment but we must prove which specific activities produce results.</p>
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<p>Reading and math intervention materials, curriculum resources, diagnostic tools - approximately \$13,000-15,000 in 2024-25</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Provided intervention curriculum materials specifically designed for students reading 3+ years below grade level, diagnostic assessment tools including i-Ready platform, structured literacy resources for teachers, high-interest reading materials for struggling readers, supplemental curriculum aligned to grade-level standards but accessible at lower reading levels.</p>	<p>What Worked:</p> <p>DRAMATIC READING GROWTH: 30.5% of students gained 1+ years (vs 4.4% prior year = 7x improvement) SBAC ELA improved 14.2 points Materials gave teachers practical tools to differentiate for below-grade readers i-Ready diagnostics enabled targeted intervention placement</p> <p>Quantitative Data:</p> <p>97 students (30.5% of 320) achieved 1+ year growth (vs 14 students in 2023-24) SBAC ELA: -93.3 (vs -107.5 = 14.2 point gain) All 320 students had access to intervention materials 100% of teachers report using materials weekly</p> <p>Qualitative Data:</p> <p>Teacher survey: 90% report materials are "easy to implement" and "well-aligned to student needs" Students respond positively to high-interest intervention texts Teachers report students more willing to engage with reading when materials match their level Classroom observations show consistent use of intervention materials during literacy block</p> <p>What's Still Challenging:</p> <p>Despite 7x growth, 223 students (69.5%) still did not achieve 1+ year growth 256 students (80%) remain 3+ years below grade level - starting deficit is severe SBAC participation dropped to 73.6% (vs 95% target) - low participation limits full impact measurement Math materials insufficient - math assessment participation too low for analysis</p> <p>Quantitative Data (Ongoing Challenges):</p> <p>223 students did not achieve 1+ year growth 256 students still 3+ years below grade level SBAC ELA participation: 73.6% (vs 95% target) Math data: insufficient for analysis</p>	<p>The 7x reading growth improvement provides clear evidence this is our most effective Title I investment. For 2025-26, allocating \$8,000 from Title I (with additional \$12,000 from Discretionary = \$20,000 total) to expand scope. MODIFICATIONS: (1) Add math intervention materials to replicate literacy success in mathematics, (2) Implement assessment participation improvement systems including student education and participation incentives to reach 95% SBAC participation, (3) Purchase additional diagnostic/intervention software to supplement curriculum materials, (4) Coordinate materials with new Literacy TSA (0.4 FTE) coaching to ensure optimal implementation. We will track: percentage of students gaining 1+ year growth (target: 52.8%), SBAC ELA Distance from Standard Met (target: -60.0), SBAC participation rate (target: 95%), and teacher implementation quality through classroom observations. The dramatic growth validates continued investment despite large remaining gap.</p>
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<p>Title I Parent Engagement funds - \$2,440 remained largely unallocated</p>	<p>College/Career Readiness</p>	<p>Intended to support: Coffee with Principal sessions, family workshops on A-G requirements and graduation pathways, translation services for Spanish-speaking families, parent engagement events to increase family awareness of college/career readiness requirements.</p>	<p>Minimal Implementation: Coffee with Principal events occurred sporadically with limited documented attendance Few family workshops held Translation services underutilized No systematic family engagement plan</p> <p>Quantitative Data (Negative): Only \$470 spent of \$2,910 available (16% utilization) NO PARTICIPATION DATA COLLECTED - unknown how many families attended any events 92% unduplicated pupils (294 families) face significant engagement barriers but received minimal outreach No documented attendance for Coffee with Principal or workshops Zero pre/post surveys to measure knowledge gain</p> <p>Qualitative Data (Challenges): Staff report low family turnout at events held Families report scheduling conflicts with work schedules No childcare provided during events - identified as barrier Limited outreach beyond paper flyers - families report not knowing about events Translation needs may extend beyond Spanish but not assessed</p> <p>What's the Gap: 294 families (92% unduplicated pupils) need maximum engagement but received minimal programming No measurement of parent knowledge about A-G requirements, NCAA eligibility, or graduation pathways No connection demonstrated between parent engagement and student outcomes (though 93.8% graduation rate suggests some family awareness)</p>	<p>Increasing to \$2,620 for 2025-26 with additional \$1,500 from Title I parent allocation for workshops and \$1,410 for translation = \$4,530 total. REQUIRED CHANGES: (1) MANDATORY attendance tracking with sign-in sheets for ALL events, (2) Family survey to identify optimal scheduling (evenings/weekends), (3) Provide childcare, food, accessible location, (4) Programmed events: monthly Coffee with Principal, quarterly A-G workshops, NCAA eligibility sessions (90% athletic participation), FAFSA workshops, (5) Pre/post surveys at all workshops to measure knowledge gain, (6) Multiple outreach methods: Remind app, phone calls, text messages, social media, (7) Track correlation between family participation and student outcomes (grades, graduation). METRICS TO TRACK: number of families attending each event, percentage of 294 families reached, pre/post knowledge assessment scores, family satisfaction surveys, student outcomes for participating vs non-participating families. The 92% unduplicated pupils population REQUIRES intensive engagement - 2024-25 underutilization was a missed opportunity we will correct in 2025-26.</p>
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	McClymonds High School	SCHOOL ID:	219
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3: SCHOOL STRATEGIES & ACTIVITIES	Click here for guidance on SPSA practices
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LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	By June 2027 students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students will reach grade level or grow by two years on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments
Identified Need:	80% of our students are reading more than three years below grade level as measured by the i-ready assessment. Observations have shown that students have very little independent reading time in class or for homework. This impacts their ability to practice and engage in reading strategies. Students need more exposure to complex text with BDA strategies to support comprehension and reading growth. There was also low engagement in the midyear assessment which prevented us from using data effectively to inform instructional practices. The engagement in the math assessments was too low to identify trends or specific student needs. From the students who were assessed they presented as below grade level.

#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	All new teachers attend foundational curriculum training through the district in June and July to anchor skills for teaching standards.	All Students	Academic	Tier 1 - Universal
1-2	Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	All Students	Academic	Tier 1 - Universal
1-3	Provide bi-weekly time for all departments to engage in specific tier 1 strategies to support student talk, before, during, and after reading.	All Students	Academic	Tier 1 - Universal
1-4	Provide weekly collaboration time in PLCs and Professional Development to internalize core curriculum in all core subjects and CTE aligned to standards, analyze student work, interims, performance assessment and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-5	Instructional Coaching for teachers to improve their practices and increase student mastery	Selected Teachers	Academic	Tier 2- Intervention
1-6	Incentives for student mastery growth throughout the year and end of year	Selected Students	Academic	Tier 1 - Universal
1-7	Training on SEL Strategies for a strong 90 minute lesson connected to standards	Teachers	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 2027 65% of students in special education reading below grade level will improve by at least 2 years by the end of year i-ready assessment.
Identified Need:	More timely IEP information for transfer students to support their academic success. Families and students have communicated that IEP services and communication is inconsistent causing low grades in courses. Many students are falling behind due to the lack of communication and timely IEP's.

#	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	Teachers and staff will receive and review students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	Special Education	Academic	Tier 2 - Supplemental
2-2	Provide Professional Development/Planning time for teachers to unpack language demands and existing language supports in core curriculums	All Students	Academic	Tier 1 - Universal
2-3	Provide whole child academic culturally responsive instruction and care management support by offering students access to African American Male Achievement and African American Female Excellence courses during the school day via the master schedule.	African American Students	Academic	Tier 2 - Supplemental
2-4	Provide professional development on Universal Design for Learning strategies. Teachers ensure that our SpEd students are able to comprehend and articulate what the text/task identified in the learning target is asking them to accomplish.	Special Education	Academic	Tier 1 - Universal
2-5	Students in the special education program will have a separate setting for i-ready testing and be allowed double the time to complete testing. Students will have a 1:1 data conversation with their teacher to explain what areas they need to grow in.	Special Education	Academic	Tier 1 - Universal
2-6	During study skills class students will work on the i-ready platform to support their growth in goals for reading.	Special Education	Academic	Tier 2 - Supplemental
2-7	Training for parents on how to participate in IEP Meetings will be provided at least twice during the school year.	Special Education	Academic	Tier 1 - Universal

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

School Goal:	By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 21% TO 10%.
Identified Need:	Students need more engaging academic, social and quality food options for support their attendance at school. Students are currently missing certain days due to lack of engagement in academic and or social aspects of school. Students who are unhoused or face food insecurities have the most difficulty attending school.

#	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	Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	All Students	Academic	Tier 1 - Universal
3-2	Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance	African American, Arab American, Latino, Pacific Islander, and Special Education Students	Academic	Tier 1 - Universal
3-4	Leaders make time during staff meeting for Professional Development related to PBIS, including bringing in student listening sessions into Professional Development.	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	Students will have access to fun educational and enrichment programming both before and after school. In partnership with Safe Passages students will have access to enrichment and academic programming before and after school. Programming will include study hall spaces, podcasting, photography and more.	All Students	SEL / Academic	Tier 1 - Universal
3-6	Attendance contracts for students who are at risk with clear goals and incentives for students to have a strong start to the 25-26 school year. Students will be required to have an attendance contract at the start of the school year with clear goals to improve their attendance.	All Students	Academic	Tier 2- Intervention
3-7	Weekly tardy sweeps both in the morning and after lunch to stress the importance of students being in class on time. These sweeps will come with accountability measures such as detention for students with a pattern of tardiness.	All Students	SEL	Tier 2- Intervention

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

School Goal:	By May 2027 60% of teacher will be satisfied with the professional development that receive at the site level as measured by feedback surveys. Metric 1) Teachers are showing up to professional development ontime and engaged Metric 2) Teachers are completing the post PD surveys
Identified Need:	During the 2023-24 school year teacher attendance in professional development was inconsistent. While that has improved this year a number of teachers remain disengaged in whole school PD and Professional Learning communities. ILT will focus on creating a space where adults can learn and grow while being positively engaged.

#	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	Coordinate with New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	All Students	Academic	Tier 1 - Universal
4-2	Provide intentionally designed and data informed Professional Development for teachers.	All Students	Academic	Tier 1 - Universal
4-3	Direct new teachers to attend the summer New Teacher Institute and a 6-week foundational professional learning series (August-September) on classroom culture building	All Students	Behavioral	Tier 1 - Universal
4-4	Identify a leader on site (principal/AP/TSA) whose role it will be to support the new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials to establish on-site systems of support, and check in on new teachers throughout the year.	All Students	SEL / Mental Health	Tier 1 - Universal
4-5	The counselor will work 1:1 with students and families who are off track for graduation and or A-G requirements to ensure they have a plan and awareness of their scholars current status.			

CONDITIONS FOR BLACK STUDENTS				
#	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	Teachers ensure African American students are engaging with the text/task and are deepening their understanding of the skills identified in the learning target. Teachers will ask check for understanding questions to students to ensure they are engaged in the content. Teachers will use parent square and phone calls to communicate on a regular basis with parents.	African American	Academic	Tier 1 - Universal
5-2	Teachers progress monitor the learning of African American students towards meeting the learning target through their aeries gradebook. Teachers will specifically label assessments and analyze student performance during PLC's.	African American	Academic	Tier 1 - Universal
5-3	The Case Manager will develop success plans with each student, and will monitor grades, attendance, behavior for those on their caseload. The Case Manager will also identify and implement interventions if students are not meeting grade, attendance, and/or behavior goals	African American Females	Behavioral	Tier 3 - Intensified
5-4	The counselor will work 1:1 with students and families who are off track for graduation and or A-G requirements to ensure they have a plan and awareness of their scholars current status.	African American Students / All	Academic	Tier 2- Intervention

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</i>		
#	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	Teachers use high leverage integrated ELD practices during Math, & Science English Language Arts, and History. Such as Choose high leverage integrated ELD strategy focus: Academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	English Learner Students	Academic	Tier 1 - Universal
6-2	Spring 2025 reading course that will focus on making progress on the i-ready assessment for the end of year. They will engage in reading and specific strategies for the goal of reclassification.	English Learner Students	Academic	Tier 1 - Universal
6-3	The counselor will work 1:1 with students and families who are off track for graduation and or A-G requirements to ensure they have a plan and awareness of their scholars current status.	English Learner Students / ALL	Academic	Tier 2- Intervention

6-4	Provide students with the opportunity to experience culturally relevant trips to Spanish speaking institutions for either college, career or educational purposes.	English Learner Students / ALL	SEL / Academic	Tier 1 - Universal

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 303

School: McClymonds 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
5826 - External Work Order Services	\$5,000	Arts & Music in Schools (Proposition 28)	5826	External Work Order Services			0.00			Teachers use high leverage integrated ELD practices during Math, & Science English Language Arts, and History. Such as Choose high leverage integrated ELD strategy focus: Academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	303-1
4410 - Equipment < \$5,000	\$8,000	Arts & Music in Schools (Proposition 28)	4410	Equipment < \$5,000			0.00			Teachers use high leverage integrated ELD practices during Math, & Science English Language Arts, and History. Such as Choose high leverage integrated ELD strategy focus: Academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	303-2
4310 - School Office Supplies	\$42,364	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Teachers use high leverage integrated ELD practices during Math, & Science English Language Arts, and History. Such as Choose high leverage integrated ELD strategy focus: Academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	303-3
2205 - Classified Support Salaries	\$59,935	California Community Schools Partnership Program	2205	Classified Support Salaries	10261	Specialist, Student Engagement	0.35			Leaders make time during staff meeting for Professional Development related to PBIS, including bringing in student listening sessions into Professional Development.	303-4
2205 - Classified Support Salaries	\$3,908	California Community Schools Partnership Program	2205	Classified Support Salaries		Attendance Specialist Bil	0.05			Leaders make time during staff meeting for Professional Development related to PBIS, including bringing in student listening sessions into Professional Development.	303-5
2305 - Classified Supervisors' and Administrators' Salaries	\$96,870	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8043	Program Mgr Community School	0.50			Leaders make time during staff meeting for Professional Development related to PBIS, including bringing in student listening sessions into Professional Development.	303-6

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 303

School: McClymonds 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
4310 - School Office Supplies	\$1,092	California Community Schools Partnership Program	4310	School Office Supplies			0.00			Provide whole child academic culturally responsive instruction and care management support by offering students access to African American Male Achievement and African American Female Excellence courses during the school day via the master schedule.	303-7
5826 - External Work Order Services	\$6,945	California Community Schools Partnership Program	5826	External Work Order Services			0.00			Provide students will college and career experiences such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	303-8
2105 - Classified Instructional Aide Salaries	\$46,032	California Community Schools Partnership Program Carryover	2105	Classified Instructional Aide Salaries		Early Literacy Reading Tutor	0.80			classified instructional aide	303-9
2105 - Classified Instructional Aide Salaries	\$46,032	California Community Schools Partnership Program Carryover	2105	Classified Instructional Aide Salaries		Early Literacy Reading Tutor	0.80			classified instructional aide	303-10
2205 - Classified Support Salaries	\$51,373	California Community Schools Partnership Program Carryover	2205	Classified Support Salaries	10261	Specialist, Student Engagement	0.30			specialist, student engagement	303-11
2205 - Classified Support Salaries	\$82,158	California Community Schools Partnership Program Carryover	2205	Classified Support Salaries	10317	Restorative Justice Facilitator	0.60			Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance	303-12

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 303

School: McClymonds 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
4310 - School Office Supplies	\$4,092	California Community Schools Partnership Program Carryover	4310	School Office Supplies			0.00			materials	303-13
1120 - Certificated Teachers' Salaries: Stipends	\$13,011	California Community Schools Partnership Program Carryover	1120	Certificated Teachers' Salaries: Stipends			0.00			stipends	303-14
5829 - Admission Fees	\$30,000	California Community Schools Partnership Program Carryover	5829	Admission Fees			0.00			Provide students will college and career expereinces such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	303-15
7310 - Interprogram Support/costs	\$2,657	College & Career Access Pathways Grant	7310	Interprogram Support/costs			0.00			administrateive costs	303-16
5826 - External Work Order Services	\$20,000	College & Career Access Pathways Grant	5826	External Work Order Services			0.00			Provide students will college and career expereinces such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	303-17
5829 - Admission Fees	\$20,696	College & Career Access Pathways Grant	5829	Admission Fees			0.00			Provide students will college and career expereinces such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	303-18
5826 - External Work Order Services	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5826	External Work Order Services			0.00			Provide students will college and career expereinces such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	303-19
1120 - Certificated Teachers' Salaries: Stipends	\$75,000	Expanded Learning Opportunities Program (ELO-P)	1120	Certificated Teachers' Salaries: Stipends			0.00			stipends for teachers	303-20
1119 - Certificated Teachers on Special Assignment Salaries	\$39,439	Golden State Pathways Program	1119	Certificated Teachers on Special Assignment Salaries	10904	TSA 11Mon 12Pay	0.30			TSA	303-21

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 303

School: McClymonds 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
5829 - Admission Fees	\$3,394	Golden State Pathways Program	5829	Admission Fees			0.00			Give students access to information and experiences related to Historically Black Colleges such as workshops, tours of schools, virtual experiences and field trips.	303-22
4310 - School Office Supplies	\$7,000	Golden State Pathways Program	4310	School Office Supplies			0.00			materials	303-23
4310 - School Office Supplies	\$25,000	Golden State Pathways Program	4310	School Office Supplies			0.00			materials	303-24
1119 - Certificated Teachers on Special Assignment Salaries	\$31,703	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	10903	TSA 11Mon 12Pay	0.20			TSA	303-25
2205 - Classified Support Salaries	\$130,727	LCFF Equity Multiplier	2205	Classified Support Salaries	1467	Specialist Behavior	0.85			Weekly tardy sweeps both in the morning and after lunch to stress the importance of students being in class on time. These sweeps will come with accountability measures such as detention for students with a pattern of tardiness.	303-26
2205 - Classified Support Salaries	\$59,935	LCFF Equity Multiplier	2205	Classified Support Salaries	10261	Specialist, Student Engagement	0.35			Weekly tardy sweeps both in the morning and after lunch to stress the importance of students being in class on time. These sweeps will come with accountability measures such as detention for students with a pattern of tardiness.	303-27
2205 - Classified Support Salaries	\$54,772	LCFF Equity Multiplier	2205	Classified Support Salaries	10317	Restorative Justice Facilitator	0.40			Weekly tardy sweeps both in the morning and after lunch to stress the importance of students being in class on time. These sweeps will come with accountability measures such as detention for students with a pattern of tardiness.	303-28
2205 - Classified Support Salaries	\$35,171	LCFF Equity Multiplier	2205	Classified Support Salaries		Attendance Specialist Bil	0.45			Weekly tardy sweeps both in the morning and after lunch to stress the importance of students being in class on time. These sweeps will come with accountability measures such as detention for students with a pattern of tardiness.	303-29
4310 - School Office Supplies	\$2,746	LCFF Equity Multiplier	4310	School Office Supplies			0.00			materials	303-30
1120 - Certificated Teachers' Salaries: Stipends	\$32,300	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			stipends	303-31

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 303

School: McClymonds 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
1119 - Certificated Teachers on Special Assignment Salaries	\$126,811	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10903	TSA 11Mon 12Pay	0.80			TSA	303-32
2305 - Classified Supervisors' and Administrators' Salaries	\$96,870	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	8043	Program Mgr Community School	0.50			Program manager	303-33
2305 - Classified Supervisors' and Administrators' Salaries	\$157,296	Measure G, Library Support	2305	Classified Supervisors' and Administrators' Salaries	0277	Coordinator Classified	0.70			Program manager	303-34
5825 - Consultants	\$15,154	Measure H Carryover	5825	Consultants			0.00			Training on SEL Strategies for a strong 90 minute lesson connected to standards	303-35
1105 - Certificated Teachers' Salaries	\$22,282	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	6899	Teacher 11Mos 12Pay	0.20			Instructional Coaching for teachers to improve their practices and increase student mastery	303-36
1119 - Certificated Teachers on Special Assignment Salaries	\$92,024	Measure H: College & Career Readiness for All	1119	Certificated Teachers on Special Assignment Salaries	10904	TSA 11Mon 12Pay	0.70			Instructional Coaching for teachers to improve their practices and increase student mastery	303-37
1205 - Certificated Pupil Support Salaries	\$32,183	Measure H: College & Career Readiness for All	1205	Certificated Pupil Support Salaries	0240	Counselor	0.30			The counselor will work 1:1 with students and families who are off track for graduation and or A-G requirements to ensure they have a plan and awareness of their scholars current status.	303-38
2937 - Student Stipends	\$4,846	Measure H: College & Career Readiness for All	2937	Student Stipends			0.00			student stipends	303-39
5829 - Admission Fees	\$15,000	Measure H: College & Career Readiness for All	5829	Admission Fees			0.00			Provide students will college and career expereinces such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	303-40
4310 - School Office Supplies	\$15,000	Measure H: College & Career Readiness for All	4310	School Office Supplies			0.00			supplies	303-41

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 303

School: McClymonds 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
1120 - Certificated Teachers' Salaries: Stipends	\$25,000	Measure H: College & Career Readiness for All	1120	Certificated Teachers' Salaries: Stipends			0.00			teacher salary stipends	303-42
5826 - External Work Order Services	\$32,516	Measure H: College & Career Readiness for All	5826	External Work Order Services			0.00			Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance	303-43
Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	\$2,910	Title I, Part A Parent & Family Engagement	5826	External Work Order Services			0.00		College/Career Readiness	Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	303-44
This expenditure funds an Attendance Specialist to provide intensive case management, systematic data analysis, and direct home outreach to identify and re-engage chronically absent students. By facilitating SART/SARB processes and implementing MTSS-aligned attendance incentives, this position will improve student outcomes by removing barriers to school access and increasing engagement for at-risk students and those with attendance rates below 90%.	\$23,070	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	1467	Specialist Behavior	0.15		Chronic Absenteeism	Attendance contracts for students who are at risk with clear goals and incentives for students to have a strong start to the 25-26 school year. Students will be required to have an attendance contract at the start of the school year with clear goals to improve their attendance.	303-45

[1] Options are:

- All Students
- African American Students
- English Learners
- Latino/a Students
- IEP/Special Education Students
- Low Income Students
- Multiracial Students
- Students with Disabilities
- Students performing below grade level
- Students with low attendance

[2] Options are:

- Academic
- Behavioral
- SEL/Mental Health

[3] Options are:

- Tier 1 - Universal
- Tier 2 - Supplemental
- Tier 3 - Intensified



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.

McClymonds 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:

- Quarterly "Coffee with the Principal" meetings for parents and families.
- Meetings with teachers during their office hours by appointment on the 5th Wednesday and during Fall and Spring Parent Conference Time.

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:

- Back to School Night
- Monthly SSC meetings
- Fall & Spring Parent Conferences

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.
- Parent square communication and feedback via google forms.

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

- Posting the agenda according to the Greene Act.
- Robo calls

- Parent Square

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:

- Back to School Night
- Parent Square

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:

- Posting the agenda according to the Greene Act.
- Robo calls
- 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:

- Quarterly “Coffee with the Principal” meetings for parents and families.

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:

- Back-2-School night
- Parent meetings each semester

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:

- Quarterly Coffee with the Principal

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:

- Monthly SSC meetings

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:

- Monthly SSC 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:

- Monthly SSC meetings
- Secondary English Language Learner Subcommittee

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

- Quarterly "Coffee with the Principal" meetings for parents and families
- Parent Culture and Climate walkthroughs

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:

- Quarterly Coffee with the Principal
- Monthly SSC Meetings

If a Title I Schoolwide 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

The school will distribute this policy to all parents on or before August 11, 2025

Danielle Davis-Vigay, Principal

Danielle Davis-Vigay, Principal



School-Parent Compact 2025 - 2026

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 2025 - 2026 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.**

Teachers will provide standards-based instruction. Students will enroll in a pathway by their tenth grade year. The ninth-twelfth grade students will participate in the Engineering pathway courses and or dual enrollment courses.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

McClymonds will have parent conferences twice per year in November and March. Teachers will make appointments with families and in the Spring Parents can request a conference. Cash for College Night will be conducted in the Fall for our senior class.

- 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.**

Parents will be provided with two interim progress grades prior to issuing a semester grade. Parents will also be able to monitor their student's academic progress through the AERIES Parent Portal.

4) Provide parents reasonable access to staff.

All parents are welcome to schedule conferences with the student's teacher and or counselor.

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.

Parents are encouraged to volunteer at McClymonds. Once the parents have registered with Oakland Ed Fund and have completed the background check and fingerprinting, they are welcome to join our team.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

We are partnering with the Adult Ed program housed at McClymonds to offer educational support for our 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.

Teachers and staff will receive professional development around parent engagement.

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.

We will provide translation services for our parents when requested.

Parent Responsibilities

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

- Volunteer in my child's classroom if possible. (1 time per year without fingerprinting)
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.

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
- Provide a safe, positive and healthy learning environment
- Hold weekly office hours
- Hold parent conferences at least twice a year.

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.

This Compact will be in effect for the period of August 11, 2025- June 1, 2026.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A.

Danielle Davis-Vigay, Principal

Danielle Davis-Vigay, Principal



SECONDARY SCHOOL

School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Tierra Barker
Vice Chairperson:	Tonio Wells
Secretary:	Ashley Handy

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Darielle Davis-Vigay or Interm Darren Avent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relonda McGhee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jason Moffitt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Adetokunbo Fajemirokun	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Dearra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Lavigne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Amber Curry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Tierra Barker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Ashley Handy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Toni Wells-Taylor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule:	(Day/Month/Time)
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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.

