

Board Office Use: Legislative File Info.	
File ID Number	19-1349
Introduction Date	6/26/19
Enactment Number	19-1196
Enactment Date	6/26/19 er



# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** June 26, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for McClymonds High School

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

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

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

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

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for McClymonds High School



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

Legislative File Id. No. 19-1349  
Introduction Date: 6/26/19  
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By: er

## **2019-2020 School Plan for Student Achievement (SPSA)**

**School:** McClymonds High School  
**CDS Code:** 1612590110189  
**Principal:** Jarod Scott  
**Date of this revision:** 5/28/2019

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

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

**Contact:** Jarod Scott  
**Address:** 2607 Myrtle Street  
Oakland, CA 94607

**Position:** Principal  
**Telephone:** 510-238-8607  
**Email:** jarod.scott@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/28/2019*

*The District Governing Board approved this revision of the SPSA on: 6/26/2019*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2019-2020 School Plan for Student Achievement Recommendations and Assurances**

**School Site:** McClymonds High School

**Site Number:** 303

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

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

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

**Date(s) plan was approved:** 5/28/19

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

- Flyers in students' home languages       Announcement at a public meeting       Other (notices, media announcements, etc.)

**Signatures:**

Jarod Scott

Principal

Jarod Scott  
Signature

5/28/19  
Date

Edgar Hendrix

SSC Chairperson

Edgar Hendrix  
Signature

5/28/19  
Date

Vanessa Sifuentes, E.D.

Network Superintendent

Vanessa Sifuentes  
Signature

5/29/19  
Date

MURDO OTIS

Officer, State and Federal Programs

Murdo Otis  
Signature

5/30/19  
Date

**2019-20 SPSA ENGAGEMENT TIMELINE****School Site:** McClymonds High School**Site Number:** 303

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

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

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$283,433.22
Total Federal Funds Provided to the School from the LEA for CSI	\$185,472.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,324,666.22

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$96,114.12	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$75,800.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,847.10	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$239,260.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$100,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$185,472.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$314,500.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$283,433.22</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$759,933.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,043,366.22</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

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

### 1A: ABOUT THE SCHOOL

<b>School:</b> McClymonds High School	<b>School ID:</b> 303
<b>School Description</b>	
<p>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.</p>	
<b>School Mission and Vision</b>	
<p><b>Mission</b>                  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.</p> <p><b>Vision</b>                  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.</p>	

### 1B: 19-20 STRENGTHS & CHALLENGES

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>	Instructional coaching. Greater attention paid to standards-aligned instructional practices including complex text and calibrating all staff under a universal standard-aligned rubric.	Continued coaching and support of novice ELA teachers
<b>SBAC Math</b>	Instructional coaching. 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%	Continued coaching and support of novice 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 inclusive and collaborative 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 inclusive and collaborative 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**

**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
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 and Restorative practices for 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.

**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	1. Increase vocabulary instruction to assist EL students achieve academic proficiency in core areas. 2. Increase vocabulary instruction to assist economically disadvantaged students build vocabulary to achieve academic proficiency in core areas	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.	English Learners	+20 points DF3	n/a	n/a	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 to support and assist low performing students.	Low Income Students	+20 points DF3	-189.1	-169.1	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.

**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.

**1D: IDENTIFIED NEED**

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

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

**1E: RESOURCE INEQUITIES**

*Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.*

**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

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

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

<b>School:</b>	McClymonds High School	<b>School ID:</b> 303
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**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: Not at all                      3: Mostly 2: Somewhat                      4: Completely
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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**

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	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





LANGUAGE & LITERACY			
School:		McClymonds High School	<a href="#">Link to 18-19 SPSA</a>
ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION			
<i>What strategic actions are you taking to improve language and literacy outcomes for students this year?</i>			
<b>IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.</b>			
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						
<i>Below are your Language &amp; Literacy goals from Part 1: Needs &amp; Goals.</i>						
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.	English Learners	n/a	n/a	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.
<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 appuortive 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 research 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	\$4,512.12	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	





**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
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 interdisciplinary projects and curriculum tied to pathway themes; 9. Books Other Than Textbooks	Partially Implemented	Somewhat Effective	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.

**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	Low Income Students	-189.1	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						
Graduate Capstone/ Culminating Experience	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.
Course Passage Rates	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 integrated 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	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.
Project Lead the Way Training for IED and EDD Funded by Chevron Grant				Enter object code at left.		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 (What evidence supports your claim for your pathway?)
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	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.





COMPREHENSIVE STUDENT SUPPORTS				
		School:	McClymonds High School	<a href="#">Link to 18-19 SPSA</a>
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.
College Access	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 implementating 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.
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### 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 Lanagauge Arts classes. Additionally, English Language Learners are supported through English Language Development classes and direct langauage 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.
Surplus	Title I: Basic	\$91,602.00	4399	Surplus	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	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	\$1,847.10	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.





\$30,000.00	Comprehensive Support & Improvement (CSI) Grant	Technology, expendable equipment, ie. document cameras, headphones, printers, projectors	Language & Literacy							303-8
\$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				303-9
\$1,800.00	General Purpose Discretionary	PSAT materials	Rigorous Academics	Goal 1: Graduates are college and career ready.	4200	Books other than Textbooks				303-10
\$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				303-11
\$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				303-12
\$1,400.00	General Purpose Discretionary	Dues & Membership Fees for WASC 2019-2020 Yearly Accreditation Fee	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	5300	Dues & Memberships				303-13
\$8,000.00	General Purpose Discretionary	Equipment Maintenance Agreement	Schoolwide Enabling Conditions		5610	Equip Maintenance Agreement				303-14
\$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				303-15
\$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				303-16

\$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		1.00	303-17
\$10,000.00	Intel	Family Engagement	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies				303-18
\$21,000.00	Intel	Ninth Grade Summer Bridge summer 2019	Schoolwide Enabling Conditions							303-19
\$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							303-20
\$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.						303-21
\$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		1.00	303-22

\$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				303-23
\$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		0.95	303-24
\$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				303-25
\$11,859.00	LCFF Supplemental	Classified Overtime	Schoolwide Enabling Conditions		2225	Classified Support Salaries: Overtime				303-26
\$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			303-27
\$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				303-28
\$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				303-29
\$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	Consultants				303-30
\$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	Consultants				303-31

\$2,000.00	LCFF Supplemental	Postage	Schoolwide Enabling Conditions		5910	Postage				303-32
\$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		0.20	303-33
\$2,525.60	Measure G	Surplus	Language & Literacy	Goal 3: Students are reading at or above grade level.	4399	Surplus				303-34
\$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		1.00	303-35
\$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		1.00	303-36
\$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				303-37
\$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		0.30	303-38
\$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	Consultants				303-39
\$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	Consultants				303-40
\$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	Consultants				303-41



\$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				303-42
\$4,512.12	Title I: Basic	Surplus	Language & Literacy	Goal 3: Students are reading at or above grade level.	4399	Surplus				303-43
\$91,602.00	Title I: Basic	Surplus	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	4399	Surplus	1467		0.75	303-44
\$1,847.10	Title I: Parent Participation	Surplus	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	4399	Surplus				303-45



## Title I School Parental Involvement Policy 2018-19

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

### **Involvement of Parents in the Title I Program**

McClymonds High school agrees to implement the following statutory requirements:  
(Name of school)

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to the Annual Title I Back to School Night during the first quarter of each year. The Annual Title I Back to School Night informs parents of the schools Title I program, the purpose and intent of the Title I program and the Title I budget. Additionally, parents are informed of the opportunities to volunteer and participate in school functions as well as the right to participate on the School Site Council and inform the Single Plan for Student Achievement.

- Offer a flexible number of meetings for parents.  
(In the box below, briefly describe or bullet how this happens at your school.)

McClymonds High School holds the following flexible meetings for parents:  
1. Annual Back to School Night, 2. Monthly School Site Council meetings, 3. Monthly Community Fireside Chat with Principal, 4. Monthly coffee chats 5. Report Card Nights, 6. Pathway Nights

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parents provide input and are involved in Title I planing through the following venues: 1. Annual Back to School Night, 2. Monthly School Site Council meetings, 2. Monthly Community Fireside Chat with Principal, 3. Monthly coffee chats 4. Report Card Nights, 5. Pathway Nights 6. Feedback to Parent Coordinator 7. Input through the PTSA



- Provides parents of Title I students with timely information about Title I programs.  
(In the box below, briefly describe or bullet how this happens at your school.)

McClymonds High School uses School Messenger for robo-calls to parents, personal calls, emails, mailing, posted fliers and utilize social media to inform parents of timely information.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.  
(In the box below, briefly describe or bullet how this happens at your school.)

This information will be made available to parents in a timely fashion during regularly scheduled parent teacher conferences, monthly parent meetings and once per semester at the State of the Schools Community meetings.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.  
(In the box below, briefly describe or bullet how this happens at your school.)

Meetings are held at Report Card Night and at the request of the parent.

### School-Parent Compact

(Name of school) McClymonds High school;

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



### Building Parent Capacity for Involvement

(Name of school) McClymonds High school ;

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California’s academic content standards
  2. The State of California’s student academic achievement standards
  3. The State of California’s and Oakland Unified School District’s academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child’s progress

(In the box below, briefly describe or bullet how this happens at your school.)

McClymonds High School monitors student progress through setting interim targets based on the targets set in the SPSA. Interim targets are measured through 6 week report cards, the SRI, SMI, PSAT, and etc. Parents are made aware of individual progress through report cards and parent teacher conferences. parents and community are made aware of school progress through the the following: 1. Annual Back to School Night, 2. Monthly School Site Council meetings, 3. Monthly Community Fireside Chat with Principal, 4. Monthly coffee chats 5. Report Card Nights, 6. Pathway Nights

- Provides materials and training to help Title I Program Parents work with their children to improve their children’s academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

Trainings for parents are held monthly and topics include A-G requirements and scholarship and financial aid workshops.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

At McClymonds staff are educated about Title I during staff professional development.



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

At McClymonds, we hired a parent coordinator to coordinate and integrate the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

McClymonds High School uses School Messenger for robo calls to parents, personal calls, emails, mailing, posted fliers and utilize social media to inform parents of timely information.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

McClymonds employs translators and other supports upon request

### Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

McClymonds secures the services of translators when needed and schedules meetings during multiple times of the day to accommodate a variety of parent schedules.



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### Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) McClymonds High school School Site Council on (Date) 4.23.19 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The (Name of school) McClymonds High School 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

[Handwritten Signature]  
(Principal's Signature)

4-23-19  
(Date)

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

**Student Pledge:**

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

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

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Student signature**Parent/Guardian or Family Member Pledge:**

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

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

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Parent/Guardian or Family member signature

## Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

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Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.





**2018-2019**

**School Site Council Membership Roster – High School**

School Name: McClymonds High School

Chairperson : Ed Hendrix
Vice Chairperson: Tiffany Merriweather
Secretary: Jacqueline Hutton

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Jarod Scott	X				
Jacqueline Hutton		X			
Dr. LuPaulette Taylor		X			
Pam Bertani		X			
Floresa Vaughn		X			
Alberta Smith			X		
Ed Hendrix				X	
Tiffany Merriweather				X	
Tolani King				X	
Miquel Sapp					X
Arianna Bell					X
Tamia Holmes					X

Meeting Schedule (day/month/time)	<b>2nd Tuesday each month at 5:30 pm</b>
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**SSC Legal Requirements: (Ed. Code 52852)**

- Members MUST be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- There must be an equal number of students and parent/community members;
- Majority of school staff members must be classroom teachers;
- Students are required to be members of the High School SSC
- Parent/community members cannot be OUSD employees at the site.

1-Principal  
4-Classroom Teachers  
1-Other Staff  
**AND**  
3-Parent /Community  
3-Students