

**PROPOSED 2019-20 SCHOOL SITE BUDGET**

**Site Number:** 303

**School:** McClymonds High School

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century Community Learning Centers	\$0.00	\$0.00	\$0.00	Low-Performing Students Block Grant (LPSBG)	\$0.00	\$0.00	\$0.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00	Comprehensive Support & Improvement (CSI) Grant	\$185,472.00	\$185,472.00	\$0.00
General Purpose Discretionary	\$75,800.00	\$75,800.00	\$0.00	Measure G	\$30,373.00	\$30,373.00	\$0.00
LCFF Supplemental	\$239,425.00	\$239,425.00	\$0.00	Measure N	\$314,500.00	\$314,500.00	\$0.00
LCFF Concentration	\$100,000.00	\$100,000.00	\$0.00	Measure G1	\$0.00	\$0.00	\$0.00
Title I: Basic	\$97,816.32	\$97,816.32	\$0.00	Perkins	\$0.00	\$0.00	\$0.00
Title I: Parent Participation	\$1,873.92	\$1,873.92	\$0.00	California Partnership Academy	\$0.00	\$0.00	\$0.00

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSPA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
		Project Lead the Way Training for IED and EDD Funded by Chevron Grant	Rigorous Academics			Enter object code at left.		Enter position number at left.		303-1
		Summer Internships for juniors and seniors	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		303-2
		Engineering Pathway Mentoring Program (Intel)	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		303-3
		Intel Summer Internship Program	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		303-4
		Georgia Tech Summer Engineering Institute	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		303-5
		Sophomore Trip to Intel	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		303-6
		.	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		303-7

	21st Century Community Learning Centers	Parent Liaison	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.		Enter object code at left.		Enter position number at left.	0.50	303-8
	21st Century Community Learning Centers	Consultants - HIFY to serve as after school program lead agency	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.	5825	Central Consultants		Enter position number at left.		303-9
	Base Funded	1.0 FTE - Instructional Teacher Leader to lead coaching cycles to improve teacher practice, refine instructional strategies, impact teacher retention, and improve literacy, rigor and engagement	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.	1.00	303-10
	Base Funded	2.0 Truancy Officers to decrease chronic absenteeism and improve culture and climate	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.	2.00	303-11
\$13,000.00	Comprehensive Support & Improvement (CSI) Grant	Teacher curriculum development days (4 days x 6 hours = 24 hours) 18 teachers @ \$27 hour	Language & Literacy			Enter object code at left.		Enter position number at left.		303-12
\$30,000.00	Comprehensive Support & Improvement (CSI) Grant	Technology, expendable equipment, ie. document cameras, headphones, printers, projectors	Language & Literacy			Enter object code at left.		Enter position number at left.		303-13
\$57,310.00	Comprehensive Support & Improvement (CSI) Grant	0.5 FTE Literacy Coach to coach and support teachers in developing and implementing research based literacy strategies	Language & Literacy	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries	6126	Enter position number at left.	0.50	303-14
\$8,000.00	Comprehensive Support & Improvement (CSI) Grant	Teacher stipends for summer bootcamp (literacy and math) for high-needs students to attend a series of week-long sessions with their teachers in preparation for rigorous A-G courses in the fall.	Language & Literacy		1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		303-15

\$32,000.00	Comprehensive Support & Improvement (CSI) Grant	Build Literacy and Math intervention courses into the master schedule to support students with low skills and students with disabilities and ensure their success in courses with historically high failure rates (English, Algebra 1).  Funds will be used to pay for teacher extended contracts to provide extended learning time during their planning period and/or a zero period, before and after school, as well as Saturday School	Language & Literacy	Goal 3: Students are reading at or above grade level.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		303-16
\$7,500.00	Comprehensive Support & Improvement (CSI) Grant	Culturally relevant classroom sets of novels and primary source material increase the quantity of engaging texts for students to read throughout all classes.	Language & Literacy		4200	Books other than Textbooks		Enter position number at left.		303-17
\$10,662.00	Comprehensive Support & Improvement (CSI) Grant	Supplies and materials for summer boot camp and school year literacy and math intervention	Language & Literacy		4310	School Office Supplies				303-18
\$27,000.00	Comprehensive Support & Improvement (CSI) Grant	Professional development professional conferences and trainings (9 teachers x 3K)	Language & Literacy		5200	Travel And Conferences		Enter position number at left.		303-19
\$3,000.00	General Purpose Discretionary	Provide necessary textbook materials to support the acceleration of Gifted and Talented Students (GATE) through dual enrollment college courses and advanced placement options; GATE students should be able to graduate from McClymonds with multiple college credits and college academic preparation through dual enrollment and advanced placement.	Rigorous Academics	Goal 1: Graduates are college and career ready.	4100	Textbooks		Enter position number at left.		303-20
\$1,800.00	General Purpose Discretionary	PSAT materials	Rigorous Academics	Goal 1: Graduates are college and career ready.	4200	Books other than Textbooks		Enter position number at left.		303-21
\$6,000.00	General Purpose Discretionary	Workbooks and consumable materials for Advanced Placement Courses	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	4200	Books other than Textbooks				303-22

\$44,600.00	General Purpose Discretionary	Supplies for instruction and operational needs	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	4310	School Office Supplies		Enter position number at left.		303-23
\$1,400.00	General Purpose Discretionary	Dues & Membership Fees for WASC 2019-2020 Yearly Accrediration Fee	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	5300	Dues & Memberships		Enter position number at left.		303-24
\$8,000.00	General Purpose Discretionary	Equipment Maintenance Agreement	Schoolwide Enabling Conditions		5610	Equip Maintenance Agreeemt		Enter position number at left.		303-25
\$7,000.00	General Purpose Discretionary	Transportation for Career Exploration Visits (i.e. job shadows, field trips) and other college & career access excursions	Work-Based Learning	Goal 1: Graduates are college and career ready.	5826	External Work Order Services		Enter position number at left.		303-26
\$4,000.00	General Purpose Discretionary	MAP testing licenses to conduct schoolwide formative interim assessments throughout the 19-20 school year	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		Enter position number at left.		303-27
\$21,000.00	Intel	NInth Grade Summer Bridge summer 2019	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		303-28
\$21,000.00	Intel	Support incoming 9th graders as they transition from middle school to high school via the 9th grade house structure. All 9th graders will participate in a cohorted block schedule where they will receive academic and social-emotional guidance from teachers, and administrators specifically assigned to 9th grade, with a goal of increasing the number of students on-track to graduate at the end of 9th grade.	Rigorous Academics			Enter object code at left.		Enter position number at left.		303-29
\$85,450.00	Intel	Aspire tutors for engineering pathway students, Math and Science, and students in the Ninth Grade Academy	Comprehensive Student Supports	Goal 3: Students are reading at or above grade level.		Enter object code at left.		Enter position number at left.		303-30

\$143,685.00	Intel	College and Career Readiness Manager to organize work based learning opportunities and college and career readiness programs for all students. CCRM will also support the Engineering Pathway to provide opportunities for STEM college and career exploration in alignment with the objectives of the Intel Project. These efforts will include the organization of college field trips, tutoring and other wrap around services students, a summerbridge program for incoming 9th graders and a mentorship program in partnership with Intel employees	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	2305	Classified Supervisors' and Administrators' Salaries	2625	Enter position number at left.	1.00	303-31
\$10,000.00	Intel	Family Engagement	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies		Enter position number at left.		303-32
\$78,342.00	LCFF Concentration	1.0 FTE for ELA teacher to reduce class size and provide intervention/acceleration opportunities for ELA students	Language & Literacy	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	3851	Enter position number at left.	1.00	303-33
\$21,658.00	LCFF Concentration	Stipends for teachers to provide summer school credit recovery and acceleration to students off-track to graduate. (Stipends: \$17,500, Benefits: \$4158)	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		303-34
\$90,944.00	LCFF Supplemental	0.95 FTE Science Teacher; to reduce class sizes and teach Engineering Capstone course to 12th grade students	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	6899	Enter position number at left.	0.95	303-35
\$14,235.00	LCFF Supplemental	Stipends for teacher leaders participating on Instructional Leadership Team; compensation to develop and deliver weekly professional development for teachers for the 2019-2020 school year	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		303-36
\$11,859.00	LCFF Supplemental	Classified Overtime	Schoolwide Enabling Conditions		2225	Classified Support Salaries: Overtime		Enter position number at left.		303-37

\$30,485.00	LCFF Supplemental	.25 FTE Behavior Support Specialist to support case management for at-risk populations, including homeless/foster youth, incarcerated youth, African American Girls, as well as professional learning for staff around effective trauma-informed and SEL practices	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	2305	Classified Supervisors' and Administrators' Salaries	1467	Enter position number at left.		303-38
\$65,105.00	LCFF Supplemental	Supplies for instruction and operational needs	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	4310	School Office Supplies		Enter position number at left.		303-39
\$5,091.00	LCFF Supplemental	Travel and conference fees for up to 2 staff members to attend Linked Learning professional development conference during 2019-202 school year.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	5200	Travel And Conferences		Enter position number at left.		303-40
\$4,500.00	LCFF Supplemental	Contract with Elevate Oakland to supplement performing arts classes and provide students with additional learning opportunities	Rigorous Academics	Goal 1: Graduates are college and career ready.	5825	Central Consultants				303-41
\$15,206.00	LCFF Supplemental	Arabic-speaking secretary/Parent liason ro support students and families and provide access to information about the school and pathway/academic programs in their home language.	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.	5825	Central Consultants		Enter position number at left.		303-42
\$2,000.00	LCFF Supplemental	Postage	Schoolwide Enabling Conditions		5910	Postage		Enter position number at left.		303-43
\$27,847.40	Measure G	Teacher Librarian to support students and teachers to access LIT Center	Language & Literacy	Goal 3: Students are reading at or above grade level.	2305	Classified Supervisors' and Administrators' Salaries	277	Enter position number at left.	0.20	303-44
\$2,525.60	Measure G	Surplus	Language & Literacy	Goal 3: Students are reading at or above grade level.	4399	Surplus		Enter position number at left.		303-45
\$83,651.00	Measure N	1.0 FTE Engineering teacher to teach Introduction to Engineering and support the development of the engineering pathway	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	4006	Enter position number at left.	1.00	303-46
\$99,833.00	Measure N	1.0 Entrepreneurship Pathway Teacher to teach the Introduction to Entrepreneurship and Introduction to Career Pathways	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	4881	Enter position number at left.	1.00	303-47

\$8,500.00	Measure N	ECCO stipends: teacher stipend for teaching ECCO course during summer 2020	Work-Based Learning	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		303-48
\$41,772.16	Measure N	0.3 Pathway Coach to support pathway development and implementation (0.5 FTE to be funded by 912 LLO)	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	2305	Classified Supervisors' and Administrators' Salaries	277	Enter position number at left.	0.30	303-49
\$13,500.00	Measure N	ECCO stipends: student internship stipends for summer 2020	Work-Based Learning	Goal 1: Graduates are college and career ready.	5825	Central Consultants		Enter position number at left.		303-50
\$15,000.00	Measure N	Consultant contract to support Entrepreneurship program at 9th grade level to effectively incorporate NFTE curriculum, coordinate Entrepreneurship Speaker series, and maintain business partnerships vital to Entrepreneurship pathway	Rigorous Academics		5825	Central Consultants		Enter position number at left.		303-51
\$28,000.00	Measure N	Consultant contract with East Bay Consortium to provide mentoring and college/career guidance to students via College & Career Center at McClymonds four days per week during the 2019-2020 school year.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	5825	Central Consultants		Enter position number at left.		303-52
\$24,243.84	Measure N	Transportation for Career Exploration Visits (i.e. job shadows, field trips) and other college & career access excursions: to be distributed between 9th Grade Academy, Entrepreneurship, and Engineering Pathways	Work-Based Learning		5826	External Work Order Services		Enter position number at left.		303-53
\$91,602.00	Title I: Basic	.75 FTE Behavior Support Specialist to support case management for at-risk populations, including homeless/foster youth, incarcerated youth, African American Girls, as well as professional learning for staff around effective trauma-informed and SEL practices	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	2305	Classified Supervisors' and Administrators' Salaries	1467	Enter position number at left.	0.75	303-54
\$6,214.32	Title I: Basic	Surplus	Language & Literacy	Goal 3: Students are reading at or above grade level.	4399	Surplus		Enter position number at left.		303-55

\$1,873.92	Title I: Parent Participation	Surplus	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	4399	Surplus		Enter position number at left.		303-56
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# Action Research

## McClymonds High School

**Pathway/s:** Engineering and Entrepreneurship

**Top 5 Measure N Funding Commitments** Pathway Coach (0.5), Engineering and Entrepreneurship Pathway teachers, (2), East Bay Consortium, ECCO Internships

**What inquiry question is driving your research to develop a quality Linked Learning pathway/school?**

If we focus on building school-wide teacher capacity to plan and implement rigorous, standards-aligned, engaging and relevant project-based learning experiences, then we will experience greater teacher development and satisfaction which would increase student learning as evidenced through school and state assessments, increased attendance, and active participation in classes.

**What did you discover in the past year?  
(Please use data to support.)**

During the 18-19 school year, we hired two instructional coaches to support new teachers on professional growth goals to drive instruction. We were able to retain ALL new teachers for the year. The shift in the Wednesday schedule increased instructional time. Collaborative planning time built in the master schedule provided increased academic and work-based learning opportunities for students. Overall, collaborative planning significantly increased this year and as a result, teachers felt supported.

**What are you going to do differently or change moving forward?**

Wednesday PDs center on cycles of inquiry focused on student work and aligned to teacher assignments and delivery. This informs teacher practice, learning and growth.

**How do you anticipate this will improve Measure N outcomes for your students moving forward?**

We anticipate this focus on cycles of inquiry will improve teacher practice and the quality of student work.

## 2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

### 1A: ABOUT THE SCHOOL

**Instructions:** Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

*Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.*

**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: 19-20 STRENGTHS & CHALLENGES

**Instructions:** Identify schoolwide strengths and challenges related to each data point.

- What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
- Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

**IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.**

*Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

**State Dashboard  
Indicators**

**Strengths**

**Challenges/Barriers**

<b>Graduation Rate</b>	Team Collaboration (Leadership Team, Engineering Team, Instructional Leadership Team, Graduation Team) which identifies resources, personal supports, instructional supports and individualized graduation plans for student success. Increase in graduation rate from 76% (16-17) to 79% (17-18)	Student engagement, student attendance, incorporating mentoring to support academics and interpersonal and intrapersonal support that builds agency with student learning and engagement. Case Management/Mentoring including analysis
<b>On Track to Graduate (11th Grade)</b>	We improved by almost 10% of 11th grade females on track to graduate and a 6% growth of males on track to graduate. (17-18 33.3% to 18-19 41.9% females; 17-18 29.5% to 18-19 35.6% males)	The school has not yet implemented comprehensive and individualized academic plans for all students.
<b>A-G Completion</b>	From 16-17 to 17-18, we increased by 6 %, 49.1% to 55.9% of A-G Completion.	The school has not yet implemented comprehensive and individualized academic plans for all students.
<b>SBAC ELA</b>	Greater attention paid to standards-aligned instructional practices including complex text and calibrating all staff under a universal standard-aligned rubric.	Continuing and consistent support of new ELA teachers
<b>SBAC Math</b>	From 16-17 to 17-18, we increased by 3% for students meeting and exceeding standards from 13.4% to 16.5% and decreased not meeting standard from 86.5% to 83.6%	Continuing and consistent support of new math teachers
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	Increase in Dual Enrollment pass rate from 75.7% in 17-18 to 100% in 18-19.	1. Need a more transparent process for student enrollment and participation in Dual Enrollment. 2. Need to increase the AP exam pass rate.
<b>Pathway Participation/CTE Enrollment*</b>	We increased to 83.7% in 18-19 from 62.1% in 17-18.	Need a more transparent process for student enrollment and participation in Pathway
<b>English Learner Progress</b>	Qualified ELD teacher. ELPAC testing coordinator	Highly trained qualified teachers in ELL strategies
<b>Suspension Rate</b>	Our suspension rate decreased from 16.2% in 17-18 to 9.5% currently in 18-19.	The loss of the Restorative Justice program may negatively impact the suspension rate

### 1C: 19-20 STUDENT GOALS & TARGETS

**Instructions:** For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

*Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.*

**District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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Graduation Rate	Establish clear and consistent systems and structures for collecting and reviewing data in PLCs that inform instructional practice and unit and credit recovery.	All Students	+2pp	79.22%	80.00%	85.00%	McClymonds should continue to work at increasing A-G eligibility and increase female graduation rate to achieve parity with male student graduation rate.
Dropout Rate	Implement a systematic RTI process that routinely collects and uses data to monitor student academic progress over time and immediately intervenes at the first sign of student struggle.	All Students	-3pp	11.69%	8.69%	7%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
A-G Completion Rate	Establish clear and consistent systems and structures for collecting and reviewing data in PLCs that inform instructional practice and unit and credit recovery.	All Students	+3pp	55.93%	Coming soon	60.00%	McClymonds should continue to work at increasing A-G eligibility and increase female graduation rate to achieve parity with male student graduation rate.
FAFSA Completion Rate	Weekly FAFSA completion monitoring by College Seminar teacher	All Students	+3pp	Coming soon	93.00%	95.00%	Increase family engagement.
College Enrollment	100% of graduates will enroll in a two-year, four-year or vocational program	All Students	N/A	N/A	N/A	90.00%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
Grade 10 Pathway Participation	100% of 10th grade students will actively participate in a Pathway	All Students	+5pp	80.95%	85.95%	94.40%	Increase family engagement.

***District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)***

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	85% of students will feel connected to at least one adult on campus	All Students	+5pp	40.99%	45.99%	50.00%	Increase family engagement.
Suspensions	Increase PBIS Levels 1 and 2 interventions	African-American Students	-2pp	19.89%	17.89%	15.00%	McClymonds must continue to refine its data collection system and provide staff and students with comprehensible data reports which will drive improvements in learning.
Suspensions	Increase collaboration between our Resource Specialists and our mainstream teachers	Students with Disabilities	-2pp	25.00%	23.00%	20.00%	McClymonds must continue to refine its data collection system and provide staff and students with comprehensible data reports which will drive improvements in learning.

Chronic Absence	Better collaboration between teachers and the attendance team in monitoring student absenteeism	African-American Students	-2pp	29.82%	27.82%	21.00%	Increase student attendance.
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**District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	Build curriculum that uses constructed responses and stems that mirror SBAC language.	All Students	+15 points DF3	-82.1	-62.1	32%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
ELA SBAC	Increase vocabulary instruction	Students with Disabilities	+20 points DF3	-161.4	-141.4	4.5	Improve math and science skills for all students as measured by site, district or state measures and criteria.
ELA SBAC	Provide culturally relevant, engaging, and rigorous instruction to increase literacy and writing skills. Particular emphasis on reading informational texts.	African-American Students	+20 points DF3	-68.4	-48.4	32%	Improve math and science skills for all students as measured by site, district or state measures and criteria.

**District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	1. Build curriculum that uses constructed responses and stems that mirror SBAC language.	All Students	+15 points DF3	-182.3	9%	14%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
Math SBAC	Work closely with Resource Specialists to implement the modifications necessary to address gaps	Students with Disabilities	+20 points DF3	-249.2	-229.2	8%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
Math SBAC	1. Build curriculum that focuses on real-world math application. 2. Increase math-related vocabulary and problem-solving. 3. Use constructed responses and stems that mirror SBAC language.	African-American Students	+20 points DF3	-193.7	-173.7	11%	Improve math and science skills for all students as measured by site, district or state measures and criteria.

**District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)**

Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	Provide designated ELD class for students who are not yet reclassified and provide teachers with strategies to assist ELs	English Learners	16%	4.00%	16.00%	20.00%	Expand the use of performance data as a means of informing and driving curriculum and instruction.

LTEL Reclassification	Increase SRI scores to above 1000 and increase ELPAC scores of 3 or higher. Increase students' use of academic language (reading, writing, speaking) to expose them to and familiarize them with academic language so they can access information in their core courses.	Long-Term English Learners	25%	5.88%	25.00%	25.00%	Expand the use of performance data as a means of informing and driving curriculum and instruction.
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**District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
SRI Growth of One Year or More	Increase reading endurance and access high interest reading options for independent reading opportunities	All Students	+5pp	19.08%	24.08%	29.08%	Expand the use of performance data as a means of informing and driving curriculum and instruction.
SRI Multiple Years Below Grade Level	Examine SRI data to determine what skills are needed to reach grade-level lexile, implementing instruction that targets those skills. Utilize Aspire tutors to provide interventions	All Students	-5pp	53.78%	48.78%	43.78%	Expand the use of performance data as a means of informing and driving curriculum and instruction.

**School:** McClymonds High School

**School ID:** 303

**2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

<b>Instructions:</b> Please complete this self-assessment for your school. <a href="#">Click here for the full Measure N rubric.</a>		<b>KEY:</b> 1: <i>Not at all</i> 3: <i>Mostly</i> 2: <i>Somewhat</i> 4: <i>Completely</i>	
1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<b>School Leadership:</b> To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	4: Completely	Mission and vision is permeated through all stakeholders and is evident through planning, implementation and our systems and structures.	Deepening the commitment of all leadership team members.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	4: Completely	Highly effective Pathway Development Team that planned and executed a year long scope and sequence of professional learning that ties the school wide goals to Pathway Development and the School's Mission and Vision.	Building capacity of teachers to make deeper connections between Mission and Vision/Pathway Development and their content.
<b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	The majority of school leaders understand and support Pathways as a core driver.	Deepen the understanding of all school leaders to act as change agents (within their roles) with pathways as the core driver.
<b>School Leadership &amp; Vision Goal for 2019-20:</b> Our goal is to put in systems, structures and practices in place in order to create a transparent collaborative leadership team to ensure all team members will understand the expectation for student success in the pathways, Engineering and Entrepreneurship, i.e., internships, workbased learning, 10 year plan.			

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
<b>Staffing Structure Aligned to Purpose:</b> To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	3: Mostly	The school is organized around 2 pathways and structured into 7 core teams: 1. Special Education Team, 2. Instructional Leadership Team, 3. Culture and Climate Team, 4. Post-Secondary Readiness Team, 5. Attendance Team, 6. Engineering Team and 7. Ninth Grade Team. All teams meet weekly or bi-weekly and have representation on the School Leadership Team which meets weekly to monitor the school site plan, pathway implementation and to progress monitor student outcomes and assure that conditions are in place to establish and sustain pathway quality.	We have the structures, but we need to build greater alignment and collaboration among teams, i.e. counseling, leadership, culture and climate, workbased learning, etc. to support the pathway vision.
<b>Alignment and Coherence of Leadership Bodies</b> To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	3: Mostly	With the development of the School Leadership Team, which consists of representatives of all the school teams, we have begun to align our work more effectively to pathways. Ensuring pathway development as ongoing agenda items on all of our community engagement mechanisms, i.e., Fireside Chat with the Principal, SSC, PTSA and Facilities Oversight Committee.	We have the structures, we need to build greater alignment, communication, and collaboration among teams, i.e. counseling, leadership, culture and climate, etc. to support the pathway vision.
<b>Decision-Making Structure:</b> To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	3: Mostly	Regular scheduled meetings are in place to ensure all stakeholders are informed and have a shared understanding of pathways.	We need to develop, communicate and implement a well defined communication system.

<b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	3: Mostly	The master schedule currently reflects common planning for 9th and 10th grade teachers. Additionally, resources are allocated to support afterschool planning for the Pathway Development Team on the 2nd and 4th Mondays. Additionally teachers collaborate every Wednesday either in Grade Level Teams, Content Teams or Parthway Teams.	A clear understanding of the guidelines of student pathway selection, enrollment, participation. A shared understanding of pathway processes and monitoring.
<b>Equity Stance:</b> To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	3: Mostly	During School Leadership Team meetings, an overall objective is to identify root causes of inequity of access and develop effective policies moving forward to ensure equity of access for all students	Developing effective policies and practices to ensure equity of access for all students.
<b>Systems &amp; Structures Goal for 2019-20:</b> Our goal is to establish systems, structures and practices that are aligned to our school's mission and vision, to increase student engagement and accelerate student outcomes through quality and equitable pathway experiences.			

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal	Which school team(s) does this action support?
0.3 Pathway Coach to support pathway development and implementation (0.5 FTE to be funded by 912 LLO)	Measure N	\$41,772.16	2305	Classified Supervisors' and Administrators' Salaries	277	Enter position number at left.	0.30	Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
1.0 FTE - Instructional Teacher Leader to lead coaching cycles to improve teacher practice, refine instructional strategies, impact teacher retention, and improve literacy, rigor and engagement	Base Funded			Enter object code at left.		Enter position number at left.	1.00	Rigorous Academics	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	Whole School
College and Career Readiness Manager to organize work based learning opportunities and college and career readiness programs for all students. CCRM will also support the Engineering Pathway to provide opportunities for STEM college and career exploration in alignment with the objectives of the Intel Project. These efforts will include the organization of college field trips, tutoring and other wrap around services students, a summerbridge program for incoming 9th graders and a mentorship program in partnership with Intel employees	Intel	\$143,685.00	2305	Classified Supervisors' and Administrators' Salaries	2625	Enter position number at left.	1.00	Work-Based Learning	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
Parent Liaison	21st Century Community Learning Centers			Enter object code at left.		Enter position number at left.	0.50	Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	Whole School
Family Engagement	Intel	\$10,000.00	4310	School Office Supplies		Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	Whole School

Consultant contract with East Bay Consortium to provide mentoring and college/career guidance to students via College & Career Center at McClymonds four days per week during the 2019-2020 school year.	Measure N	\$28,000.00	5825	Central Consultants		Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
Ninth Grade Summer Bridge summer 2019	Intel	\$21,000.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions		
Equipment Maintenance Agreement	General Purpose Discretionary	\$8,000.00	5610	Equip Maintenance Agreement		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions		
Dues & Membership Fees for WASC 2019-2020 Yearly Accreditation Fee	General Purpose Discretionary	\$1,400.00	5300	Dues & Memberships		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
Postage	LCFF Supplemental	\$2,000.00	5910	Postage		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions		
Supplies for instruction and operational needs	General Purpose Discretionary	\$44,600.00	4310	School Office Supplies		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
Workbooks and consumable materials for Advanced Placement Courses	General Purpose Discretionary	\$6,000.00	4200	Books other than Textbooks				Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
Travel and conference fees for up to 2 staff members to attend Linked Learning professional development conference during 2019-202 school year.	LCFF Supplemental	\$5,091.00	5200	Travel And Conferences		Enter position number at left.		Career Technical Education	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
Supplies for instruction and operational needs	LCFF Supplemental	\$65,105.00	4310	School Office Supplies		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
Classified Overtime	LCFF Supplemental	\$11,859.00	2225	Classified Support Salaries: Overtime		Enter position number at left.			Schoolwide Enabling Conditions		Whole School

**LANGUAGE & LITERACY** School: **McClymonds High School** [Link to 18-19 SPSA](#)

**ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION**

*What strategic actions are you taking to improve language and literacy outcomes for students this year?*

**IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.**

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
1. TSA literacy support; 2. Summer professional learning (AVID); 3. Licensing agreements; 4. teacher librarian; 5. Literacy and math intervention class	Partially Implemented	Somewhat Effective	Two TSA worked with 9-11 new teachers weekly to improve literacy instruction across the curriculum. It's evident when you walk through the school that engagement is taking place as teachers are implementing standards-aligned instruction to address literacy gaps. Teacher librarian supports around SRI, purchasing teaching and learning resources and provided research skills instruction to support evidenc-based writing, citing sources, finding credible sources, and paraphrasing. We offered math and ELA intervention classes and a ELD classes.

**IMPLEMENTATION GOALS**

*Below are your Language & Literacy goals from Part 1: Needs & Goals.*

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	Build curriculum that uses constructed responses and stems that mirror SBAC language.	All Students	-82.1	-62.1	32%	Expand the use of performance data as a means of informing and driving curriculum and instruction.
ELA SBAC	Increase vocabulary instruction	Students with Disabilities	-161.4	-141.4	4.50%	Expand the use of performance data as a means of informing and driving curriculum and instruction.
ELA SBAC	Provide culturally relevant, engaging, and rigorous instruction to increase literacy and writing skills. Particular emphasis on reading informational texts.	African-American Students	-68.4	-48.4	32%	Expand the use of performance data as a means of informing and driving curriculum and instruction.
SRI Growth of One Year or More	Increase reading endurance and access high interest reading options for independent reading opportunities	All Students	19.08%	24.08%	29.08%	Expand the use of performance data as a means of informing and driving curriculum and instruction.
SRI Multiple Years Below Grade Level	Examine SRI data to determine what skills are needed to reach grade-level lexile, implementing instruction that targets those skills. Utilize Aspire tutors to provide interventions	All Students	53.78%	48.78%	43.78%	Expand the use of performance data as a means of informing and driving curriculum and instruction.
ELL Reclassification	Provide designated ELD class for students who are not yet reclassified and provide teachers with strategies to assist ELs	English Learners	4.00%	16.00%	20%	Expand the use of performance data as a means of informing and driving curriculum and instruction.
LTEL Reclassification	Increase SRI scores to above 1000 and increase ELPAC scores of 3 or higher. Increase students' use of acaemic language (reading, writing, speaking) to expose them to and familiarize them with academic language so they can access information in thir core courses.	English Learners	5.88	25%	25%	Expand the use of performance data as a means of informing and driving curriculum and instruction.

**THEORY OF ACTION**

<b>Theory of Action</b>	If we implement a comprehensive school-wide approach to literacy, aligned to Common Core Standards that focus on reading, writing and collaborating in all content areas, then we will increase student growth in reading and writing.
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<b>How are you supporting English Language Learners?</b>	A designated ELD class is provided and intergrated ELD instruction is data-driven and standards-based. We have an ELL ambassador who provides teacher with EL snapshots so they can use the information to provide intervention toward reclassification/maintaining IFEP status.
<b>How are you building conditions for student and adult learning?</b>	Our robust professional learning plan includes strategies for integrating language and literacy skills into all content areas. Wednesday professional learning center around departments, pathway integration, and culture and climate goals that inform instruction and set the standard for a safe and appurtive learning environment.

**STRATEGIC ACTIONS**

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
0.5 FTE Literacy Coach to coach and support teachers in developing and implementing reserch based literacy strategies	Comprehensive Support & Improvement (CSI) Grant	\$57,310.00	1119	Certificated Teachers on Special Assignment Salaries	6126	Enter position number at left.	0.50	Rigorous Academics	Language & Literacy	Goal 3: Students are reading at or above grade level.
Teacher Librarian to support students and teachers to access LIT Center	Measure G	\$27,847.40	2305	Classified Supervisors' and Administrators' Salaries	277	Enter position number at left.	0.20	Rigorous Academics	Language & Literacy	Goal 3: Students are reading at or above grade level.
1.0 FTE for ELA teacher to reduce class size and provide intervention/acceleration opportunities for ELA students	LCFF Concentration	\$78,342.00	1105	Certificated Teachers' Salaries	3851	Enter position number at left.	1.00	Rigorous Academics	Language & Literacy	Goal 1: Graduates are college and career ready.
Surplus	Measure G	\$2,525.60	4399	Surplus		Enter position number at left.		Rigorous Academics	Language & Literacy	Goal 3: Students are reading at or above grade level.
Surplus	Title I: Basic	\$6,214.32	4399	Surplus		Enter position number at left.		Rigorous Academics	Language & Literacy	Goal 3: Students are reading at or above grade level.
Build Literacy and Math intervention courses into the master schedule to support students with low skills and students with disabilities and ensure their success in courses with historically high failure rates (English, Algebra 1).  Funds will be used to pay for teacher extended contracts to provide extended learning time during their planning period and/or a zero period, before and after school, as well as Saturday School	Comprehensive Support & Improvement (CSI) Grant	\$32,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Rigorous Academics	Language & Literacy	Goal 3: Students are reading at or above grade level.
Professional development professional conferences and trainings (9 teachers x 3K)	Comprehensive Support & Improvement (CSI) Grant	\$27,000.00	5200	Travel And Conferences		Enter position number at left.		Rigorous Academics	Language & Literacy	

Teacher stipends for summer bootcamp (literacy and math) for high-needs students to attend a series of week-long sessions with their teachers in preparation for rigorous A-G courses in the fall.	Comprehensive Support & Improvement (CSI) Grant	\$8,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.			Language & Literacy	
Supplies and materials for summer boot camp and school year literacy and math intervention	Comprehensive Support & Improvement (CSI) Grant	\$10,662.00	4310	School Office Supplies					Language & Literacy	
Culturally relevant classroom sets of novels and primary source material increase the quantity of engaging texts for students to read throughout all classes.	Comprehensive Support & Improvement (CSI) Grant	\$7,500.00	4200	Books other than Textbooks		Enter position number at left.			Language & Literacy	
Technology, expendable equipment, ie. document cameras, headphones, printers, projectors	Comprehensive Support & Improvement (CSI) Grant	\$30,000.00		Enter object code at left.		Enter position number at left.			Language & Literacy	
Teacher curriculum development days (4 days x 6 hours = 24 hours) 18 teachers @ \$27 hour	Comprehensive Support & Improvement (CSI) Grant	\$13,000.00		Enter object code at left.		Enter position number at left.			Language & Literacy	

**RIGOROUS ACADEMICS & CTE** School: **McClymonds High School** [Link to 18-19 SPSA](#)

**RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT**

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Pathway Theme	3	4	4	In a multi-year collaborative process that included students, staff, families and community stakeholders and partners, the Design Team realized that the majority of Mack students live in the attendance area. Most of the businesses listed in West Oakland are small and represent urban manufacturing, construction, design, engineering, clean technology, digital media, audio/visual/film and biotechnology. Our goal is to provide relevant educational opportunities to our youth and prepare them for the trending businesses in the community.
Integrated Core	3	3	3	Our Pathway Development Team developed an aligned Professional Learning plan to pathway development. Specifically integrating pathway themes (Engineering and Entrepreneurship Student Learning Outcomes) into core content themes and projects.
Cohort Scheduling	3-	2	2	All 9th grade students are cohorted in the 9th Grade Academy. Tenth through twelfth grade students are cohorted by CTE/Pathway class.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning	2	2+	2+	All students engaged in an interdisciplinary project that integrated rigorous and relevant activities. Students outcomes will be assessed using common rubrics.
Collaborative Learning	2	4	4	We have a robust and pathway aligned professional learning scope and sequence. Our professional learning structure is based on highly effective professional learning communities (PLC) embracing a cycle of inquiry to inform best instructional strategies.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Sharing Best Practice	3	4	4	Our Professional Learning Communities engage in ongoing cycles of inquiry which establishes the conditions for sharing best practices and calibrating around rigorous student learning.
Collaboration Time	3	3	3	We have a professional learning schedule that supports teacher collaboration 4 Wednesdays a month and common planning time for 9th and 10th grade teams.
Professional Learning	2	4	4	Our Pathway Development Team created, communicated and implemented a year long Professional Learning scope and sequence that is aligned with our schools mission and vision/pathway development.

**ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION**

*What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?*

**IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.**

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>1.Engineering teacher to teach Intro to Engineering and support pathway development; 2.Entrepreneurship pathway teacher; 3. Engineering teacher to teach Principles of Engineering and support pathway development; 4.Added math teacher; 5. Teacher leader stipends for Engineering director and Director of integrated projects; 6. AVID conference; 7. Support for incoming 9th grade; 8. Stipends for teachers to develop CTE-aligned ininterdisciplinary projects and curriculum tied to pathway themes; 9. Books Other Than Textbooks</p>	<p>Partially Implemented</p>	<p>Somewhat Effective</p>	<p>The Engineering pathway has become stronger with the addition of the EDD teacher. The two-week summer bridge program supported the transition to high school and gave students an introduction to teachers in the 9th grade academy and their instructional expectations. We received books other than textbooks which supported teaching and learning.</p>
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### IMPLEMENTATION GOALS

*Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.*

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Build curriculum that uses constructed responses and stems that mirror SBAC language.	All Students	-182.3	9%	14%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
Math SBAC	Work closely with Resource Specialists to implement the modifications necessary to address gaps	Students with Disabilities	-249.2	3%	8	Improve math and science skills for all students as measured by site, district or state measures and criteria.
Math SBAC	Build curriculum that focuses on real-world math application. Increase math-related vocabulary and problem-solving	African-American Students	-193.7	6%	11%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
Standards Based Instruction/ Project-Based Learning	All students will have at least one project-based learning experience per core class. Projects will be informed by standards based instruction and supported by inter-departmental cycles of inquiry.	All Students	All students will complete at least 1 interdisciplinary project. 50% of students will master grade level standards and cognitive skills as evidenced through project assessment rubric	All students will complete at least 1 interdisciplinary project. 83% of students will master grade level standards and cognitive skills as evidenced through project assessment rubric	100%	Expand the use of performance data as a means of informing and driving curriculum and instruction.
Career Technical Education Sequence						

<b>Graduate Capstone/ Culminating Experience</b>	Engineering: Engineering: 80% of Engineering Pathway seniors demonstrate proficiency or mastery on at least 80% of PLTW Engineering Design and Development (EDD) course standards. Entrepreneurship: (Our goal is to develop the Entrepreneurship Capstone Plan (Project Description and Pacing Guide)). 80% of Entrepreneurship Pathway seniors demonstrate proficiency or mastery on at least 80% of NFTE standards	All Students	N/A	80%	90%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
<b>Course Passage Rates</b>	The course passage rate of African American males will be proportional to their percentage of the school population	African-American Males				Expand the use of performance data as a means of informing and driving curriculum and instruction.

### THEORY OF ACTION

<b>Theory of Action</b>	If we provide rigorous, relevant and personalized learning experiences for all students that culminates in performance based and standards driven projects, then students will engage more deeply as active learners, communicate more effectively, and be college, career and community ready.
<b>How are you supporting English Language Learners?</b>	A designated ELD class is provided and intergrated ELD instruction is data-driven and standards-based. We have an ELL ambassador who provides teacher with EL snapshots so they can use the information to provide intervention toward reclassification/maintaining IFEP status.
<b>How are you building conditions for students and adult learning?</b>	Interdisciplinary professional learning opportunities that focus on developing teacher practice through assess student outcomes across each grade level.

### STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
1.0 FTE Engineering teacher to teach Introduction to Engineering and support the development of the engineering pathway	Measure N	\$83,651.00	1105	Certificated Teachers' Salaries	4006	Enter position number at left.	1.00	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
1.0 Entrepreneurship Pathway Teacher to teach the Introduction to Entrepreneurship and Introduction to Career Pathways	Measure N	\$99,833.00	1105	Certificated Teachers' Salaries	4881	Enter position number at left.	1.00	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
0.95 FTE Science Teacher; to reduce class sizes and teach Engineering Capstone course to 12th grade students	LCFF Supplemental	\$90,944.00	1105	Certificated Teachers' Salaries	6899	Enter position number at left.	0.95	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Contract with Elevate Oakland to supplement performing arts classes and provide students with additional learning opportunities	LCFF Supplemental	\$4,500.00	5825	Central Consultants				Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
Stipends for teacher leaders participating on Instructional Leadership Team; compensation to develop and deliver weekly professional development for teachers for the 2019-2020 school year	LCFF Supplemental	\$14,235.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.

Provide necessary textbook materials to support the acceleration of Gifted and Talented Students (GATE) through dual enrollment college courses and advanced placement options; GATE students should be able to graduate from McClymonds with multiple college credits and college academic preparation through dual enrollment and advanced placement.	General Purpose Discretionary	\$3,000.00	4100	Textbooks	Enter position number at left.		Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
MAP testing licenses to conduct schoolwide formative interim assessments throughout the 19-20 school year	General Purpose Discretionary	\$4,000.00	5846	Licensing Agreements	Enter position number at left.		Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
PSAT materials	General Purpose Discretionary	\$1,800.00	4200	Books other than Textbooks	Enter position number at left.		Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
Stipends for teachers to provide summer school credit recovery and acceleration to students off-track to graduate. (Stipends: \$17,500, Benefits: \$4158)	LCFF Concentration	\$21,658.00	1120	Certificated Teachers' Salaries: Stipends	Enter position number at left.		Comprehensive Student Supports	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
<b>Project Lead the Way Training for IED and EDD</b>				Enter object code at left.	Enter position number at left.			Rigorous Academics	
<b>Funded by Chevron Grant</b>									
Support incoming 9th graders as they transition from middle school to high school via the 9th grade house structure. All 9th graders will participate in a cohorted block schedule where they will receive academic and social-emotional guidance from teachers, and administrators specifically assigned to 9th grade, with a goal of increasing the number of students on-track to graduate at the end of 9th grade.	Intel	\$21,000.00		Enter object code at left.	Enter position number at left.			Rigorous Academics	
Consultant contract to support Entrepreneurship program at 9th grade level to effectively incorporate NFTE curriculum, coordinate Entrepreneurship Speaker series, and maintain business partnerships vital to Entrepreneurship pathway	Measure N	\$15,000.00	5825	Central Consultants	Enter position number at left.			Rigorous Academics	

**WORK-BASED LEARNING** School: **McClymonds High School** [Link to 18-19 SPSA](#)

**WORK-BASED LEARNING MEASURE N SITE ASSESSMENT**

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Types of Student Experiences	2	2+	2+	Based on the WBL continuum, we are providing every 9th and 10th grade student a personalized experience with career speakers, career inventories and career exploration visits. Some 11th and 12th grade students are exposed to internships, however there is not a personalized WBL sequence for all students.
Pathway Outcomes	2	3	3	This year, our WBL plan included students across all grade levels that integrate academic and technical coursework in ways that support interdisciplinary experiences and learning outcomes. Our work has included developing interdisciplinary projects and cycle of inquiry.
Pathway Evaluation	2	2+	2	Currently, we evaluate our WBL experiences once a year and determined areas for improvement using the WBL continuum criteria to measure effectiveness. Based on our findings, there is a disconnect between the pathway teachers and the process around WBL experiences. Additionally, the majority of our WBL experiences are at the lower level of the WBL continuum.

**ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION**

*What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?*

**IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.**

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
9th Grade Career Speaker Series with a focus on careers in the two pathways; Mentorship Program for Engineering Pathway students with Intel; Internships at various sites such as Intel; Industry Site Visits with local partners (ie 11 West Partners, Port of Oakland, Mandela Training Center) and larger community (PG&E, Intel) partners; Career Exploration Days, Pathway Week, Family Information Nights (on Internships, Summer Engineering Opportunities, Pathway Night); NFTE Career Exploration Events in Entrepreneurship.	Partially Implemented	Effective	Students were able to articulate how the careers they learned about are related to their interests and training and education required for that career field. Where we need improvement is to build better coordination between interdisciplinary projects and work based learning experiences. Right now, there is a lack of alignment between classroom activities and WBL experiences.

**IMPLEMENTATION GOALS**

*Identify three 2019-20 implementation goals related to Work-Based Learning.*

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal

<b>Career Awareness</b>	100% of 9th and 10th graders will participate in select work-based learning experiences (career visit experiences) including these events in the Fall: 2 Day Career Exploration Event including morning career speakers and afternoon career exploration visits. In the Spring, we host March Pathway Month that includes Pathway World Cafe (career speaker series), Pathway Night with Families to share information about these events and the pathway selection process. The selection process includes a commitment letter signed by both parent and student. Additionally, to continue our Wednesday 9th Grade Speaker series.	All Students	80%	100%	100%	Increase student attendance.
<b>Career Exploration</b>	100% of 11th graders will participate in select work-based learning experiences (job shadows). Complete at least THREE career exploration visits 1 per 11th grade level with pre and post activities. The job shadows will align to interdisciplinary projects in the core classes.	African-American Males	80% / 60%	100% / 80%	90%	Increase student attendance.
<b>Career Preparation</b>	90% of on track 12th graders will have completed an internship by graduation. The internships will be aligned with intensive internship experiences, supported and monitored by school staff who know students well, are powerful means of ensuring that students graduate high school ready for college, career, and community life. Internships provide young adults skills, knowledge, relationships and social capital that can support them for the rest of their lives. They also build relevance into schooling. For disengaged students, internships show the relationship between school and the "real world" that awaits them no matter what choices they make during high school. For students already engaged in school, internships can challenge them to build the social skills and confidence that are necessary components of success and get early exposure to skills and networks that set them ahead on their path. The internships will be year long and each student will be assigned a mentor staff person to support the communication and relationship between the student and point of contact at internship.	All Students	60%	90%	100%	Increase student attendance.

### THEORY OF ACTION

<b>Theory of Action</b>	If students apply learning through practical experience and interaction with professionals from industry and the community, they will extend and deepen their understanding of classroom work while preparing them with college- and career-readiness knowledge and skills.
<b>How are you supporting English Language Learners?</b>	ELD classes, Data Driven and Standards Based Instruction, i.e. PLCs are engaged in ongoing cycles of inquiry in which specific strategies (vocabulary instruction) are identified in order to support ELLs. We will provide professional learning opportunities specific to ELL strategies. We will intentionally seek out internships that meet the needs of ELL families.
<b>How are you building conditions for students and adult learning?</b>	Our robust professional learning plan includes strategies for integrating workbased learning preparation into content areas (i.e. resume writing, interview techniques, goal setting, WBL reflections). An internship coordinator works with staff, students, and WBL partners to extend and deepen the classroom experience.

### STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
ECCO stipends: student internship stipends for summer 2020	Measure N	\$13,500.00	5825	Central Consultants		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
ECCO stipends: teacher stipend for teaching ECCO course during summer 2020	Measure N	\$8,500.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Transportation for Career Exploration Visits (i.e. job shadows, field trips) and other college & career access excursions	General Purpose Discretionary	\$7,000.00	5826	External Work Order Services		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Summer Internships for juniors and seniors				Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Engineering Pathway Mentoring Program (Intel)				Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Intel Summer Internship Program				Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Georgia Tech Summer Engineering Institute				Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Sophomore Trip to Intel				Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Transportation for Career Exploration Visits (i.e. job shadows, field trips) and other college & career access excursions: to be distributed between 9th Grade Academy, Entrepreneurship, and Engineering Pathways	Measure N	\$24,243.84	5826	External Work Order Services		Enter position number at left.			Work-Based Learning	

## COMPREHENSIVE STUDENT SUPPORTS

School: McClymonds High School

[Link to 18-19 SPSA](#)

### COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3	3	3	Reduced chronic attendance rates by 8%. Reduced referrals and out of school suspension rates.
College & Career Plan	3	3	3	Increased graduation rate from 76.5 in 2017 to 79.2 in 2018. Reduced dropout rate from 16.2 to 11.7. Increase in 9th grade on track to graduate rate. Personalized support to students from East Bay Consortium and Graduation Team support students in their applications, testing opportunities, scholarships, and deadlines. Routine workshops held to support students in their college & career preparation, depending on their needs.

### ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

*What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?*

**IMPORTANT:** If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Adopted Restorative practices philosophy that included a Positive Behavior Intervention Support system and focused on trauma informed and social emotional supports. Weekly Coordination of Service Team (COST) meetings, Attendance Team Meetings and bi-monthly Culture and Climate meetings. Implemented quarterly Mack Way assemblies to celebrate and recognize student achievement, growth and behavior and school values. Coordinated and aligned school partner services in order to provide more comprehensive wraparound support services for our students.	Fully Implemented	Somewhat Effective	Increased graduation rate from 76.5 in 2017 to 79.2 in 2018. Reduced dropout rate from 16.2 to 11.7. Improved staff morale, decrease in out of school suspension, increased pre-strike attendance rates

### IMPLEMENTATION GOALS

*Identify three 2018-19 implementation goals related to Comprehensive Student Supports.*

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Provide students a safe, predictable, culturally relevant and trauma informed environment staffed with caring and supportive adults, trained in SEL and restorative approaches, that hold students accountable to the highest standards of excellence. This will lead to decreases in chronic absences, referrals and out of schools suspensions.	All Students	17.1	13.5	10	Increase student attendance.

<b>College Access</b>	Increase graduation rates for African Americans by providing culturally relevant, engaging, and rigorous instruction to increase literacy and writing skills. Particular emphasis on vocabulary development and reading informational texts.	African-American Students	78	80	85	Increase family engagement.
<b>Differentiated Interventions</b>	Provide differentiated and tiered coaching and development for teachers in order to increase teacher retention rates over a 3 year period from 15% to 65% through implementing a comprehensive and tiered development and retention plan. Consistency within our teaching staff leads to consistency within our schoolwide strategies for comprehensive student supports for students.	Low-Performing Students	65%	75%	85%	McClymonds must continue to refine its data collection system and provide staff and students with comprehensible data reports which will drive improvements in learning.

### THEORY OF ACTION

<b>Theory of Action</b>	If we, in partnership with stakeholders, provide students a safe, predictable, culturally relevant and restorative environments staffed with caring and supportive adults that hold students accountable to the highest standards of excellence then students will engage more deeply as active learners, communicate more effectively, and be college, career and community ready.
<b>How are you supporting English Language Learners?</b>	We support English Language Learners through Standards-Based Instruction within their Lanaguage Arts classes. Additionally, English Language Learners are supported through English Language Development classes and direct languauge instruction. PLCs monitor ELL data and engage in ongoing cycles of inquiry, in which supports for specific reading, writing, listen, and speaking strategies are introduced and or modified based on data.
<b>How are you building conditions for students and adult learning?</b>	To address conditions for adult learning, we have established a comprehensive job-embedded professional learning plan based on choice, flexibility, support and accountability. The Schoolwide professional development plan includes the following: 1. Sustained inquiry cycles around Personalized and Project Based Learning, Language and Literacy across content, Classroom Management, Trauma-Informed Social Emotional Learning. 2. Collaborative planning 3. Personalized Coaching 4. Classroom observation and feedback cycles.

### STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
.25 FTE Behavior Support Specialist to support case management for at-risk populations, including homeless/foster youth, incarcerated youth, African American Girls, as well as professional learning for staff around effective trauma-informed and SEL practices	LCFF Supplemental	\$30,485.00	2305	Classified Supervisors' and Administrators' Salaries	1467	Enter position number at left.	.25	Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
.75 FTE Behavior Support Specialist to support case management for at-risk populations, including homeless/foster youth, incarcerated youth, African American Girls, as well as professional learning for staff around effective trauma-informed and SEL practices	Title I: Basic	\$91,602.00	2305	Classified Supervisors' and Administrators' Salaries	1467	Enter position number at left.	0.75	Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Arabic-speaking secretary/Parent liason ro support students and families and provide access to information about the school and pathway/academic programs in their home language.	LCFF Supplemental	\$15,206.00	5825	Central Consultants		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.

Surplus	Title I: Parent Participation	\$1,873.92	4399	Surplus		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
2.0 Truancy Officers to decrease chronic absenteeism and improve culture and climate	Base Funded			Enter object code at left.		Enter position number at left.	2.00		Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.
Aspire tutors for engineering pathway students, Math and Science, and students in the Ninth Grade Academy	Intel	\$85,450.00		Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	Goal 3: Students are reading at or above grade level.
Consultants - HIFY to serve as after school program lead agency	21st Century Community Learning Centers		5825	Central Consultants		Enter position number at left.			Comprehensive Student Supports	Goal 1: Graduates are college and career ready.

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT: PROPOSED BUDGET FOR PATHWAYS**

**School:** McClymonds High School

**School ID:** 303

Engineering (McClymonds)	Allocation	Total Expended	Total Remaining	Entrepreneurship	Allocation	Total Expended	Total Remaining
Measure N		#VALUE!	#VALUE!	Measure N		#VALUE!	#VALUE!
Perkins		#VALUE!	#VALUE!	Perkins		#VALUE!	#VALUE!
California Partnership Academy		#VALUE!	#VALUE!	California Partnership Academy		#VALUE!	#VALUE!
Intel		#VALUE!	#VALUE!	Intel		#VALUE!	#VALUE!
CTEIG		#VALUE!	#VALUE!	CTEIG		#VALUE!	#VALUE!

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOCIATED PATHWAY	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
		Support teachers in planning and implementing maker-centered learning activities and projects in all classes including backwards mapping from the 12th grade EDD Capstone project to vertically articulate in the 9-11th grades.	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds)-1
		Strengthen pathway and content PLCs so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes.	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds)-2
		Staffwide retreats once a semester to reflect on practice and effective implementation of Measure N rubric and WBL continuum and strengthen implementation practices.	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds)-3
		Strengthen PLCs (grade level & content), so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Identifying students who potentially may not have access and ensuring that they have access. (1.0 FTE Teacher Leader Coach)	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds)-4
		Strengthen relationships with feeder middle schools, West Oakland Middle School and Westlake to present to 8th grade classes and host students for a site Pathway tour.	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds)-5

		Establish Female Engineering club to ensure females are equitably represented and remain in the pathway	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds)-6
		Grade level collaboration on literacy strategies - word walls, annotating text, graphic organizers, etc.	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds)-7
		Integrated project that includes technical writing	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds)-8
		Staff calibration on universal standard aligned writing rubric and teaching strategies.	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds)-9
		Strengthen grade level, content, and PLCs so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Ensure the vertical articulation of skills backwards mapping from the 12th Grade EDD Engineering Capstone project.	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -10
		Continue to research and build best-practices for standards-based grading systems and grade reporting.	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -11
		Build school-wide teacher capacity for maker-centered learning and productive group work, key features of real-world engineering problems and work environments.	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -12
		Master schedule to align teacher prep periods to maximize collaboration time during the week, while respecting teacher autonomy and individual work time.	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -13
		Structure release days for teachers to participate in walkthroughs, peer observation, and supported curriculum development.	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -14
		More regularly communicate with and convene the Engineering Pathway Business Advisory Board for partnership with planning, instruction, and work-based learning opportunities within and without the classroom.	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -15

		Continue to develop and implement grade-level integrated projects.	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -16
		Convene and sponsor a group of teachers and coaches to develop school-wide performance assessment rubrics aligned to CCSS, NGSS, CTE standards, and Engineering Pathway Student Learning Outcomes including universal writing rubric that includes technical writing.	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -17
		In school and after school tutoring for students in need of additional support	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -18
		Identification and case management of students based on need.	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -19
	Intel	Continue to contract with Maker Consultant and RAFT in order to build meaningful maker experiences into classroom projects.	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -20
	Intel	Intel Summer Internship Program	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -21
	Intel	Intel Mentorship	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -22
	Intel	Georgia Tech Summer Engineering Institute	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -23
	Intel	Summer Opportunities Application Workshops and Resume Reviews	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -24
	Intel	Job Shadow Days	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -25
	Intel	Events + Conferences (ie: CS Ed Week, Women in Tech Dinner, Google SoulFest)	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -26
	Intel	In School WBL (Guest Speakers, Mock Interview, Skill Workshops, Tech Talks)	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -27
	Intel	Robotics Competition	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -28

	Intel	Pathway Family Night	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -29
	Measure N	Established Pathway Month (March) to expose student body (particularly 9th and 10th) and families to 9-12 Engineering Pathway experience.	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -30
	Other	Teacher Librarian	Engineering (McClymonds)		Enter object code at left.		Enter position number at left.		303-Engineering (McClymonds) -31
		Provide time for collaboration with dual enrollment Entrepreneurship Pathway teachers with school site grade level teams.	Entrepreneurship		Enter object code at left.		Enter position number at left.		303-Entrepreneurshi p-32
		Strengthen grade level, content, and PLCs so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes.	Entrepreneurship		Enter object code at left.		Enter position number at left.		303-Entrepreneurshi p-33
		Develop capacity of teachers, administrators and industry partners via retreats once per semester	Entrepreneurship		Enter object code at left.		Enter position number at left.		303-Entrepreneurshi p-34
		Run Pathway Month (March 2020) to expose student body and families to 9-12 Entrepreneurship Pathway experience.	Entrepreneurship		Enter object code at left.		Enter position number at left.		303-Entrepreneurshi p-35
		Strengthen grade level, content, and PLCs so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes.	Entrepreneurship		Enter object code at left.		Enter position number at left.		303-Entrepreneurshi p-36
		Develop relationships with WOMS and Westlake to present to 8th grade classes and potentially host students for a site Pathway tour. Additionally, hold 9th Grade Summer Bridge 2 weeks prior to School start.	Entrepreneurship		Enter object code at left.		Enter position number at left.		303-Entrepreneurshi p-37
		Enroll all Entrepreneurship Pathway students in AVID for additional college readiness support	Entrepreneurship		Enter object code at left.		Enter position number at left.		303-Entrepreneurshi p-38
		Teachers will implement select AVID strategies in content areas.	Entrepreneurship		Enter object code at left.		Enter position number at left.		303-Entrepreneurshi p-39

		Students will apply literacy strategies to prepare business communications (i.e. research, planning, marketing) and present to an audience.	Entrepreneurship		Enter object code at left.		Enter position number at left.		303-Entrepreneurship p-40
		Interdisciplinary project planning and implementation at each grade level. Grade levels 9-11 will backwards map a vertical articulation of skills based on the Entrepreneurship SLOs Capstone Project.	Entrepreneurship		Enter object code at left.		Enter position number at left.		303-Entrepreneurship p-41
		Teacher Librarian	Entrepreneurship		Enter object code at left.		Enter position number at left.		303-Entrepreneurship p-42
		Strengthen grade level, content, and STEAM PLCs so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Pay teachers for collaborative curriculum development time.	Entrepreneurship		Enter object code at left.		Enter position number at left.		303-Entrepreneurship p-43
		Continue to research and build best-practices for standards-based grading systems and grade reporting.	Entrepreneurship		Enter object code at left.		Enter position number at left.		303-Entrepreneurship p-44
		Build school-wide teacher capacity for maker-centered learning and productive group work, key features of product development, marketing and work environments.	Entrepreneurship		Enter object code at left.		Enter position number at left.		303-Entrepreneurship p-45
		Continue NFTE Start-up Tech Program to deepen students understanding of the use of technology, innovation and entrepreneurial thinking.	Entrepreneurship		Enter object code at left.		Enter position number at left.		303-Entrepreneurship p-46
		Provide opportunities for teachers and dual enrollment teachers to collaborate to support interdisciplinary project development and learning experiences for students and horizontal alignment of pathway focused dual enrollment courses.	Entrepreneurship		Enter object code at left.		Enter position number at left.		303-Entrepreneurship p-47
		Purchase materials and supplies for dual enrollment program.	Entrepreneurship		Enter object code at left.		Enter position number at left.		303-Entrepreneurship p-48









1. ABOUT THE PATHWAY	
<b>PATHWAY:</b>	Engineering (McClymonds)
<b>Pathway Industry Sector:</b>	Engineering ; Manufacturing and Product
<b>Pathway Description:</b>	The McClymonds Engineering Pathway has a unique opportunity to provide hands on, engaging opportunities for students to develop their problem solving skills through maker-centered learning. Our maker spaces and curriculum provide critical learning opportunities for all of our learners, regardless of their post-high school plans.
<b>Pathway Mission &amp; Vision:</b>	Vision: McClymonds High School Engineering Pathway provides transformative learning experiences that empower students to personalize their pathways to success and take ownership of their education. Through engaging and rigorous engineering courses, students build connections with companies, colleges, and communities for hands-on experience in the workplace, experiential learning opportunities, and mentoring. Graduates are equipped with high demand skills that lead to opportunities for continued education and careers in competitive STEAM industries across the globe.

Pathway Demographics									
Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	57.6%	42.4%	95.6%	83.5%	11.4%	9.5%	13.3%	Coming soon	Coming soon
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	74.1%	0.6%	7.0%	7.6%	0.0%	1.3%	7.6%	0.6%	0.6%

## 2. PATHWAY NEEDS ASSESSMENT

### 2A. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators

**Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.**

- Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

**IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your Pathway's targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).**

*Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
<b>Pathway Graduation &amp; Dropout Rates</b>	Strong team of teachers who seek collaboration and professional development to develop rigorous, engaging instruction that is relevant to students.	Imbalanced classes including gender inequity, no fidelity to pathway designations. Misalignment with counseling students around pathway trajectory.	Team collaboration with master scheduling and transparent process for counseling students in pathway.
<b>On Track to Graduate (11th Grade)</b>	Science has almost 90% on track to graduate Career Technical Education Coach supporting instructional practice of CTE teachers delivering PLTW curriculum Alignment of career visit experiences to classroom activities.	Student initiative and follow through with opportunities. Communication with parents and families, connecting workbased learning opportunities specifically career preparation, students behind in english and math.	Intentional sequence around work based learning; having common grade level team prep time to collaborate and determine WBL experiences and metrics to provide guidance.

<b>On Track to Graduate (10th Grade)</b>	Increased the number of Introduction to Engineering Design classes. Pathway Grade Level Professional Learning Communities (PLCs) and PBL curriculum.	Almost 70% of 10th graders are not on track to graduate.	<p>Continue to develop maker-centered, standards-aligned, project-based learning curricula in all classrooms to make learning engaging and relevant.</p> <p>Continue to develop and implement standards-based grading policies and systems throughout the school.</p> <p>Strengthen grade level teams as a PLC responsible for professional development, curriculum development, culture and climate building, and connecting students to additional services.</p>
<b>12th Grade A-G Completion</b>	There was a 2% increase in A-G completion from 16-17 to 17-18.	Scheduling and student enrollment challenges: imbalanced classes, gender inequity in addition to monitoring student experience and counseling students around their college and career trajectory.	<p>Continue Aspire tutoring and expand to as many classrooms as economically viable to lower the teacher-student ratio and effectively differentiate in rooms with diverse learners.</p> <p>Strengthen grade level teams as a PLC responsible for professional development, curriculum development, culture and climate building, and connecting students to additional services.</p>
<b>CTE Capstone Completion with a C- or better</b>	First year students are completing a capstone with a CTE certified teacher.	The challenge is the students in EDD class are required to also complete the Senior project, which means they have to complete 2 projects.	Next school year, the 12th grade capstone courses will be cohorted and the Entrepreneurship Capstone course will not live in English 4 but be it's own course.
<b>Completion of two semesters of college coursework with a C- or better</b>	100% of students enrolled in Dual Enrollment in Fall of 2018 passed.	Dual enrollment courses beyond Computer Science are not offered.	Engineering team is aligned with Dual Enrollment course selection process.

**2B. Pathway Goals**

**Task: Please review your Needs Assessment above and update your targets and (if needed) your June 2021 pathway goals.**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
<b>Pathway Graduation Rates</b>	90% of Engineering Pathway seniors will be on track to graduate.	African American Males	Coming soon	80% of Engineering Pathway seniors will be on track to graduate.
<b>On Track to Graduate (11th Grade)</b>	80% of Engineering Pathway Juniors will be on track to graduate.	African American Males	Coming soon	70% of juniors will be on track to graduate

<b>On Track to Graduate (10th Grade)</b>	80% of Engineering Pathway sophomores will be on track to graduate.	African American Males	Coming soon	70% of sophomores on track to graduate
<b>12th Grade A-G Completion</b>	80% of Engineering Pathway seniors will have completed A-G requirements.	African American Males	Coming soon	70% of Engineering Pathway seniors will have completed A-G requirements
<b>CTE Capstone Completion with a C- or better</b>	90% of CTE Capstone Completion with C- or better.	All Students	Coming soon	80% of CTE Capstone Completion with C- or better.
<b>Completion of two semesters of college coursework with C- or better</b>	60% of 10th, 11th, and 12th graders will complete 2 semesters of college coursework with C or better.	All Students	Coming soon	50% of 10th, 11th, and 12th graders will complete 2 semesters of college coursework with C or better.

### 3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>			
Mission and Vision	Coming soon	Coming soon	3	Our mission and vision are aligned, but we have not yet realized them on a consistent basis.			
Leadership Configuration	Coming soon	Coming soon	3	The majority of teachers consider themselves content teachers who are vaguely connected to a pathway.			
Distributive Leadership	Coming soon	Coming soon	3+	We are finally fully operational. We have a full teaching team and consistent team meetings.			
<b>Pathway Leadership &amp; Vision Goal for 2019-20:</b>			Teachers complete two cycles of inquiry (one per semester) in content and pathway professional learning communities (PLCs).				
Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Support teachers in planning and implementing maker-centered learning activities and projects in all classes including backwards mapping from the 12th grade EDD Capstone project to vertically articulate in the 9-11th grades.	Rigorous Academics						
Strengthen pathway and content PLCs so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes.	Rigorous Academics						
Staffwide retreats once a semester to reflect on practice and effective implementation of Measure N rubric and WBL continuum and strengthen implementation practices.	Enabling Conditions						
3B. EQUITY, ACCESS & ACHIEVEMENT	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>			

Open Access and Equitable Opportunities	Coming soon	Coming soon	3-	No tracking within the pathway, no requirements based on previous academic achievement. Inconsistent partnership with master scheduling team. Lack of integration and alignment to work based learning opportunities based on the WBL continuum.
Diverse Student Representation	Coming soon	Coming soon	3	Our student body population has been and will likely continue to be predominantly Black, which is not reflective of the greater population in Oakland.
Closing the Opportunity Gap	Coming soon	Coming soon	3	Teachers have collaborated to integrate Special Education Students and Foster Youth into WBL opportunities, engineering classes, and projects, but the work is not established across the school.

**Pathway Equity, Access & Achievement Goal for 2019-20:**

By June 1, 2019, 100% of students enrolled and consistently attending McClymonds HS will have at least two experiences (one in the classroom, one outside the classroom) with the Engineering Pathway including SPED.

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Established Pathway Month (March) to expose student body (particularly 9th and 10th) and families to 9-12 Engineering Pathway experience.	Enabling Conditions	Measure N					
Strengthen PLCs (grade level & content), so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Identifying students who potentially may not have access and ensuring that they have access. (1.0 FTE Teacher Leader Coach)	Rigorous Academics						
Strengthen relationships with feeder middle schools, West Oakland Middle School and Westlake to present to 8th grade classes and host students for a site Pathway tour.	Enabling Conditions						
Establish Female Engineering club to ensure females are equitably represented and remain in the pathway	Comprehensive Student Supports						

#### 4. LANGUAGE & LITERACY PATHWAY STRATEGIES

<b>Schoolwide Theory of Change</b>	<b>If we implement a comprehensive school-wide approach to literacy, aligned to Common Core Standards that focus on reading, writing and collaborating in all content areas, then we will increase student growth in reading and writing.</b>
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<b>What will your pathway do to align to the schoolwide focus for 2019-20?</b>	Our robust professional learning plan includes strategies for integrating language and literacy skills into all content areas which are the WICOR (writing, inquiry, collaboration, organization, reading) strategies as part of AVID. Our professional learning plan for teachers includes ongoing professional development that includes AVID sponsored summer and regional conferences. Our professional learning scope and sequence for the year includes direct instruction of WICOR strategies as well as modeling these strategies in lesson plans and interdisciplinary projects. Walk thrus, artifacts and PDs all reflect these strategies across the board. We have also identified WICOR conditions for the classroom such as standard board configuration, graphic organizers, physical collaborative configurations, word walls, universal vocabulary, etc. Interdisciplinary projects, for each grade level, will continue to be developed with alignment to the school-wide focus of language and literacy within the Engineering Pathway. Staff calibration on universal standard aligned writing rubric that includes technical writing.
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Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Grade level collaboration on literacy strategies - word walls, annotating text, graphic organizers, etc.	Rigorous Academics						

Integrated project that includes technical writing	Rigorous Academics						
Staff calibration on universal standard aligned writing rubric and teaching strategies.	Rigorous Academics						
Teacher Librarian	Rigorous Academics	Other					

## 5. RIGOROUS ACADEMICS

### 5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	Coming soon	Coming soon	3	Developed Pathway SLOs aligned to school redesign priorities (generated through year-long process involving all school stakeholders). SLOs were integrated into Interdisciplinary projects. Convened Engineering Pathway Business Advisory once this year, and invited partners to provide feedback on SLOs.
Integrated Core	Coming soon	Coming soon	3	Consistent Wednesday grade level/pathway team meetings have provided planning for CTE teachers and core teachers to collaborate and create interdisciplinary projects.
Cohort Scheduling	Coming soon	Coming soon	3	Currently students are cohorted by their CTE classes only. Next year, we will have a 12th grade cohorted Capstone course for both pathways.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	Coming soon	Coming soon	3	Some, but not all teachers have documented, submitted, and implemented curriculum that is project-based, standards-aligned, engaging, and student-centered.
Collaborative Learning	Coming soon	Coming soon	3	Some, but not all teachers intentionally facilitate and provide feedback on student participation in learning groups.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	Coming soon	Coming soon	3+	Coaching support has made a tremendous impact on teachers and provided a cross polinization of instructional promising practices.h Veteran teachers have provided new teachers coaching and mentorship, including resource sharing, observations, and co-planning. Sharing of best practice is driven by teachers, but needs to be systematized, supported, and rewarded.
Collaboration Time	Coming soon	Coming soon	3	The 2018-19 Professional Development calendar was built around bi-weekly Pathway team meetings that have allowed grade level teams to work on building integrated projects.
Professional Learning	Coming soon	Coming soon	3	Many of the structures for Developing & Approaching are present, but lack of teacher buy-in suggests the structures are not supportive of teacher efficacy and instructional success, or aligned to the most pressing teacher needs.

### 5B. Rigorous Academics Pathway Needs Assessment

What are the strategic actions have you taken to improve **standards based instruction, graduate capstone, standards aligned interdisciplinary units/thematic units at each grade level** and improved passage rates for students this year?

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>Bi-weekly Pathway Team meetings built into the PD calendar for the year to plan and implement an interdisciplinary project with student showcase at the end of the year for each grade level.</p> <p>A PLTW trained CTE teacher has built capstone curriculum aligned with PLTW Engineering Design and Development standards and resources.</p> <p>Science and Engineering teachers have collaborated with SPED instructors to build engineering curriculum.</p> <p>Grade level teams have participated in a cycle of inquiry focused on grade-level literacy standards.</p> <p>Master schedule collaborative planning time to ensure consistent meetings for Engineering Pathway team.</p> <p>Structure release time for teachers to participate in walk throughs and peer observations.</p>	Partially Implemented	Effective	<p>Integrated projects are thorough and detailed in 2 grade levels (the one with common prep periods), but incomplete for other grade levels. Also, given we have 11 new teachers, there was a struggle for supporting curriculum design versus mastering professional skill.</p> <p>Consistent meeting times for Engineering team ensured focus on collaboration around student focused instructional strategies.</p> <p>We have not systematically collected data to evaluate the efficacy of the inquiry cycles yet, but the process is further developing a culture for teacher collaboration.</p> <p>Release time for teachers to participate in walk throughs was not consistent.</p>
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**5C. Rigorous Academics Pathway Goals**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
<b>Standard-Aligned PBL Aligned to Theme</b>	100% of students will do PBL integrated units that are building skills identified in student learning outcomes for Engineering and can articulate readiness for capstone and how capstone project prepares for college and career.	All Students	60% of 9-11th graders will complete interdisciplinary project	80% of 9-11th graders will complete interdisciplinary project
<b>Graduate Capstone</b>	McClymonds will build out a Senior Project/ Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience. The district's graduate outcomes will guide the rubric. Pathways will anchor their curriculum/projects in their respective career fields. Engineering Development and Design is Capstone course for students.	All Students	100% senior exhibitions	100% senior exhibitions

**5D. Rigorous Academics Pathway Theory of Change and Strategic Actions**

<b>Theory of Change</b>	<b>If we focus on building school-wide teacher capacity to plan and implement rigorous, standards-aligned, engaging, project-based learning experiences, then we will experience greater teacher satisfaction and student learning as evidenced through school and state assessments, increased attendance, and active participation in classes.</b>
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<b>Rigorous Academics Strategic Actions</b>	<b>Related Linked Learning Pillar</b>	<b>Funding Source (if relevant)</b>	<b>Cost</b>	<b>Object Code</b>	<b>Position Number</b>	<b>FTE</b>	<b>PERKINS, CTEIG &amp; CPA ONLY: Which funding goal does this address?</b>
Strengthen grade level, content, and PLCs so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Ensure the vertical articulation of skills backwards mapping from the 12th Grade EDD Engineering Capstone project.							
Continue to research and build best-practices for standards-based grading systems and grade reporting.							

Build school-wide teacher capacity for maker-centered learning and productive group work, key features of real-world engineering problems and work environments.						
Master schedule to align teacher prep periods to maximize collaboration time during the week, while respecting teacher autonomy and individual work time.						
Structure release days for teachers to participate in walkthroughs, peer observation, and supported curriculum development.						
More regularly communicate with and convene the Engineering Pathway Business Advisory Board for partnership with planning, instruction, and work-based learning opportunities within and without the classroom.						
Continue to develop and implement grade-level integrated projects.						
Convene and sponsor a group of teachers and coaches to develop school-wide performance assessment rubrics aligned to CCSS, NGSS, CTE standards, and Engineering Pathway Student Learning Outcomes including universal writing rubric that includes technical writing.						
Continue to contract with Maker Consultant and RAFT in order to build meaningful maker experiences into classroom projects.	Intel					

## 6. WORK-BASED LEARNING

### 6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
<b>Types of Student Experiences</b>	Coming soon	Coming soon	2	Intel Mentoring Program, Intel Summer Internship Program, Georgia Tech Summer Engineering Institute, Women in Tech Dinner, Exploratorium CVEs, Engineering manufacturing apprenticeship experiences, BART internships, Port of Oakland Internships
<b>Pathway Outcomes</b>	Coming soon	Coming soon	3	This year, our WBL plan did include students across all grade levels that integrate academic and technical coursework in ways that support interdisciplinary experiences and learning outcomes. Specifically with our 9th and 10th graders This year, we have a complete Pathway team of CTE certified teachers and a dedicated collaborative planning time. This has been a tremendous support in developing interdisciplinary projects for each pathway and a cycle of inquiry. Moving forward is to deepen the bridge between the interdisciplinary projects and our WBL experiences for all students.
<b>Pathway Evaluation</b>	Coming soon	Coming soon	2	Currently, we evaluate our WBL experiences once a year and determined areas for improvement using the WBL continuum criteria to measure effectiveness. Although we provide a multitude of career awareness opportunities, we are lacking in career preparation and career training. There is little to no alignment to classroom activities and process selection is not transparent.

### 6B. Work-Based Pathway Needs Assessment

*What are the strategic actions have you taken to improve **career awareness, career exploration and career preparation** for students this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>Guest Speaker Series, Skilled Trades Fair, Career Explorations Visits, Intel Mentoring Program, Intel Summer Internship Program, Georgia Tech Summer Engineering Institute, Summer Opportunities Application Workshop, Women in Tech Dinner, career-focused classroom projects, Intel Day with VR Truck, East Bay STEM Career Awareness Day, CAP Attorneys visit classrooms, Maker Faire, Resume workshops, Mock interviews, 9th grade Career Exploration Culminating Project, 12th grade project business plan creation, Culminating project/demonstration of mastery of internship presentations, March was Pathway Month which included pathway awareness with teachers, parents and students through daily announcements, Pathway Night for Families and Pathway Cafe with Career Speakers.</p>	<p>Partially Implemented</p>	<p>Effective</p>	<p>Currently, we evaluate our WBL experiences once a year and determine areas for improvement using the WBL continuum criteria to measure effectiveness. We have established our Engineering Advisory Board and have convened twice this year. Although we have a plethora of amazing opportunities for all our students, we find that the majority of experiences are career awareness and exploration. 80% of pathway students did participate in one or more WBL experience that included mentoring, internship and Career visit experiences.</p>
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**6C. Work-Based Learning Pathway Goals**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
<p><b>Career Awareness</b></p>	<p>100% of 9th and 10th graders will participate in select work-based learning experiences (i.e. study tours, job shadows) including these events in the Fall: 2 Day Career Exploration Event including morning career speakers and afternoon career exploration visits, 'Lunch with a Millionaire' Event including lunch and speaking event with at least 10 engineer and entrepreneur millionaires of color. In the Spring, we host March Pathway Month that includes Pathway World Cafe (career speaker series), Pathway Night with Families to share information about these events and the pathway selection process. The selection process includes a commitment letter signed by both parent and student.</p>	<p>All Students</p>	<p>16.80%</p>	<p>90%</p>
<p><b>Career Exploration</b></p>	<p>100% of 11th graders will participate in select work-based learning experiences (i.e. study tours, job shadows). Complete at least THREE career exploration visits 1 per 11th grade level with a set preparation and follow up activities. The job shadows will align to interdisciplinary projects in the core classes</p>	<p>African American Males</p>	<p>28.5%</p>	<p>90%</p>
<p><b>Career Preparation</b></p>	<p>90% of on track 12th graders will have completed an internship by graduation. The internships will be aligned with intensive internship experiences, supported and monitored by school staff who know students well, are powerful means of ensuring that students graduate high school ready for college, career, and community life. Internships provide young adults skills, knowledge, relationships and social capital that can support them for the rest of their lives. They also build relevance into schooling. For disengaged students, internships show the relationship between school and the "real world" that awaits them no matter what choices they make during high school. For students already engaged in school, internships can challenge them to build the social skills and confidence that are necessary components of success and get early exposure to skills and networks that set them ahead on their path. The internships will be year long and each student will be assigned a mentor staff person to support the communication and relationship between the student and point of contact at internship.</p>	<p>All Students</p>	<p>12.4%</p>	<p>90%</p>

**6D. Work-Based Learning Theory of Change and Strategic Actions**

**Theory of Change** If students apply learning through practical experience and interaction with professionals from industry and the community, they will extend and deepen their understanding of classroom work and the connection to the real world.

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Intel Summer Internship Program	Work-Based Learning	Intel					
Intel Mentorship	Work-Based Learning	Intel					
Georgia Tech Summer Engineering Institute	Work-Based Learning	Intel					
Summer Opportunities Application Workshops and Resume Reviews	Work-Based Learning	Intel					

Job Shadow Days	Work-Based Learning	Intel				
Events + Conferences (ie: CS Ed Week, Women in Tech Dinner, Google SoulFest)	Work-Based Learning	Intel				
In School WBL (Guest Speakers, Mock Interview, Skill Workshops, Tech Talks)	Work-Based Learning	Intel				
Robotics Competition	Rigorous Academics	Intel				
Pathway Family Night	Enabling Conditions	Intel				
Pathway World Cafe	Enabling Conditions	Intel				
Pathway Month	Enabling Conditions	Intel				

**7A. Comprehensive Student Supports Pathway Self-Assessment**

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	Coming soon	Coming soon	3	Students feel the love and intentional relationship building. Individual teachers take advantage of opportunities to connect with students and families, and make COST referrals to connect students to additional resources.
College & Career Plan	Coming soon	Coming soon	3	11th and 12th grade students have completed engineering career exploration projects. College and Career Coordinator facilitates WBL experiences, college visits, application support, scholarship attainment for 10th, 11th, and 12th grade students. Black College Expo provides students with exposure, admission, and scholarships to attend HBCUs.

**7B. Comprehensive Student Supports Pathway Needs Assessment**

*What are the strategic actions have you taken to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Adopted Restorative practices philosophy that included a Positive Behavior Intervention Support system and focused on trauma informed and social emotional supports. Introduced 6 week grade relection protocols within the Ninth Grade Academy so students reflect, plan and monitor their progress over a six week period. Weekly Coordination of Service Team (COST) meetings designed to review student referrals and assign each student case to the appropriate program and/or service provider. Implemented monthly grade level team meetings to increase student communication, student celebrations and recognitions. Student Programming for Academic Athletic Transitioning (SPAAT), i.e., tutoring, SAT prep, college exposure, Life Experience Training, transcript evaluations (NCAA). In addition, Catholic Charities provides a Clinical Case Manager, La Familia provides two Substance Abuse Counselors and Tobacco Youth Prevention Program (TUPE) provides one Case Manager. Additionally, consistent Engineering Pathway Team meetings designed to focus on lesson planning, data driven instruction, chronic absences, pathway development and parent engagement.	Fully Implemented	Effective	Reduced chronic attendance rates by 8%. Reduced referrals, increase in African American Male graduation rates. Increased out of school suspension rate from 14.6 to 16%.

**7C. Comprehensive Student Supports Pathway Goals**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target

<b>College and Career Transition Supports</b>	All students will have a 10 year personalized learning plan including a pathway calendar, WBL experiences related to PBL projects, 6 week goal setting, assessment and screeners, ongoing career interest inventory.	African American Males	80% of students	100% of students
<b>Diffentiated Interventions for Special Populations</b> <i>(English Learners, African-American Students, Students with Disabilities)</i>	Utilize OUSD Dashboard to identify necessary supports across bands of students in Special Populations	All Students	80% of special populations	100% of special populations

**7D. Comprehensive Student Supports Theory of Change and Strategic Actions**

**Theory of Change** If we, in partnership with stakeholders, provide cognitively rigorous, relevant and personalized learning experiences for all students while proactively teaching, celebrating and recognizing positive student interactions and behaviors, in supportive, caring, culturally relevant and restorative environments, then we will build student confidence and self effocacy, and students will engage more deeply as active learners, communicate more effectively, and be college, career ready. Additionally, engaging students with interests based clubs, teams, extracurricular and cocurricular acitivies could increase student engagement and positively influence student behavior.

<b>Comprehensive Student Supports Strategic Actions</b>	<b>Related Linked Learning Pillar</b>	<b>Funding Source (if relevant)</b>	<b>Cost</b>	<b>Object Code</b>	<b>Position Number</b>	<b>FTE</b>	<b>PERKINS, CTEIG &amp; CPA ONLY: Which funding goal does this address?</b>
In school and after school tutoring for students in need of additional support	Comprehensive Student Supports						
Identification and case management of students based on need.	Comprehensive Student Supports						

## 1. ABOUT THE PATHWAY

<b>PATHWAY:</b>	Entrepreneurship	<b>School:</b>	McClymonds High School
<b>Pathway Industry Sector:</b>	Business and Finance, Marketing	<b>School ID:</b>	303
<b>Pathway Description:</b>	Through engaging and rigorous entrepreneurship courses, students build connections with companies, colleges, and communities for hands-on experience in the workplace, experiential learning opportunities, and mentoring. Graduates are equipped with high demand skills that lead to opportunities for continued education and careers in competitive STEAM industries across the globe.		
<b>Pathway Mission &amp; Vision:</b>	<p><b>Mission:</b> The McClymonds Entrepreneurship Pathway provides a personalized approach to support students' development of entrepreneurial thinking and 21st-century skills, while providing a practical understanding of "all aspects of the industry" and the impact of STEAM on entrepreneurial opportunities for success in college, career and community.</p> <p><b>Vision:</b> McClymonds High School Entrepreneurship Pathway provides transformative learning experiences that empower students to personalize their pathways to success and take ownership of their education. Students engage in a rigorous and relevant program of study that include applied academics, mentoring and experiential learning opportunities to develop and apply knowledge and skills for entrepreneurial thinking needed for success in any industry sector in a 21st century global market.</p>		

### Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	47.1%	52.9%	92.9%	85.9%	2.4%	0.0%	21.2%	Coming soon	Coming soon
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	90.6%	0.0%	2.4%	4.7%	1.2%	0.0%	1.2%	0.0%	1.2%

## 2. PATHWAY NEEDS ASSESSMENT

### 2A. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators

**Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.**

• Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

**IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your Pathway's targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).**

*Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
<b>Pathway Graduation &amp; Dropout Rates</b>	This is the second year of the pathway; although there are no seniors the number of 10th graders in the pathway increased this year.	Not all students are clear about which pathway they are assigned.	Team collaboration with master scheduling and transparent process for counseling students in pathway.

<b>On Track to Graduate (11th Grade)</b>	This is our first year of 11th grade students.	Lack of a consistent process for enrolling and disenrolling students in pathways.	Team collaboration with master scheduling and transparent process for counseling students in pathway.
<b>On Track to Graduate (10th Grade)</b>	100% of our Entrepreneurship students are enrolled in Intro to Business.	Lack of a consistent process for enrolling and disenrolling students in pathways.	Team collaboration with master scheduling and transparent process for counseling students in pathway.
<b>12th Grade A-G Completion</b>	Some seniors are enrolled in the 11th grade pathway course, however, this is the second year of the pathway.	Lack of a consistent process for enrolling and disenrolling students in pathways.	Team collaboration with master scheduling and transparent process for counseling students in pathway.
<b>CTE Capstone Completion with a C- or better</b>	Currently the senior capstone project aligns with the Entrepreneurship Pathway.	Students who are not enrolled in the Entrepreneurship Pathway (i.e. students in the Engineering Pathway) are required to complete a business plan senior project aligned with the Entrepreneurship Pathway.	Cohort seniors in the appropriate capstone course.
<b>Completion of two semesters of college coursework with a C- or better</b>	Students enrolled in the Entrepreneurship Pathway have access to two or more semesters of dual enrollment. All students enrolled in dual enrollment aligned to the pathway earned a C or better.	Lack of collaboration of dual enrollment teacher with school-site teachers and pathway coach.	Require at least 2 hours per month for dual enrollment teachers to collaborate with school-site teachers and pathway coach.

## 2B. Pathway Goals

**Task: Please review your Needs Assessment above and update your targets and (if needed) your June 2021 pathway goals.**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
<b>Pathway Graduation Rates</b>	85% of seniors who enroll in the Entrepreneurship Pathway in August 2020 will graduate in May 2021.	All Students	Coming soon	85%
<b>On Track to Graduate (11th Grade)</b>	90% of juniors who enroll in the Entrepreneurship Pathway in August 2020 will be on track to graduate.	Low-Performing Students	Coming soon	90%
<b>On Track to Graduate (10th Grade)</b>	90% of sophomores who enroll in the Entrepreneurship Pathway in August 2020 will be on track to graduate.	Low-Performing Students	Coming soon	90%
<b>12th Grade A-G Completion</b>	85% of seniors who enroll in the Entrepreneurship Pathway in August 2020 will complete A-G requirements by May 2021.	All Students	Coming soon	85%
<b>CTE Capstone Completion with a C- or better</b>	90% of seniors who enrolled in the Entrepreneurship Pathway in May 2021 will complete a Capstone Project with C or better.	All Students	Coming soon	90%
<b>Completion of two semesters of college coursework with C- or better</b>	80% of students enrolled in the Entrepreneurship Pathway for three years will complete at least two semesters of college coursework with C or better.	All Students	Coming soon	80%

## 3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision	Coming soon	Coming soon	4	The mission and vision has been validated and supported by faculty and external partners.
Leadership Configuration	Coming soon	Coming soon	2	Lack of collaborative planning time for teachers in the Entrepreneurship pathway and Pathway Coach.

Distributive Leadership	Coming soon	Coming soon	2	Lack of collaborative planning time for teachers in the Entrepreneurship pathway and Pathway Coach.				
<b>Pathway Leadership &amp; Vision Goal for 2019-20:</b>			Identify a consistent Pathway Team that includes teachers and a Pathway Director.					
<b>Pathway Leadership &amp; Vision Strategic Actions</b>	<b>Related Linked Learning Pillar</b>	<b>Funding Source (if relevant)</b>	<b>Cost</b>	<b>Object Code</b>	<b>Position Number</b>	<b>FTE</b>	<b>PERKINS, CTEIG &amp; CPA ONLY: Which funding goal does this address?</b>	
Provide time for collaboration with dual enrollment Entrepreneurship Pathway teachers with school site grade level teams.	Rigorous Academics							
Strengthen grade level, content, and PLCs so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes.	Rigorous Academics							
Develop capacity of teachers, administrators and industry partners via retreats once per semester	Rigorous Academics							
<b>3B. EQUITY, ACCESS &amp; ACHIEVEMENT</b>	<b>16-17 Score</b>	<b>17-18 Score</b>	<b>18-19 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>				
Open Access and Equitable Opportunities	Coming soon	Coming soon	3	No tracking within the pathway, no requirements based on previous academic achievement. More consistent partnership with community organizations and businesses.				
Diverse Student Representation	Coming soon	Coming soon	2+	Our student body population has been and will likely continue to be predominantly Black, which is not reflective of the greater population in Oakland.				
Closing the Opportunity Gap	Coming soon	Coming soon	2+	Teachers have collaborated to integrate Special Education Students and Foster Youth into WBL opportunities, entrepreneurship classes, and projects, but the work is not systematic.				
<b>Pathway Equity, Access &amp; Achievement Goal for 2019-20:</b>			By June 1, 2020, 100% of students enrolled and consistently attending McClymonds HS will have at least two experiences (one in the classroom, one outside the classroom) with the Entrepreneurship Pathway.					
<b>Pathway Equity, Access &amp; Achievement Strategic Actions</b>	<b>Related Linked Learning Pillar</b>	<b>Funding Source (if relevant)</b>	<b>Cost</b>	<b>Object Code</b>	<b>Position Number</b>	<b>FTE</b>	<b>PERKINS, CTEIG &amp; CPA ONLY: Which funding goal does this address?</b>	
Run Pathway Month (March 2020) to expose student body and families to 9-12 Entrepreneurship Pathway experience.	Enabling Conditions							
Strengthen grade level, content, and PLCs so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes.	Rigorous Academics							
Develop relationships with WOMS and Westlake to present to 8th grade classes and potentially host students for a site Pathway tour. Additionally, hold 9th Grade Summer Bridge 2 weeks prior to School start.	Enabling Conditions							
Enroll all Entrepreneurship Pathway students in AVID for additional college readiness support	Comprehensive Student Supports							
Provide Oakland Serve tutors for select students enrolled in Entrepreneurship Pathway	Comprehensive Student Supports							
<b>4. LANGUAGE &amp; LITERACY PATHWAY STRATEGIES</b>								
<b>Schoolwide Theory of Change</b>	<b>If we implement a comprehensive school-wide approach to literacy, aligned to Common Core Standards that focus on reading, writing and collaborating in all content areas, then we will increase student growth in reading and writing.</b>							

<b>What will your pathway do to align to the schoolwide focus for 2019-20?</b>	Our robust professional learning plan includes strategies for integrating language and literacy skills into all content areas which are the WICOR (writing, inquiry, collaboration, organization, reading) strategies as part of AVID. Our professional learning plan for teachers includes ongoing professional development that includes AVID sponsored summer and regional conferences. Our professional learning scope and sequence for the year includes direct instruction of WICOR strategies as well as modeling these strategies in lesson plans, integrated projects and promising practices. Walk thrus, artifacts and PDs all reflect these strategies across the board. We have also identified WICOR conditions for the classroom that are to be reflected across the board such as board configuration, graphic organizers, physical collaborative configurations, word walls, universal vocabulary, etc. Entrepreneurship themed interdisciplinary projects for each grade level align to the school-wide focus of language and literacy.
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Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Teachers will implement select AVID strategies in content areas.	Rigorous Academics						
Students will apply literacy strategies to prepare business communications (i.e. research, planning, marketing) and present to an audience.	Rigorous Academics						
Interdisciplinary project planning and implementation at each grade level. Grade levels 9-11 will backwards map a vertical articulation of skills based on the Entrepreneurship SLOs Capstone Project.	Rigorous Academics						
Teacher Librarian	Rigorous Academics						

## 5. RIGOROUS ACADEMICS

### 5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	Coming soon	Coming soon	3	Developed Pathway SLOs aligned to school redesign priorities (generated through year-long process involving all school stakeholders). Convened Entrepreneurship Pathway Business Advisory once this year. Planned and implemented a Entrepreneurship Speaker Series every Wednesday for 9th Grade Pathway Exploration class.
Integrated Core	Coming soon	Coming soon	3	Some teachers inconsistently align curriculum and instruction to grade-level and CTE standards. Some teacher collaboration is intentional, teacher-driven, and fruitful.
Cohort Scheduling	Coming soon	Coming soon	2	Pathway planning has been structured and facilitated for grade level teams. Challenges in scheduling and student enrollment.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	Coming soon	Coming soon	3	Some, but not all teachers have documented, submitted, and implemented curriculum that is project-based, standards-aligned, engaging, and student-centered.
Collaborative Learning	Coming soon	Coming soon	2	Some, but not all teachers intentionally facilitate and provide feedback on student participation in learning groups.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)

Sharing Best Practice	Coming soon	Coming soon	3	Teachers have shared standards-based grading system and online gradebook/report tool. Veteran teachers have provided new teachers coaching and mentorship, including resource sharing, observations, and co-planning. Instructional Teacher coaches have done a tremendous job supporting new teachers and developing a cross polinization of best practices.
Collaboration Time	Coming soon	Coming soon	3	The 2018-19 Professional Development calendar was built around bi-weekly Pathway team meetings that have allowed grade level teams to work on building integrated projects.
Professional Learning	Coming soon	Coming soon	3	Many of the structures for Developing & Approaching are present, but lack of teacher buy-in suggests the structures are not supportive of teacher efficacy and instructional success, or aligned to the most pressing teacher needs. Also, we have 11 new teachers this year, 3 first year.

**5B. Rigorous Academics Pathway Needs Assessment**

*What are the strategic actions have you taken to improve standards based instruction, graduate capstone, standards aligned interdisciplinary units/thematic units at each grade level and improved passage rates for students this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>The 9th Grade Academy PLC collaborated to implement career awareness strategies linked to the classroom and career exploration visits and career speakers.</p> <p>Grade level teams have participated in a cycle of inquiry focused on grade-level literacy standards.</p> <p>Continued the Entrepreneurship Advisory Board made up of community partners from business, higher education, and community organizations.</p> <p>Held a World Cafe to gain community exposure and support for the Entrepreneurship Pathway.</p> <p>Continued the dual enrollment course sequence leading to a certificate in entrepreneurship.</p> <p>March was Pathway Month which included pathway awareness with teachers, parents and students through daily announcements, Pathway Night for Families.</p>	Fully Implemented	Effective	<p>Although student learning outcomes (SLOs) have been developed for each grade level, little intentional attention is given to them when designing lessons or projects.</p> <p>Integrated projects are thorough and detailed for the one grade level, but incomplete for other grade levels. Progress has been stymied by teacher turnover and vacancies. Some teachers have implemented integrated projects within their discipline (i.e. world history).</p> <p>9th grade students have been provided several experiences to expose them to the entrepreneurship pathway so they can make an informed decision when selecting a pathway.</p> <p>Students have responded positively to standards-based instruction in the classrooms of teachers implementing the system. Teachers report positive experiences, as well.</p> <p>We have not systematically collected data to evaluate the efficacy of the inquiry cycles yet, but the process is further developing a culture for teacher collaboration.</p> <p>Strong involvement from business and community in supporting the development of the pathway.</p> <p>New Dual Enrollment teacher has been successful given student feedback. 100% pass rate in the Fall of 2018.</p>

**5C. Rigorous Academics Pathway Goals**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
<b>Standard-Aligned PBL Aligned to Theme</b>	100% of students will doing PBL integrated units that are building skills identified in student learning outcomes for Entrepreneurship and can articulate readiness for capstone and how capstone project prepares for college and career.	All Students	n/a	80%

<b>Graduate Capstone</b>	McClymonds will build out a Senior Project/ Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience. The district's graduate outcomes will guide the rubric. Pathways will anchor their curriculum/projects in their respective career fields. Entrepreneurship pathway is working on developing a mandatory Capstone course, which will begin in 2019-20 school year.	All Students	n/a	80%
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**5D. Rigorous Academics Pathway Theory of Change and Strategic Actions**

**Theory of Change** If we focus on building school-wide teacher capacity to plan and implement rigorous, standards-aligned, engaging, project-based learning experiences, then we will experience greater teacher satisfaction and student learning as evidenced through school and state assessments, increased attendance, and active participation in classes.

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Strengthen grade level, content, and STEAM PLCs so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Pay teachers for collaborative curriculum development time.							
Continue to research and build best-practices for standards-based grading systems and grade reporting.							
Build school-wide teacher capacity for maker-centered learning and productive group work, key features of product development, marketing and work environments.							
Continue NFTE Start-up Tech Program to deepen students understanding of the use of technology, innovation and entrepreneurial thinking.							
Provide opportunities for teachers and dual enrollment teachers to collaborate to support interdisciplinary project development and learning experiences for students and horizontal alignment of pathway focused dual enrollment courses.							
Purchase materials and supplies for dual enrollment program.							
Develop an Entrepreneurship Mentoring Program							

**6. WORK-BASED LEARNING**

**6A. Work-Based Learning Pathway Self-Assessment**

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
<b>Types of Student Experiences</b>	Coming soon	Coming soon	3	Students participated in career exploration visits and engaged with speakers from industry
<b>Pathway Outcomes</b>	Coming soon	Coming soon	2+	This year, our WBL plan did include students across all grade levels that integrate academic and technical coursework in ways that support interdisciplinary experiences and learning outcomes. Specifically with our 9th and 10th graders. Our work has included developing interdisciplinary projects for each pathway and a cycle of inquiry. Moving forward is to deepen the bridge between the interdisciplinary projects and our WBL experiences for all students. We will provide strategic sequence of WBL experiences at each grade level that reflect the WBL continuum.
<b>Pathway Evaluation</b>	Coming soon	Coming soon	2+	Currently, we evaluate our WBL experiences once a year and determined areas for improvement using the WBL continuum criteria to measure effectiveness. We have established our Entrepreneurship Advisory Boards and have convened twice this year. We have shared our pathway plans and moving into next year, will leverage our relationship to have our business partners assess the effectiveness of WBL experiences as well as authenticity of activities embedded in the interdisciplinary projects across all grades.

**6B. Work-Based Pathway Needs Assessment**

What are the strategic actions have you taken to improve **career awareness, career exploration and career preparation** for students this year?

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Guest Speaker Series, Skilled Trades Fair, Career Explorations Visits, Summer Opportunities Application Workshop, Women in Entrepreneurship Event sponsored by NFTE, career-focused classroom projects, CareerBridge workshops for interns in their professional skills development, Maker Faire, Resume workshops, Mock interviews, 9th grade Career Entrepreneurship Speaker Series, 12th grade project business plan creation, NFTE competition submission of 12th grade project, NFTE sponsored app developer workshop.	Fully Implemented	Effective	More than 60% of students surveyed indicated that their awareness and interest in entrepreneurship was heightened.

**6C. Work-Based Learning Pathway Goals**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	100% of students hear career guest speakers, explore careers of interest to build awareness of the variety of careers available and the role of postsecondary education to broaden student options.	All Students	5.60%	85% of students will participate.
Career Exploration	100% of students engaged in at least one form of career exploration for the purpose of motivating students and to inform their decision making in high school and postsecondary education.	All Students	11.1%	85% of students will participate.
Career Preparation	100% of students have updated resumes, reference page and have received coaching & feedback on interview skills and resume to prepare for participation of a paid internship through the pathway the summer before their senior year. All juniors and seniors are able to apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education.	All Students	13.9%	85% of students will participate.

**6D. Work-Based Learning Theory of Change and Strategic Actions**

<b>Theory of Change</b>	If students apply learning through practical experience and interaction with professionals from industry and the community, they will extend and deepen their understanding of classroom work while preparing them with college- and career-readiness knowledge and skills.
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Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Career Exploration Visits (i.e. job shadows, field trips)	Work-Based Learning						
Summer Internships for juniors and seniors	Work-Based Learning						
Business Plan Showcase	Work-Based Learning						
Entrepreneurship Expo	Work-Based Learning						
Pathway Month	Enabling Conditions						
Pathway World Cafe	Work-Based Learning						
Pathway Family Night	Enabling Conditions						

**7. COMPREHENSIVE STUDENT SUPPORTS** *\*Previously called Integrated Student Supports*

**7A. Comprehensive Student Supports Pathway Self-Assessment**

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	Coming soon	Coming soon	2+	Students feel the love and intentional relationship building. Individual teachers take advantage of opportunities to connect with students and families, and make COST referrals to connect students to additional resources.

College & Career Plan	Coming soon	Coming soon	2+	9th and 10th grade students have participated in more intentional college and career curriculum and planning, including career projects and making 5-year and 10-year plans. College and Career Coordinator facilitates WBL experiences, college visits, application support, scholarship attainment, and college/career transition support for 10th, 11th, and 12th grade students. Black College Expo provides students with exposure, admission, and scholarships to attend HBCUs.
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**7B. Comprehensive Student Supports Pathway Needs Assessment**

*What are the strategic actions have you taken to improve **differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning** this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Adopted Restorative practices philosophy that included a Positive Behavior Intervention Support system and focused on trauma informed and social emotional supports. Introduced 6 week grade relection protocols within the Ninth Grade Academy so students reflect, plan and monitor their progress over a six week period. Weekly Coordination of Service Team (COST) meetings designed to review student referrals and assign each student case to the appropriate program and/or service provider. Implemented monthly grade level team meetings to increase student communication, student celebrations and recognitions. Student Programming for Academic Athletic Transitioning (SPAAT), i.e., tutoring, SAT prep, college exposure, Life Experience Training, transcript evaluations (NCAA), in school suspension program. In addition, Catholic Charities provides a Clinical Case Manager, La Familia provides two Substance Abuse Counselors and Tobacco Youth Prevention Program (TUPE) provides one Case Manager.	Fully Implemented	Effective	Reduced chronic attendance rates by 8%. Reduced referrals, increase in African American Male graduation rates. Increased out of school suspension rate from 14.6 to 16%.

**7C. Comprehensive Student Supports Pathway Goals**

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
<b>College and Career Transition Supports</b>	100% of 10-12th Grade students will have a 10 year personalized learning plan including a pathway calendar, WBL experiences related to PBL projects, 6 week goal setting, assessment and screeners, ongoing career interest inventory, program of study	All Students	75%	85%
<b>Diffentiated Interventions for Special Populations (English Learners, African-American Students, Students with Disabilities)</b>	Utilize OUSD Dashboard to identify necessary supports across bands of students in Special Populations	All Students	60%	70%

**7D. Comprehensive Student Supports Theory of Change and Strategic Actions**

<b>Theory of Change</b>	If we, in partnership with stakeholders, provide cognitively rigorous, relevant and personalized learning experiences for all students while proactively teaching, celebrating and recognizing positive student interactions and behaviors, in supportive, caring, culturally relevant and restorative environments, then we will build student confidence and self efficacy, and students will engage more deeply as active learners, communicate more effectively, and be college, career, and community ready. Additionally, engaging students with interests-based clubs, teams, extracurricular and cocurricular activities could increase student engagement and positively influence student behavior.
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Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
In-school and after school tutoring for students in need of additional support	Comprehensive Student Supports						
Identification and case management of students based on need.	Comprehensive Student Supports						

## Engagement Plan

Who do you need to meet with moving forward to develop and then finalize this plan? Plan the engagement of your stakeholders below.

What needs to get done?	Who? (Individuals, Teams or Committees)				Where and When?	
	Responsible	Accountable	Consulted	Informed	What meeting?	When?
<i>Needs Analysis</i>	Scott	Leadership Team	ILT	Staff and community	4/8/19	Leadership Team Meeting, Staff Meeting & ILT
<i>Setting Goals for School</i>	Scott	Leadership Team	ILT	Staff and community	4/8/19	Leadership Team Meeting, Staff Meeting & ILT
<i>Enabling Conditions and Administration Plan</i>	Whitehurst					
<i>Measure N Self Assessment</i>	Jensen					
<i>Language and Literacy Plan</i>	Williams					
<i>Rigorous Academic and CTE Plan</i>	Williams & Evans					
<i>Work Based Learning Plan</i>	Piper					
<i>Comprehensive students Supports and Counseling</i>	McKinney & Humphrey					
<i>Pathway Planning</i>	Jensen					
<i>SSC Approval</i>	Scott					

## SPSA ENGAGEMENT TIMELINE

**How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?**

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated in the planning process.

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.
Date	Stakeholder Group	Engagement Description
4/4/2019	Engineering Team	Engineering Engineering Tab, Review data from last year, record in tool and develop an action plan for strategies to improve student outcomes. Identify best practices from this year.
	Leadership Team	Leadership Team-Enabling Conditions Tab
	Entrepreneurship Team	Entrepreneurship Tab