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## Board Cover Memorandum

**To** Board of Education

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

**Board Meeting Date** October 13, 2021

**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - McClymonds High School

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**Ask of the Board** Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for McClymonds High School.

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

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

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

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

**Attachment** 2021-2022 School Plan for Student Achievement (SPSA) for McClymonds High School



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## 2021-2022 School Plan for Student Achievement (SPSA)

**School:** McClymonds High School  
**CDS Code:** 1612590110189  
**Principal:** Jeffrey Taylor  
**Date of this revision:** 6/4/2021

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

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

**Contact:** Jeffrey Taylor

**Position:** Principal

**Address:** 2607 Myrtle Street  
Oakland, CA 94607

**Telephone:** 510-238-8607

**Email:** jeffrey.taylor@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 6/4/2021*

*The District Governing Board approved this revision of the SPSA on: 10/13/2021*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Shanti Gonzales, Board President**

**2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** McClymonds High School

**Site Number:** 303

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

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

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

**Date(s) plan was approved:** 5/11/2021

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

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

**Signatures:**

Jeffrey Taylor <i>Principal</i>	<i>Jeffrey Taylor</i>	Signature	<u>6/4/2021</u> Date
Jacqueline Hutton <i>SSC Chairperson</i>	<i>Jacqueline Hutton</i>	Signature	<u>6/4/2021</u> Date
Vanessa Sifuentes, HSN Exec. Director <i>Network Superintendent</i>	<i>VSif</i>	Signature	<u>6/7/2021</u> Date
<u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i>	Signature	<u>7/1/21</u> Date

**2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/16/2021	McClymonds Think Tank	Shared site plan with Think Tank participants and strategized how to engage stakeholders.
3/1/2021	Instructional Leadership Team	Met with ILT to develop protocol to solicit feedback from teachers and staff.
3/3/2021	Faculty and Staff	Provided the opportunity for teachers and staff to review the SPSA and provide feedback on Strategies and Actions that are connected to their content area.
3/9/2021	SSC	Engaged with the SSC in regards to the Strategies & Actions as well as the Parent Engagement component.
4/20/2021	McClymonds Think Tank	Completed Needs Assessment for SPSA
4/20/2021	SSC	Reviewed the SPSA budget
5/11/2021	SSC	Reviewed and approved 2021-22 SPSA

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

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

### Early Childhood Education Program

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

### Summer Learning Program

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

### Transitional Students and Families Unit

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

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

## 2021-2022 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$123,000.00
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	\$807,300.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$112,500.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$35,400.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,000.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$263,500.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$46,500.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$7,500.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$283,900.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$123,000.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$684,300.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$807,300.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** McClymonds High School

**School ID:** 303

**School Description**

McClymonds High School offers an academically rigorous, grade 9-12 early college educational model that puts all students on a path to complete at least one year of college in four years and gives all students the opportunity to graduate with an Associate degree or certification. At McClymonds, every 9th grade student takes a career Exploration course that introduces the concepts and opportunities embedded within both Engineering and Entrepreneurship Pathway. At the end of 9th grade - and with the support of their mentor and advisor - students will decide which pathway they will pursue, either Engineering or Entrepreneurship. In addition, each student creates a profile that includes strengths, areas for improvement, personality and interest inventories, and college and career goals. The plan serves as a guide for the student's work with opportunities for review and adjustment as needed.

**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.

**1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	High graduation rate. Consistently graduate highest % of AA males in district. FAFSA completion rate 76% (2020). add college acceptance rate; scholarships. A-G completion upon graduating increase 2019 (43%) to 2020 (46%); Increase in on-track to graduate status from 2019 (84%) to 2020 (85%). Graduation Team meets regularly to review data and support students' success. SPAAT provides academic support to student-athletes.	Graduation Team meets regularly to coordinate and implement data-informed supports for students. Graduation Team partners with outside college access organizations (East Bay & Solano County College Consortium; Destination College Advising Corps; UAspire) as well as OUSD College & Career Readiness Specialist and College & Career Readiness Manager and Counselor to maximize resources and supports for students. Robust AAMA & AAFE programs support students throughout their career at McClymonds. Graduation requirements, college access, and career-related opportunities are consistently integrated throughout curriculum from grades 9-12.
<i>Focal Student Supports</i>	Due to distance learning, teachers essentially had to create a redundant classroom and as a result, students have more access to learning.	Teachers/staff were able to focus in on vulnerable student groups during weekly development time and provide targeted support to students (including coordinated parent outreach and learning loss recovery) identified by grade level professional learning communities.
<i>Student/Family Supports</i>	Tutoring provided to multiple disciplines across all grade levels. One-on-one tutoring and mentoring provided weekly to focus students identified by teachers.	Channel 7 has done several stories on McClymonds High School focusing on the positive aspects and needs of the school. This has helped us generate partnerships with companies and organizations who saw the segments.
<i>Staff Supports</i>	McClymonds teachers are 11-month Teachers on Special Assignment (TSA). Extra planning time allowed for focused planning during extra month of prep time.	Our teaching staff was able to plan and organize themselves to implement distance learning with Google Classroom, Zoom and other instructional tech apps with some whole school alignment to support learning.
Focus Area:	Priority Challenges	Root Causes of Challenges



<i>College/Career Readiness</i>	Developing a consistent College and Career Readiness team who are trusted by families who are leary of sharing sensitive financial information. Lack of hands-on in-person learning has been challenging to make CTE-related skills and competencies relevant during distance learning.	The McClymonds campus was evacuated in February 2019 due to TCE and PCE being detected in the ground water under the school. Many families deem the school site to be unsafe. COVID restrictions hindered ability to conduct in-person instruction around pathway-specific skills.
<i>Focal Student Supports</i>	Disproportionate amount of SpEd students (data?) failing at least one class. Other factors for this data include impact of small classes and the relationships those teachers had with their small audiences.	Loss of two veteran SpEd teachers (one retiring midyear and one out ill on extended leave) affected the continuity of SpEd staffing which also resulted in new teachers not having the embedded support of veteran teachers available.
<i>Student/Family Supports</i>	Poor student attendance and the high number of students in need of Tier 2 & 3 SEL support on a daily basis.	McClymonds is located in a environment that is considered "most stressed."
<i>Staff Supports</i>	Limited whole staff technology proficiency.	Limited whole staff technology proficiency contributes to fatigue of Zoom/online platforms. Teaching staff who are limited in technology proficiency how to utilize technology through the medium of technology.

**1C: 20-21 STUDENT GOALS & TARGETS**

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

**School Goal for May 2024:** 90% of McClymonds seniors will graduate college, career and community ready.

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Graduation Rate	All Students	n/a	0.9	n/a	90%
On Track to Graduate: 9th Grade	All Students	TBD	52.1%	n/a	65.0%
On Track to Graduate: 11th Grade	All Students	TBD	44.2%	n/a	55.0%
A-G Completion	All Students	n/a	51.40%	55%	60%%
College/Career Readiness	All Students	TBD	Not Available	Not Available	TBD

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-65.2 (Spring 2019)	n/a	TBD
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	5+pp
IAB ELA Above Standard	All Students	n/a	n/a	n/a	n/a

<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-73.6
IAB Math Above Standard	All Students	n/a	n/a	n/a	n/a
CAST (Science) at or above Standard	All Students	n/a	4.6% (Spring 2019)	n/a	TBD

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

**School Goal for May 2024:** Focal student groups demonstrate accelerated growth to close our equity gap.

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-122.1 (Spring 2019)	n/a	-101.1
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-65 (Spring 2019)	n/a	-45.0
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB ELA Above Standard	n/a	n/a	n/a	n/a	n/a
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	40.8%	n/a	35.80%

<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-212.4 (Spring 2019)	n/a	-192.4
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-179.9 (Spring 2019)	n/a	-159.9
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB Math Above Standard	n/a	n/a	n/a	n/a	n/a
<b>Instructional Focus Goal:</b> English Learner students continuously develop their language, reaching English fluency in six years or less.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	4.8%	n/a	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	7.7%	n/a	25.0%

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

**School Goal for May 2024:** Students and families are welcomed, safe, healthy, and engaged.

**Instructional Focus Goal:** All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	41.5%	n/a	45.5%
Suspensions	All Students	-2pp	14.7%	n/a	12.7%
Suspensions	African-American Students	-2pp	16.9%	n/a	14.9%
Suspensions	Students with Disabilities	-2pp	13.3%	n/a	11.3%
Chronic Absence	All Students	-2pp	25.2%	n/a	23.2%

Chronic Absence	African-American Students	-2pp	23.7%	n/a	21.7%
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**Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.**

**School Goal for May 2024:** Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	TBD	TBD
Teacher Retention	All Teachers	n/a	59.9% (Fall 2020)	TBD	TBD

**1D: IDENTIFIED NEED**

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

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

**1E: RESOURCE INEQUITIES**

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

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.

## 1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

**2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)**

<p><b>20-21 Priority for Proposed LCAP Goal: All students graduate college, career, and community ready</b></p>	<p><b>100% of McClymonds students will engage with curriculum, opportunities, and interdisciplinary projects that integrate the acquisition and application of real-world skills and competencies to provide students with a rigorous, 21st-century experience that gives students exposure to and preparation for post-secondary success.</b></p>
<p><b>Theory of Change:</b></p>	<p>If we implement interdisciplinary projects across content areas and across grade-levels, then students will receive meaningful exposure to college and career readiness competencies that will help them engage successfully with post-secondary opportunities.</p>
<p><b>Related School Goal:</b></p>	<p>100% of our students will participate in a minimum of 3 post-secondary readiness experiences a year. 100% of 9th and 10th graders will participate in select work-based learning experiences (career visit experiences). 100% of 11th graders will participate in select work-based learning experiences (job shadows). 90% of on-track 12th graders will have completed an internship by graduation.</p>
<p><b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b></p>	
<p>Although we engaged in Distance Learning for the 2020 - 2021 school-year, we continued to provide interdisciplinary projects for our students. Kits were provided for our Engineering students to pick up at the school site. However, Distance Learning interrupted the momentum that the Entrepreneurship Pathway built in the 2019 - 2020 school-year with their interdisciplinary projects. Students were not able to produce the merchandise they designed to sell at the various street fairs and events. We also leaned on our Advisory Board Industry Partners and continued our Speaker Series and push-ins to virtual classrooms for support on projects and tutoring. Given these interactions were virtual, students actually had more opportunities to interact with Industry Partners because of their flexibility as opposed to in person.</p>	
<p><b>What evidence do you see that your practices are effective?</b></p>	
<p>Students in the Engineering Pathway were able to engage in an internship after school hours in the school's woodshop. They were also able to participate in fabrication activities at the Crucible. The Entrepreneurship Pathway students were able to engage in a virtual showcase of their designs. Students in both pathways were actively engaging with industry professionals, asking relevant questions.</p>	
<p><b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b></p>	
<ol style="list-style-type: none"> <li>1. Create a Pathway Ambassador program for current students to orient new students if they arrive mid-year so they can select the most appropriate pathway for themselves.</li> <li>2. Develop guiding principles for student scheduling to ensure students have access to the A-G requirements and full CTE course sequence for their respective pathway by graduation.</li> </ol>	
<p><b>20-21 Priority for Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap</b></p>	<p><b>100% of our 9th-12th graders will demonstrate an increase of 1.5 in reading and writing by May of 2021.</b></p>

<b>Theory of Change:</b>	As a result of our implementation of a comprehensive school-wide approach to literacy instruction that is aligned to Common Core Standards students will experience improvements in reading and writing.
<b>Related School Goal:</b>	With improvements in literacy, our graduation rate will increase by 15% and student enrollment in a two-year, four year, or vocational program will also increase
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
<p>During the 20/21 school year, our Instructional Leadership Team (Administrators, Pathway Coach, College and Career Program Manager, Community School Manager, and Teacher Leaders) facilitated a cycle of inquiry with the teaching staff to identify high leverage, promising instructional practices that will engage students effectively during distance learning to help achieve our growth goal. Beginning in August, before school started, teachers self surveyed their distance/online teaching practices in 4 areas: whole group, small group, collaborative tasks and independent practice. From there, in the Fall, we engaged in virtual walkthroughs to lift up best practices from the professional cache of our teachers. Individual feedback was given and these practices were shared with the whole staff. In the Spring, we engaged in virtual walkthroughs to identify how these practices developed and then provided feedback to department leads. The end of the Cycle concluded with a Professional Development focused on department teams identifying best practices vertically aligned for the following school year. The Library Leadership Team in partnership with the District Leadership purchased SORA, an online reading app to support and serve all students of OUSD. This app allows students to access both OUSD and Oakland Public Library online catalogues. Teacher in the Library pushed in to all advisory and English classes to provide workshops in the use of the app and encourage free and independent reading on any device.</p>	
<b>What evidence do you see that your practices are effective?</b>	
As a result of the Cycle of Inquiry, the Instructional Leadership Team put in place academic supports. We noticed improvements in student engagement, specifically in the areas of Student Talk (academic conversations in chat between teacher to student and student to student. Also digital interactions were observed between teacher and student), student collaboration and students are aware of the lesson's objective.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
To ensure that students continue to academic gains and to enhance the instructional rigor, the Administrators and the Instructional Leadership Team will provide teachers with on-going Professional Development that demonstrate how teachers are to clearly align their instructional practice to the Common Core Standards.	
<b>20-21 Priority for Proposed LCAP Goal: Students and safe, healthy, and engaged</b>	<b>Increase student engagement and overall positive school wide culture on campus by establishing a student leadership body and expand Tier 1 PBIS initiatives to reach 100% of Student body</b>
<b>Theory of Change:</b>	CHKS data shows that schools that have a high level of student leadership and engagement has an overall improved school culture is reported to When students feel seen and heard by adults on school campuses, their level of engagement in academics, are known to improve.
<b>Related School Goal:</b>	Create, strengthen and foster a safe and nurturing environment that promotes learning for all students.



**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

McClymonds re-instituted the Leadership class for the 2020-2021 school year. The students leaders in partnership with the NAACP's Oakland Branch conducted a Town Hall meetings with the School Board and City Council candidates for District 3. The student leaders then held another Town Hall meeting with the candidates who were elected. The student leadership conducted a Town Hall meeting with the students to discuss their feelings surrounding distance learning. They then met with teachers to share their findings. Student Leadership is also engaged in a partnership with Netflix and Street Law to educate our student leaders about their rights in regards to renting, employment, social justice, etc.

**What evidence do you see that your practices are effective?**

The community and elected officials commended the students on the professionalism they displayed during the Town Hall meetings. This also led to additional partnerships with Disney and Netflix. Our Learship teacher and two of our student leaders were honored by the Street Law organization.

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

We are not contemplating any changes in Student Leadership next year.

**20-21 Priority for Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff**

**Develop systems that support and encourage teachers to remain at McClymonds.**

**Theory of Change:** If we provide staff with coaching, support and professional development, the teachers are more likely to remain at McClymonds.

**Related School Goal:** Recruit, develop and retain highly effective staff by supporting through professional development and coaching.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We have been very intentional with hiring teachers and staff this year. All new hires have received individualized coaching support all year. We used Intel funds to partner with EdElements to provide professional development around distance learning. The ILT and EdElements conducted virtual classroom visits and provided feedback to teachers. Data compiled during the visits was analyzed by the teachers in the Content Area PLCs during professional development.

**What evidence do you see that your practices are effective?**

Administration and TSA meets with new teachers regularly to observe and provide feedback to improve their practice. Our professional development has become more intentional and focused due to the use of the data collected from surveys from teachers and classroom walkthrough visits.

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

McClymonds Hiring Committee initiates the hiring process earlier in the year (January) in order to attract highly qualified teachers. This strategy allows us to hire more qualified teachers. We only lost two teachers this school year. One teacher retired and the other is relocating to another country.

<b>20-21 Conditions for English Language Learners Priority:</b>	<b>To provide English Language Learners with systematic ELD instruction and weave ELD strategies throughout school wide structures as a support for ELL's and other struggling learners alike. As a result of this instruction, 100% of our Newcomers and LTELs will demonstrate improvements in reading and writing by May 2021.</b>
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<b>Theory of Change:</b>	As a result of intensive, systematic ELD instruction 10% of our ELLs will be reclassified and all of our ELLs will demonstrate an increase on their SRI score of 300 points.
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<b>Related School Goal:</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
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**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Through our weekly professional learning opportunities, we were able to support staff by introducing and implementing school wide strategies to support growth in reading for our ELL's and LTEL's. Those strategies include supported opportunities for all students to engage reading and develop their ability to better comprehend text with multiple strategies and consistent reading opportunities with many text-based assignments. Some strategies shifted to accommodate for learning in a distance learning environment, but generally teachers were able to implement and grow reading strategies throughout the site to support ELL/LTEL learning and reading development.

**What evidence do you see that your practices are effective?**

Our ELL's and LTEL's growth can be seen in their grades in ELA and ELD classes where students who attended throughout the distance learning opportunity have added to their English speaking/understanding. Also ELPAC data will support that our ELL's and LTEL's plan for support is effective.

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

Students remained enrolled in ELD; professional development focused on strategies that benefit ELLs and students with disabilities; the site team was able to collect evidence during walkthroughs that ELL-specific strategies were being implemented across all content areas. Strategies are working and the team will dive deeper into ELL-specific strategies during professional development time at the beginning and end of the school year as part of the additional 18 days our teachers work as a result of being on an 11-month contract. One of our adjustments for next year is to dedicate more resources and attention to ensuring that 100% of students designated as ELLs complete the Reading Inventory and ELPAC assessments to support their reclassification.

**DEPARTURE FROM PLANNED 20-21 SPSA BUDGET**

**Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?**

There were one significant difference between our proposed and actual budget. The one major adjustment was an allocation of CSI funds to pay for student tutoring through SPAAT that was not documented prior as our CSI funds were unallocated at the time the budget was submitted.

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** McClymonds High School

**School ID:** 303

**3: SCHOOL STRATEGIES & ACTIONS**

[Click here for guidance on SPSA practices](#)

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

**School Priority ("Big Rock"):**

100% of McClymonds students will engage with curriculum, opportunities, and interdisciplinary projects that integrate the acquisition and application of real-world skills and competencies to provide students with a rigorous, 21st-century experience that gives students exposure to and preparation for post-secondary success.

**School Theory of Change:**

If we implement interdisciplinary projects across content areas and across grade-levels, then students will receive meaningful exposure to college and career readiness competencies that will help them engage successfully with post-secondary opportunities.

**Related Goal(s):**

All students build relationships to feel connected and engaged in learning.

**Students to be served by these actions:**

*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Implementing interdisciplinary projects.	Provide professional development opportunities for teachers to collaborate with our Industry partners from both Engineering and Entrepreneurship Pathways in order to ensure real world relevancies manifest through soft skill development and design thinking strategies.	Completed projects that will be presented at our student showcase.		Tier 1

1-2	Provide relevant learning opportunities connected to individual curriculum (speaker series, produce/sell merch and curriculum learning) and real world opportunities as evidenced by feedback from industry partners	Seek and allow for opportunities with industry partners to interact with teachers/students, feedback on curriculum/projects and space for this through consistent and frequent collaborations in organized and unorganized spaces. Use industry partner relationships and results of work with those partners to tap into their networks to gain new partnerships	Frequent and collaborative interactions with industry partners with opportunities for formalized feedback (surveys, Q&A sessions)		Tier 1
1-3	Develop measures of success (rubrics) that allow students to know and understand clearly and allow for vertical articulation throughout grade levels and content areas	Provide professional development time for teachers to collaborate in diverse ways, including grade level PLC's, content depts, etc.	Completed measures of success (rubrics) that assess the students' ability to demonstrate their mastery of the content.		Tier 1

<b>Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</b>	
<b>School Priority ("Big Rock"):</b>	100% of our 9th-12th graders will demonstrate an increase of 1.5 in reading and writing by May of 2021.
<b>School Theory of Change:</b>	As a result of our implementation of a comprehensive school-wide approach to literacy instruction that is aligned to Common Core Standards students will experience improvements in reading and writing.
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers implement school-wide annotation strategies for understanding grade-level texts.	Teachers will be trained on AVID strategies (annotation) school-wide.	SRI and IAB scores will grow to reach at or near grade level.		Tier 1
2-2	Teachers implement scaffolds to support students explaining their understanding using academic conventions.	Leadership will provide professional development for the teachers. Leadership will provide ongoing coaching and walkthroughs for monitoring and ongoing support.	We will review data from the walkthroughs and use it to inform ongoing cycles of inquiry.		Tier 2
2-3	Teacher will facilitate ELD classes that is focused on growth and development of ELL's. Also school wide implementation of ELL development strategies that support growth in overall literacy	Leadership will provide professional development with an ELL/ELD focus with the ELLMA department and PEC.	Semester grades in ELD classes, SRI data, ELPAC scores and reclassification of ELL's data		Tier 2
2-4	Teachers offer supplementary support in Math and English support classes for students who perform below grade level. Teachers will facilitate development in foundational skills in addition to the grade-level instruction that students receive in their regular courses.	Leadership will continue to include supplementary support classes in English and Math in the master schedule.	SRI and IAB scores will grow to reach at or near grade level. We will review data from walkthroughs and use it to inform ongoing cycles of inquiry. Students' grades will indicate mastery of skills and concepts in the supplementary courses.		Tier 2

<b>Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>					
<b>School Priority ("Big Rock"):</b>	Increase student engagement and overall positive school wide culture on campus by establishing a student leadership body and expand Tier 1 PBIS initiatives to reach 100% of Student body				
<b>School Theory of Change:</b>	CHKS data shows that schools that have a high level of student leadership and engagement has an overall improved school culture is reported to When students feel seen and heard by adults on school campuses, their level of engagement in academics, are known to improve.				
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers implement school wide Tier 1 PBIS culture strategies given in pre-season professional development	Work with ILT and Culture and Climate team to develop school wide culture setting practices, and train teachers during Pre-season	Increase in student attendance in the first semester.		Tier 1
3-2	Teachers identify and recruit students to participate in formation of student government elections	Identify adult lead and allies to run and support student government. Change master schedule to support leadership class	Change in Master Schedule		Tier 1
3-3	Teachers sustain and develop PBIS strategies through the duration of the school year in response to evolving classroom condition	Provide monthly professional development and training to support teachers in deeping and strengthening PBIS practices	Decrease in out of class referrals, improved school-wide culture/climate.		Tier 1
3-4	Make COST referrals for students in need of Tier 2 and Tier 3 SEL support	Ensure that the COST is meeting weekly, providing needed supports for students and circling back with the person making the referral. Make sure that we have a Behavior Specialist on staff.	Completed COST referral spreadsheet.	Poor student attendance and the high number of students in need of Tier 2 & 3 SEL support on a daily basis.	Tier 2

3-5	Teachers will meet with families during Back to School Night to share their syllabi and explain the pedagogy and course expectations.	Administration will schedule Back to School Night within the first two months of school.	Flyer, agenda and sign-in sheets.		Tier 1
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**Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

<b>School Priority ("Big Rock"):</b>	Develop systems that support and encourage teachers to remain at McClymonds.
<b>School Theory of Change:</b>	If we provide staff with coaching, support and professional development, the teachers are more likely to remain at McClymonds.
<b>Related Goal(s):</b>	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS		IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Veteran teachers will mentor teachers who are new to the school to help them become acclimated to the school and to navigate through the schoolwide procedures and expectations.	Leadership hosts monthly luncheon for new teachers to provide support and community.	Feedback received from new the new teachers during the monthly luncheon.		Tier 1
4-2	Teachers will take advantage of professional development opportunities that will in turn improve their pedagogy.	Provide professional development opportunities for all teachers.	Sign-in sheets and exit surveys		Tier 1
4-3	Ongoing professional development in use of technology to support instruction in the classroom across all departments.	Administration will work to provide teachers with up to date technology to enhance their classroom instruction.	Surveys completed by teachers		Tier 1



4-4	Teachers will take advantage of opportunities to be teacher leaders.	Administration will rotate the roles of the ILT to give teachers an opportunity to help develop the agenda and lead the team.	Agenda and minutes from the ILT meetings.		Tier 2
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**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	To provide English Language Learners with systematic ELD instruction and weave ELD strategies throughout school wide structures as a support for ELL's and other struggling learners alike. As a result of this instruction, 100% of our Newcomers and LTELs will demonstrate improvements in reading and writing by May 2021.
<b>School Theory of Change:</b>	As a result of intensive, systematic ELD instruction 10% of our ELLs will be reclassified and all of our ELLs will demonstrate an increase on their SRI score of 300 points.
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Expand learning through pre/post school year development opportunities and implement effective strategies throughout units of study and in skill development (through classroom offerings) to improve achievement and reading outcomes for ELL's and LTEL's.	Build in strategies in pre and post school year development sessions to ensure teachers are equipped with toolbox of strategies, look-fors and collaboration opportunities in an effort to support and improve opportunities for ELL's and LTEL's. Assess effectiveness of pre/post school year instruction by completing learning walks, sharing data with stakeholders and adjusting strategies, where necessary, for positive outcomes	Data collected from walkthrough visits, increased SRI and ELPAC scores, increased number of students being reclassified. Increased participation from ELL students with WBL opportunities including internships, Dual Enrollment courses, career event visits, speaker series, and product development and showcase opportunities. In addition, ELL and ELD get more frequent opportunities reading opportunities in the library and access to SORA app measured by higher circulation rate.		Tier 2
5-2	Continue to provide differentiated instruction and learning support for all English Language Learner students.	Provide professional development to increase consistency of differentiated EL instructional strategies being used across the curriculum, development of standards-based grade level and content level activities, and projects which provide increased access to core content, language acquisition, and academic achievement.			Tier 2
5-3	Introduce AVID skills and strategies into ELD classes.	Administration will continue to support AVID program.	Increased number of students enrolled and completing four years of AVID.		Tier 1

5-4	ELD teacher will make sure all ELL students complete ELPAC testing.	Administrators will provide teacher with the necessary supports to ensure that all ELL students complete the ELPAC.	ELPAC Tracker		Tier 2
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PROPOSED 2021-22 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	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Counselor	\$28,057	General Purpose Discretionary	1205	Certificated Pupil Support Salaries	0240	Counselor	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Make COST referrals for students in need of Tier 2 and Tier 3 SEL support	303-1
School Office Supplies	\$7,343	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	303-2
Behavior Specialist	\$12,218	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	1467	Specialist, Behavior	0.10	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Ensure that the COST is meeting weekly, providing needed supports for students and circling back with the person making the referral. Make sure that we have a Behavior Specialist on staff.	303-3
11-Month Teacher	\$50,822	LCFF Supplemental	1105	Certificated Teachers' Salaries	2715	Teacher 11Months 12-Pay	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers implement scaffolds to support students explaining their understanding using academic conventions.	303-4
11-Month Teacher	\$83,311	LCFF Supplemental	1105	Certificated Teachers' Salaries	4708	Teacher 11Months 12-Pay	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers implement scaffolds to support students explaining their understanding using academic conventions.	303-5
Outreach Consultant	\$33,828	LCFF Supplemental	2405	Clerical Salaries	8339	Outreach Consultant	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will meet with families during Back to School Night to share their syllabi and explain the pedagogy and course expectations.	303-6
TSA	\$83,321	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8340	Classroom TSA 12 Months	0.68	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide professional development opportunities for all teachers.	303-7
TSA	\$44,112	LCFF Concentration	1119	Certificated Teachers on Special Assignment Salaries	8340	Classroom TSA 12 Months	0.32	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide professional development opportunities for all teachers.	303-8
Extended contracts	\$200	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Provide professional development time for teachers to collaborate in diverse ways, including grade level PLC's, content depts, etc.	303-9
To be allocated in Fall 2021.	\$2,188	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	303-10
Behavior Specialist	\$109,960	Title I: Basic	2205	Classified Support Salaries	1467	Specialist, Behavior	0.90	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Ensure that the COST is meeting weekly, providing needed supports for students and circling back with the person making the referral. Make sure that we have a Behavior Specialist on staff.	303-11
To be allocated in Fall 2021.	\$2,540	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	303-12
To be allocated in Fall 2021.	\$3,000	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	303-13
East Bay Consortium contract	\$7,500	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Expand learning through pre/post school year development opportunities and implement effective strategies throughout units of study and in skill development (through classroom offerings) to improve achievement and reading outcomes for ELL's and LTEL's.	303-14

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 303

School: McClymonds High School

Afterschool program	\$180,911	21st Century Schools (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Expand learning through pre/post school year development opportunities and implement effective strategies throughout units of study and in skill development (through classroom offerings) to improve achievement and reading outcomes for ELL's and LTEL's.	303-15
Classified Coordinator	\$34,349	Measure N	2305	Classified Supervisors' and Administrators' Salaries	0277	Coordinator Classified	0.20	Goal 1: All students graduate college, career, and community ready.	Expand learning through pre/post school year development opportunities and implement effective strategies throughout units of study and in skill development (through classroom offerings) to improve achievement and reading outcomes for ELL's and LTEL's.	303-16
11-Month Teacher	\$100,116	Measure N	1105	Certificated Teachers' Salaries	4006	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	Teachers offer supplementary support in Math and English support classes for students who perform below grade level. Teachers will facilitate development in foundational skills in addition to the grade-level instruction that students receive in their regular courses.	303-17
11-Month Teacher	\$119,967	Measure N	1105	Certificated Teachers' Salaries	4881	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	Teachers offer supplementary support in Math and English support classes for students who perform below grade level. Teachers will facilitate development in foundational skills in addition to the grade-level instruction that students receive in their regular courses.	303-18
Extended contracts	\$2,610	Measure N	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Provide professional development time for teachers to collaborate in diverse ways, including grade level PLC's, content depts, etc.	303-19
Consultants	\$26,858	Measure N	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provide professional development opportunities for teachers to collaborate with our Industry partners from both Engineering and Entrepreneurship Pathways in order to ensure real world relevancies manifest through soft skill development and design thinking strategies.	303-20
Classified Coordinator	\$51,522	Measure G: Library	2305	Classified Supervisors' and Administrators' Salaries	0277	Coordinator Classified	0.30	Goal 1: All students graduate college, career, and community ready.	Provide professional development opportunities for teachers to collaborate with our Industry partners from both Engineering and Entrepreneurship Pathways in order to ensure real world relevancies manifest through soft skill development and design thinking strategies.	303-21

**PROPOSED 2021-22 SCHOOL SITE BUDGET**

**Site Number:** 303

**School:** McClymonds High School

Books other than Textbooks	\$3,478	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Expand learning through pre/post school year development opportunities and implement effective strategies throughout units of study and in skill development (through classroom offerings) to improve achievement and reading outcomes for ELL's and LTEL's.	303-22
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**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **Title I, Part A School Parent and Family Engagement Policy**

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

### **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:

- Monthly "Coffee with the Principal" meetings for parents and families.
- Meetings with teachers during their office hours by appointment.

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

#### **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 Climate and Culture Walkthroughs

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
- School's website

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
- School website

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
- School's website

### **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:

- Monthly "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:

- Weekly parent workshops

### **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:

- Professional Development workshops

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
- Weekly parent workshops

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

- Monthly “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:

- Weekly parent workshops

**Adoption**

This policy was adopted by the McClymonds High School Site Council on June 16, 2020 and will be in effect for the period of August 10, 2020 through May 27, 2021.

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



**Jeffrey Taylor, Principal**

**August 26, 2020**

*Please attach the School-Parent Compact to this document.*



## **School-Parent Compact**

### **McClymonds High School**

### **2020-21**

*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 2020-21 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 grade students will participate in the project-based Summitt Learning Platform.*

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

*McClymonds will maintain office hours and will be available for parent teacher conferences upon request from the parent. The AVID program will conduct a family engagement night at the beginning of the school-year. Cash for College Night will be conducted in the Fall for our senior class. McClymonds will host a Pathway Selection meeting for our families in the Spring.*

- 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.*

### **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

### **Parent Responsibilities**

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.

## **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 was adopted by the McClymonds High School on , and will be in effect for the period of August 10, 2020 to May 27, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before October 30, 2020.

A handwritten signature in black ink that reads "Jeffrey Taylor". The signature is written in a cursive style with a large, stylized initial "J".

**Jeffrey Taylor, Principal**



Strategic Resource Planning (SRP)

**McClymonds**  
**School Site Council Membership Roster**  
**2020-2021**

**SSC - Officers**

Chairperson:	Jacqueline Hutton
Vice Chairperson:	Laurie Lawson
Secretary:	Alberta Smith

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Jeffrey Taylor	X					
Jacqueline Hutton		X				2nd
Lupaulette Taylor		X				2nd
Floresa Vaughn		X				2nd
Barbara Davis		X				2nd
Alberta Smith			X			2nd
Ruth Smith				X		1st
Seandra Walker				X		1st
Laurie Lawson				X		1st
Nadia Calhoun					X	1st
Devin Keppard Tongue					X	1st
De'Arieus Hughes					X	1st

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	SSC meeting are held on the 2nd Tuesday of each month.
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

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