

Action Research	McClymonds High School
School:	McClymonds High School
Pathway/s:	Engineering and Entrepreneurship
Outcome Data	McCLYMONDS DATA SLIDES
Top 5 Measure N Funding Commitments	Pathway Coach (0.68), Engineering and Entrepreneurship Pathway teachers, (2.5), East Bay Consortium, Pathway Design Consultant
What inquiry question is driving your research to develop a quality Linked Learning pathway/school?	How can teachers effectively develop and implement master based grading that cuts across subjects, courses and grade levels?
What did you discover in the past year? (Please use data to support.)	<p>During the 2017-18 school year, we discovered that our focus on developing systems and structures such as strong collaborative PLCs in order to develop interdisciplinary projects was impacted by teacher attrition and teacher quality. What we discovered is that due to high teacher turnover and teacher quality, we were unable deepen the pathway focus in the PLCs. For the 2016-17 school year, 9 teachers or 43% of the teaching staff were retained from the year before and for the 2017-18 school year, 12 teachers or 55% of the staff were retained. During the 2017-18 school year, 4 teachers and 1 replacement teacher left the school between September and March. During the 2017-18 school year, 3 teachers are tenured at McClymonds. These 3 teachers were certified and have been full-time classroom teachers at McClymonds for 3 or more consecutive years. We discovered that with the majority of non-certified teachers and high teacher attrition rates, we must also focus on clear and consistent systems and structured processes around classroom management, lesson planning, PLC and common planning structures and outcomes. Additionally, a considerable amount of time and resources must be provided for job embedded and relevant professional development, weekly classroom observation and feedback. High number of teacher vacancies impact schoolwide culture and climate and overall teacher morale. Moreover, teacher quality and attrition impacts student morale, equity of access to rigorous curriculum and high quality teaching and learning and hinders the development of the pathways and student achievement.</p>
What are you going to do differently or change moving forward?	<p>During the 2017-18 school year, our pathway teams focused on building strong PLCs and developed and implemented one interdisciplinary project per grade level. This upcoming year, we will continue the collaborative work on integrated projects and furthermore build in a common grading rubric that focuses on mastery of cognitive skills and content standards. Two major shifts in the master schedule will support teacher collaboration, common grading and cognitive skill development: 1. Tenth grade teachers will plan collaboratively during the 2018-19 school year. Collaborative planning will increase opportunities to build interdisciplinary projects, analyze student work and monitor student progress. 2. Increasing instructional time on Wednesdays from 30 minute classes to 65 minute rotating blocks. The rotating block schedule increases instructional time by 180 minutes or 3 hours over the year. Moreover, this shift minimizes transition time by 720 minutes or 12 hours over the school year. The increase time of the class period, not only increases instructional time but it also provides teachers meaningful time to plan. The Cognitive Skills Rubric facilitates the learning of powerful and enduring skills our students need for success in college, career and life. Because these are life-long skills, they cut across subjects, courses, and grade levels. Content knowledge includes specific pieces of information that students learn in different subject areas. We want our PLCs to focus on high impact standards as a driver for unit development. PLCs will take content level standards and cognitive skills, break them down into student friendly language (I can write with correct academic English style), then create assessments that assess these standards. Together they will backwards plan activities to learn standards and be successful on assessments. Systems of checkpoints to remediate will be built in during the semester. The PLC structure is set up to look at students assessments and determine remediation strategies collaboratively. For each project, students are measured on a subset of the Cognitive Skills. Cognitive Skills are deeper learning skills, such as critical thinking, communication, problem-solving and collaboration. At the end of each project, students are graded based on the Cognitive Skills Rubric and on how they performed on each of the Cognitive Skills assessed.</p>

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

We believe that if we sufficiently support and properly coach our new teachers with researched based practices around classroom management, lesson planning, provide meaningful and job embedded professional development while strengthening our pathway PLC structures to support interdisciplinary project development and focus on mastery based grading, cognitive skill development, standards based assessments, promising practices of acceleration and remediation, we will improve teacher quality and minimize teacher attrition thus improving teacher capacity and morale. Improving teacher quality improves student morale, equity of access to rigorous curriculum and high quality teaching and learning, improves student engagement, curriculum relevance and provides more opportunities for students to demonstrate standard mastery and earn passing grades. Building a strong cohort of quality teachers will enable the school wide conditions for effective Linked Learning Pathways.

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

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1A: ABOUT THE SCHOOL

1) **School Name:** Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

2) **School Description:** Your school description will automatically populate from your 17-18 Site Plan.

3) **School Mission and Vision:** Your mission and vision will automatically populate from your 17-18 Site Plan.

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.

Family & Student Engagement

McClymonds will increase family and student engagement through many ways. The parent coordinator, partner agencies and the school will increase communication through monthly newsletters, a summer parent institute, Monthly Fireside Chats with the Principal, School Site Council Meetings, twitter and Facebook, as well as on site meetings and events.

SCHOOL DATA SLIDES

[McCLYMONDS DATA SLIDES](#)

1B: 18-19 NEEDS ASSESSMENT

STRENGTHS & CHALLENGES

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

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using 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."

Instructions:	<p>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</p> <ul style="list-style-type: none"> • 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? <p>IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).</p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>
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State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
Graduation Rate	<p>2016 (42 total seniors) 81% or (34 students) Graduated 7.1% or (3 students) still enrolled, 11.9% or 5 students coded as drop out</p>	<p>2016 (42 students) 73% female graduation rate (12% points lower than male graduation rate) 20% female drop out rate (12% points higher than the male dropout rate)</p> <ul style="list-style-type: none"> • The school has not yet implemented consistent systems for collecting and using academic and performance data to track and monitor student progress over time, drive improvement of learning and inform credit recovery placement to meet the varying academic needs of students • Inconsistent support for and opportunities to engage African American females • High teacher attrition and turnover has decreased classroom rigor, eroded student-to-teacher relationships and impacted the fidelity of systems implementation and diminished student morale and engagement. 	<p>1. Clear and consistent systems and structures for collecting and reviewing data in PLCs that inform instructional practice and unit and credit recovery. 2. 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. 3. Establish additional co-curricular and extra-curricular clubs and organizations to support female engagement.</p>

<p>On Track to Graduate (11th Grade)</p>	<p>43.6% of females on-track to graduate</p>	<p>37.8 (31 juniors) are on-track to graduate. 62.2% (51 juniors are off-track to graduate) • The school has not yet implemented consistent systems for collecting and using academic and performance data to track and monitor student progress over time, drive improvement of learning and inform credit recovery placement to meet the varying academic needs of students</p> <ul style="list-style-type: none"> • The school has not yet implemented comprehensive and individualized academic plans for all students. • High teacher attrition and turnover has diminished classroom rigor and student to teacher relationships and impacted systems implementation and student morale and engagement. 	<p>1. Clear and consistent systems and structures for collecting and reviewing data in PLCs that inform instructional practice and unit and credit recovery. 2. Implement a systematic RTI process that uses data to monitor student academic progress over time and immediately intervenes at the first sign of student struggle. 3. Establish additional co-curricular and extra-curricular clubs and organizations to support female engagement.</p>
<p>A-G Completion</p>	<p>52.8% met A-G requirements</p>	<p>47.2% did not meet A-G requirements</p> <ul style="list-style-type: none"> • The school has not yet implemented consistent systems for collecting and using academic and performance data to track and monitor student progress over time, drive improvement of learning and inform credit recovery placement to meet the varying academic needs of students • Lack of school-wide systems and structures to transition and support English language learners and students with special needs. • Inconsistent systems and structures established to develop teacher quality, retention and continued development which correlates with student interests and engagement. 	<p>1. Clear and consistent systems and structures for collecting and reviewing data in PLCs that inform instructional practice and unit and credit recovery. 2. Implement a systematic RTI process that uses data to monitor student academic progress over time and immediately intervenes at the first sign of student struggle. 3. Teacher quality: Improve teacher development and retention through targeted teacher coaching, job embedded professional learning, frequent observation and feedback and implementing and monitoring data informed instructional practices.</p>
<p>SBAC ELA</p>	<p>30% Met or exceeded standards in ELA Cycles of Inquiry (within Professional Learning Communities)</p>	<ul style="list-style-type: none"> • The school has not yet implemented consistent systems for collecting and using academic and performance data to track and monitor student progress over time, to drive improvement of learning to inform credit recovery placement and meet the varying academic needs of students • Inconsistent implementation of rigorous writing tasks that require high cognitive student engagement as required by Common Core Standards • Inconsistent support for and emphasis on literacy and language instruction • High teacher attrition and turnover has decreased classroom rigor, eroded student-to-teacher relationships and impacted the fidelity of systems implementation and diminished student morale and engagement. 	<p>1. Teacher quality: Improve teacher development and retention through targeted teacher coaching, job embedded professional learning, frequent observation and feedback and implementing and monitoring data informed instructional practices. 2. Student support: tutoring. 3. School wide instructional focus on literacy.</p>

<p>SBAC Math</p>	<p>Math Coach and Cycles of Inquiry (within Professional Learning Communities)</p>	<p>1.4% of students Met standards in Math</p> <ul style="list-style-type: none"> •The school has not yet implemented consistent systems for collecting and using academic and performance data to track and monitor student progress over time, drive improvement of learning and inform credit recovery placement to meet the varying academic needs of students • Inconsistent implementation of rigorous performance tasks that require high cognitive student engagement as required by Common Core Standards • Inconsistent support for and emphasis on literacy and language instruction • High teacher attrition and turnover has decreased classroom rigor, eroded student-to-teacher relationships and impacted the fidelity of systems implementation and diminished student morale and engagement. 	<p>1. Teacher quality: Improve teacher quality and retention through targeted teacher coaching, job embedded professional learning, frequent observation and feedback and implementing and monitoring data informed instructional practices. 2. Student support: tutoring and math strategy classes.</p>
<p>AP Pass Rate/Dual Enrollment Pass Rate</p>	<p>69 students took an AP classes and 67 students (97%) recieved a C or higher in the class. Out of 57 seats in dual enrollement classes, 57 students recieved a C or better in the college courses.</p>	<ul style="list-style-type: none"> • Student AP exam success rate. Whereas nearly 100% of students pass the Advanced Placement class, nearly 100% of students fail the AP assessment. • High Advanced Placement teacher attrition and turnover has decreased classroom rigor, eroded student-to-teacher relationships and impacted the fidelity of systems implementation and diminished student morale and engagement. 	<p>Teacher quality: Improve teacher quality and retention through targeted teacher coaching, job embedded professional learning, frequent observation and feedback and data informed instructional practices.</p>
<p>Pathway Participation/CTE Enrollment*</p>	<p>55.4% (154 students enrolled in pathways) 73.3% (88 sophomores enrolled in pathway)</p>	<p>8 students enrolled in the pathway capstone class. The school has not established recruiting and marketing strategies designed to recruit highly qualified teachers in engineering and entrepreneurship and coach/support them in order to stay.</p>	<p>Teacher quality: Improve teacher quality and retention through targeted teacher coaching, job embedded professional learning, frequent observation and feedback and data informed instructional practices.</p>
<p>English Learner Progress</p>	<p>87.50% reclassification rate, hired a translator for our Arabic speaking students and families.</p>	<p>Highly trained qualified teachers in ELL strategies</p>	<p>1. Teacher quality: Improve teacher quality and retention through targeted teacher coaching, job embedded professional learning, frequent observation and feedback and implementing and monitoring data informed instructional practices. 2. Student support: tutoring and math strategy classes. 3. Focused ELL strategies in PD Year long scope and sequence. 4. Continue with Arabic translator/family liaison.</p>

Suspension Rate	Reduced suspension rate for African American Males	<p>13.2% Schoolwide suspension rate. 18.3% of eleventh grade students suspended. Eleventh graders account for 39% of Out of School Suspension incidents. Females account for 44% of the population and 56% of out of school suspension</p> <ul style="list-style-type: none"> The school has not implemented a clear and consistent discipline plan that clearly articulates and delineates offenses that constitute detention, ISS, and OSS and that can be articulated by all stakeholders. The school has not implemented a strategic schoolwide Trauma informed Positive Behavior Support System that is culturally responsive and restorative and is understood by all students and staff. The school has not implemented a systematic RTI system with clearly defined and tiered system of interventions and support. 	<p>1. Implement a robust Response To Intervention (RTI) system with a focus on early intervention. 2. Teacher quality: Improve teacher quality and retention through targeted teacher coaching, job embedded professional learning focused on Climate and Culture, frequent observation and feedback and implementing and monitoring data informed instructional practices.</p>
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1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Graduation Rate	90% Graduation Rate (Males 90% and females 90%)	Goal 1: Graduates are college and career ready	All Students	83%	85%	87%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
On Track to Graduate (11th Grade)	90% Eleventh Grade On-Track to Graduate	Goal 2: Students are proficient in state academic standards	All Students	74%	75%	78%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
A-G Completion	90% of students will meet A-G requirements with a C or better	Goal 2: Students are proficient in state academic standards	All Students	49%	75%	78%	Increase family engagement
SBAC ELA	75% of juniors will meet or exceed standards on SBAC ELA	Goal 2: Students are proficient in state academic standards	All Students	30%	35%	40%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
SBAC Math	60% of juniors will meet or exceed standards on SBAC Math	Goal 2: Students are proficient in state academic standards	All Students	1.40%	5%	10%	Expand the use of performance data as a means of informing and driving curriculum and instruction.

AP Pass Rate	85% of students enrolled in Advanced Placement class pass with C or better.	Goal 1: Graduates are college and career ready	All Students	0.40%	2%	5%	Expand the use of performance data as a means of informing and driving curriculum and instruction.
Dual Enrollment Pass Rate	95% of students enrolled in concurrent enrollment class pass with C or better.	Goal 1: Graduates are college and career ready	All Students	100.00%	100%	100%	Expand the use of performance data as a means of informing and driving curriculum and instruction.
Pathway Participation/ CTE Enrollment*	100% of students will be enrolled in a pathway	Goal 5: Students are engaged in school everyday	All Students	53.10%	78%	83%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
English Learner Progress	100% reclassification of ELs	Goal 4: English learners are reaching English fluency	All Students	87.50%	90%	93%	Expand the use of performance data as a means of informing and driving curriculum and instruction.
Suspension Rate	6% out of School Suspension rate by June 2021	Goal 5: Students are engaged in school everyday	All Students	14.60%	16%	12%	Increase student attendance

School: McClymonds High School

School ID: 303

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions: Please complete this self-assessment for your school. Click here for the full Measure N rubric.		KEY: 1: Not at all 3: Mostly 2: Somewhat 4: Completely	
1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	EVERY meeting includes mission and vision and work is framed in terms of mission and vision Professional Development focused on implementation of Pathways. Pathways are central learning for school improvements.	Ensuring the message is permeating to all stake holders and is evident throughout planning, implementation and the foundation of our systems and structures.
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.
Leadership Identity: 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.
School Leadership & Vision Goal for 2018-19:		School Leadership will partner with district leaders, community and business partners, post-secondary partners, families and stakeholders to assure that conditions are in place to establish and sustain pathway quality. Through partnerships with local businesses and post-secondary partnerships, pathways will serve as a personalized and interest based approach to engage students in rigorous and relevant learning, that will extend student learning beyond the school and provide rich and meaningful learning experiences where students can apply the knowledge and skills acquired in the classroom to external opportunities.	

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: 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 6 core teams: 1. Special Education Team, 2. Pathways Development Team, 3. Culture and Climate Team, 4. Post-Secondary Readiness Team, 5. Attendance Team and 6. 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. The two pathways engage their respective advisory boards quarterly which serves as an organizing structure to effectively engage a core of stakeholders, including business, postsecondary, and community partners.	We have the structures, we need to build greater alignment and collaboration among teams, i.e. counseling, leadership, culture and climate, etc. to support the pathway vision. We have some SPED students participating in internships as well as collaborating with pathway teachers to complete modified pathway projects but there needs to be work around setting up that standard for all SPED students.

<p>Alignment and Coherence of Leadership Bodies 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?</p>	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.
<p>Decision-Making Structure: 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?</p>	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.
<p>Master Schedule, Budget, Facilities & Resource Allocation: 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)?</p>	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 Pathway Teams.	To develop common planning time for all grade levels in order to support the Professional Learning Plan that is aligned to the School's Mission and Vision/Pathway Development. To ensure that we have quality teachers with career and technical experiences related to the pathway.
<p>Equity Stance: 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)?</p>	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 and their families.	Developing effective policies and practices to ensure equity of access for all students and their families.
<p>Systems & Structures Goal for 2018-19: Our goal is to establish high functioning systems and structures aligned to our school's mission and vision, to increase student engagement and excellerate student outcomes through quality and equitable pathway experiences. The Specific systems include: RTI within the pathways, student pathway selection, onboarding and supporting new teachers, collaborative pathway planning and culture and climate.</p>			

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
.68 Pathway Coach to support pathway development and implementation	All Pathways	All Students	Measure N	\$71,591.49	2305	CCLASS0011	Building the Conditions	A1.1 Pathway Programs
1.0 TSA Literacy Coach to improve teacher practice and increase teacher retention through developing and instructional strategies that address rigor and engagement (funded by Central)	Whole School	All Students	Central Resources	Funded Centrally	1105	TBD	Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy
1.0 TSA Math Coach to improve teacher practice and increase teacher retention through developing and instructional strategies that address rigor and engagement	Whole School	All Students	Central Resources	\$75,361.96	1105	NH0-395	Rigorous Academics	A2.4 Teacher Recruitment & Retention

1.0 College and Career Manager. The College and Career Manager will organize work based learning opportunities and college and career readiness programs for all students. They 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	Whole School	All Students	Intel	\$128,000.00		PMGCLA0031	Work-Based Learning	A1.1 Pathway Programs
1.0 Teacher to teach classes including those for African American Males and case manage student progress	Whole School	African American Males	LCFF Supplemental	\$60,635.88	2205	NH0-396	Building the Conditions	A2.9 Targeted School Improvement Support
School Design Consultant to work in Partnership with the Pathway Coach, College and Career Manager to provide leadership and support with designing and developing the Entrepreneurship pathway and the Ninth Grade Career and Pathway Exploration Class. Building and providing Work Based Learning experiences, job shadows, college tours and internships. Build and sustain community partnerships and advisory board. Funds for this consultant will come from 2017-2018 Carry Forward	All Pathways	All Students	Measure N	\$40,000.00	5825		Building the Conditions	A1.1 Pathway Programs
Parent Liaison	All Pathways	All Students	Intel	\$10,000.00			Building the Conditions	A6.5 Academic Parent-Teacher Communication & Workshops
Family Engagement	All Pathways	All Students	Intel	\$15,000.00			Building the Conditions	A3.3 Family Engagement focused on Literacy Development
East Bay Consortium - Funds for this consultant will come from 2017-2018 Carry Forward	Whole School	All Students	Measure N	\$13,750.00			Building the Conditions	A1.3 A-G Completion
Nl9th Grade Summer Bridge summer 2018	Grade Level Team	Low-Performing Students	Intel	\$30,000.00			Comprehensive Student Supports	A1.1 Pathway Programs
EQUIP MAINTENANCE AGREEMT	Whole School	All Students	General Purpose Discretionary	\$10,000.00	5610		Building the Conditions	A1.3 A-G Completion
DUES & MEMBERSHIPS	Whole School	All Students	General Purpose Discretionary	\$5,500.00	5300		Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS
RENTALS - FACILITY	Whole School	All Students	General Purpose Discretionary	\$5,000.00	5624		Building the Conditions	A5.3 School Facilities
NON-CONTRACT SERVICES	Whole School	All Students	General Purpose Discretionary	\$4,000.00	5826		Building the Conditions	A2.9 Targeted School Improvement Support

POSTAGE	Whole School	All Students	General Purpose Discretionary	\$2,000.00	5910		Building the Conditions	A3.3 Family Engagement focused on Literacy Development
0.5 FTE - Front Office Clerk	Whole School	All Students	General Purpose Discretionary	\$12,368.77		CLERK0016	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)
Benefits associated with 0.5 Front Office Clerk	Whole School	All Students	General Purpose Discretionary	\$1,701.57	3102, 3202, 3302, 3322, 3342, 3402, 3502, 3602, 3702, 3802, 3902	CLERK0016	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)
Benefits associated with FTE funded out of Measure N	Whole School	All Students	Measure N	\$87,670.02	3101, 3201, 3301, 3321, 3341, 3401, 3501, 3601, 3701, 3801, 3901, 3102, 3202, 3302, 3322, 3342, 3402, 3502, 3602, 3702, 3802, 3902	CCLASS0011, C11TSA0348, TCHR110037, TCHR110036	Building the Conditions	A1.1 Pathway Programs
East Bay Consortium - (2018-19)	Whole School	All Students	Measure N	\$13,750.00	5825		Building the Conditions	A1.3 A-G Completion
Contract with Maker Consultant to build meaningful maker experiences into classroom projects	All Pathways	All Students	Intel	\$20,000.00	5825		Building the Conditions	A1.1 Pathway Programs
BENEFITS -- Benefits associated with FTE funded out of LCFF Supplemental	Whole School	African American Students	LCFF Supplemental	\$48,016.41	3101, 3201, 3301, 3321, 3341, 3401, 3501, 3601, 3701, 3801, 3901, 3102, 3202, 3302, 3322, 3342, 3402, 3502, 3602, 3702, 3802, 3902	NH0-396, PMGCLA0031, SPECBH0006	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)

LANGUAGE & LITERACY

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
This school year, we implemented strategic actions that include improving language and literacy through implementing a school wide approach to Data Driven Instruction, implementing robust Professional Learning systems and structures that include frequent observation and feedback cycles, instructional coaching and collaborative PLC structures around cycles of inquiry and data analysis, providing ongoing job-embedded professional learning that strengthens adult practice with ELL, SpEd and foster youth aligned to Domain 1 in OETF that results in observable shifts. While the Library Innovation Technology Center closed to construction in mid November, we did include Library service orientation for 9th and 10th graders and push in Information Literacy clinics for 11th and 12 graders up until closing.	Partially Implemented	Somewhat Effective	We saw evidence of impact of strategic actions from this last school year in the following: an increase by 11% in SRI scores in the 9th grade. This is due to a strong and collaborative 9th grade PLC who share a common planning period and engage in cycles of inquiry, data analysis and a strong assessment culture. This upcoming year, we want to mirror these conditions in the other grade levels and share promising practices in order to see complimentary growth in 10th-12th grades. We also saw an increase in information literacy skills in 11th and 12th grades seen in research projects and more aligned and calibrated assessments within grade levels, especially with writing, as a result of strong PLC structures and cycles of inquiry.

Benchmark

IMPLEMENTATION GOALS

Identify two 2018-19 implementation goals related to Language & Literacy.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading Level	75% of all students will increase their reading levels, as measured by SRI scores, by at least two grade levels from the Fall of 2018 to the Spring of 2019. By the winter of 2018, 19,5% of the students had increased their scores on SRI. Other formative and summative assessments that we will use are think-pair share, 3-2-1, Socratic Seminar, exit tickets, teacher-made exams, ACT, SAT, SBAC, and Summit Content Assessments and diagnostic quizzes.	All Students	20.7%	19.5%	30%	Expand the use of performance data as a means of informing and driving curriculum and instruction.
Common Core	Implement a comprehensive school-wide literacy program aligned to Common Core Standards using select AVID strategies that focus on writing in all content areas. Reading: CCR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCW1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Daily writing across the curriculum- do now, exit ticket, Cornell Notes, Before-During-After, AVID WICOR Strategies, Learning Logs, Gallery Walks, lab reports, projects, presentations, benchmarks, etc.	All Students	ELA: 30% standard met or exceeded Math: 1.4% standard met or exceeded	SBAC 2017: ELA: 30% standard met or exceeded Math: 1.4% standard met or exceeded	SBAC 2018 ELA 45% standard met or exceeded Math: 15% standard met or exceeded	Improve math and science skills for all students as measured by site, district or state measures and criteria.

THEORY OF ACTION				
Theory of Action	If we implement a comprehensive school-wide approach to literacy, aligned to Common Core Standards and using research-based AVID strategies that focus on reading, writing and collaborating in all content areas, then we will increase student growth in reading and writing and increase college and career readiness levels.			
How are you supporting English Language Learners?	ELD classes, Data Driven and Standards Based Instruction, i.e. PLCs are engaged in ongoing cycles of inquiry in which specific strategies (vocabulary instruction, cooperative graphing, visual representations to name a few) are identified in order to support ELLs. We will provide professional learning opportunities specific to ELL strategies.			
How are you building conditions for students and adult learning?	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.			
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
	Completed	Completed	Completed	Completed

STRATEGIC ACTIONS							
Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
1.0 TSA literacy to support implementation of literacy strategies across all content areas and improve teacher practice and increase teacher retention through developing instructional strategies that address rigor and engagement	English Learners	Central Resources	Centrally Funded	1119	TBD	Rigorous Academics	A2.4 Teacher Recruitment & Retention
Summer Professional Learning Opportunities (AVID Conference-Aug 1-3, 2018 for up to 4 new teachers). Funds for this training will come from 2017-2018 Measure N Carryforward. Cost for this strategic action captured in RA tab, row 42	All Students	Measure N	N/A			Rigorous Academics	Rigorous Academics
LICENSING AGREEMENTS	Low-Income Students	General Purpose Discretionary	\$3,000.00	5846		Rigorous Academics	Rigorous Academics
Teacher Librarian	All Students	Measure G: School Libraries	TBD		TBD	Comprehensive Student Supports	Integrated Student Supports

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Pathway Theme	3-	3	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	1	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	1	3-	2	During the 2017-18 school year, all Ninth Graders were cohorted in the Ninth Grade Academy and tenth through twelfth grade students were cohorted by CTE/Pathway class. During the 2018-19 school year, students will be cohorted by CTE/Pathway class and Math class.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning	2+	2	2+	Through the development of our PLC structure, we have developed and implemented one interdisciplinary project for each pathway for each grade level. At the end of the 2016-17 school year, our pathway teams attended the district sponsored PBL training at Oakland High. Impacted by teacher attrition, we implemented grade level cognitive skills and PBL strategies in the development of our interdisciplinary projects.
Collaborative Learning	2+	2	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	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Sharing Best Practice	3-	3	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	3-	2	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.

SUMMARY OF 17-18 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?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
The strategic actions we took this year are: 1. Implement common planning and PLC structures for pathways to foster teacher collaboration, project planning and coordinate student supports 2. Implement a rigorous and comprehensive course of study and Senior Capstone Project for the Engineering Pathway 3. Clearly articulate, integrate and align Entrepreneurship pathway standards and develop course of study to support student interests, increase student engagement and success rates	Fully Implemented	Effective	We have dedicated every Wednesday to Pathway Team collaboration and as result we have strong collaborative PLCs in which teachers are creating and implementing interdisciplinary projects for both pathways. They are also engaged in the Cycle of Inquiry in order to calibrate around rigor and high quality instruction. However, high teacher turnover and teacher vacancies has made it difficult to have consistent high quality instruction and equity of access for students.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standards Based Instruction/ Project-Based Learning	Each student will complete at least one interdisciplinary project designed by their respective pathway team and aligned to their pathway experience. Ninth Graders will complete an interdisciplinary project that exposes them to both pathways. Students in grades 10-12 will complete an interdisciplinary project aligned to their pathway experiences. Our goal is to plan and implement at least one interdisciplinary project per grade level (9-12). 10-12 will plan and implement 2 interdisciplinary projects, one for each pathway, Entrepreneurship and Engineering.	All Students	N/A	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	Improve math and science skills for all students as measured by site, district or state measures and criteria.
Graduate Capstone/Culminating Experience	Engineering: Engineering: 80% of 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).	All Students	N/A			Expand the use of performance data as a means of informing and driving curriculum and instruction.
Course Passage Rates	For English, increase the course passage rate (C or better) by 10% points. For Math, increase the course passage rate (C or better) by 15% points.	All Students	English: 79.2% Math: 72.7%	Mid-Semester ELA 82% & Math 72.9%	ELA 92% & Math 88%	Expand the use of performance data as a means of informing and driving curriculum and instruction.

THEORY OF ACTION

Theory of Action	If we, in partnership with stakeholders, provide cognitively rigorous, relevant and personalized learning experiences for all students that culminates in performance based and standards driven interdisciplinary projects, in supportive, caring and culturally relevant environments, then students will engage more deeply as active learners, communicate more effectively, and be college, career ready.
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How are you supporting English Language Learners?	In addition to tier I Data Driven and Standards Based Instruction within Lanagauge Arts classes, English Language Learners are supported through English Language Development classes, and direct langauge instruction. PLCs are engaged in ongoing cycles of inquiry in which specific reading, writing, listen, and speaking strategies are identified, shared and taught in order to support ELLs.			
How are you building conditions for students and adult learning?	To address conditions for adult learning we have established a comprehensive job-embedded Professional Learning Plan based on choice, flexiblty, small steps, support and accuntability. The plan is inclusive of 1. Schoolwide professional development that includes sustained inquiry cycles around Personalized and Project Based Learning, Classroom Management, Trauma-Informed Social Emotional Learning and Literacy Across all Content Areas. 2. Collaborative planning and PLC development 3. Personalized Coaching 4. Classroom observation and feedback cycles and 5. Common grading that includes cognitive skills and content standards.			
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Pathway Development Leadership Team (PWL)	Pathway Teams	Department Teams
	Ongoing communication and engagement School Site Council January, February and March	First and Third Monday of the Months	Ongoing communication and engagements the 2nd and 4th Wednesdays of the Month	Ongoing communication and engagements the 1st and 3rd Wednesdays of the Month

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
1.0 FTE Engineering teacher to teach Introduction to Engineering and support the development of the engineering pathway	All Students	Measure N	\$58,455.36	1105	C11TSA0348	Rigorous Academics	A1.1 Pathway Programs
1.0 Entrepreneurship Pathway Teacher to teach the Introduction to Entrepreneurship and Introduction to Career Pathways	All Students	Measure N	\$68,250.00	1105	TCHR110037	Rigorous Academics	A1.1 Pathway Programs
.42 FTE Engineering teacher to teach Principles of Engineering and support the development of the engineering pathway including partnership with PLTW	All Students	Measure N	\$22,902.84	1105	TCHR110036	Rigorous Academics	A1.1 Pathway Programs
1.0 Math teacher to reduce class size and provide acceleration opportunities to math students	Low-Performing Students	LCFF Concentration	\$65,607.62	1105	C11TSA0347	Rigorous Academics	A2.7 Class Size Reduction
Benefits associated with C11TSA0347		LCFF Concentration	\$25,929.72		C11TSA0347	Rigorous Academics	A2.7 Class Size Reduction
Teacher Leader Stipends for Engineering Director and Director of integrated porojects	All Students	Intel	\$20,000.00	1120		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Summer Professional Learning Opportunities (AVID Conference-Aug 1-3, 2018 for up to 4 new teachers) This is carryover Measure N money from 17-18. We did not specifically allocate for this PD.	All Students	Measure N	\$5,000.00	5220		Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS
Teacher Planning Opportunities (teacher stipends for those new teachers returning from AVID conference).	All Students	Measure N	\$2,000.00	1120		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Funds for this strategic action will come from 2017-2018 Measure N Carry-forward							

Teacher Salaries Stipends	Foster Youth	LCFF Supplemental	\$20,000.00	1120		Rigorous Academics	A2.10 Extended Time for Teachers
Classified Support Salary Overtime	All Students	LCFF Supplemental	\$7,000.00	2225		Comprehensive Student Supports	A2.9 Targeted School Improvement Support
Surplus	All Students	LCFF Supplemental	\$52,422.86	4399		Building the Conditions	A2.9 Targeted School Improvement Support
Supplies	All Students	LCFF Concentration	\$8,462.66	4310	Chevron Grant	Rigorous Academics	A1.3 A-G Completion
Project Lead the Way Training for IED and EDD Funded by Chevron Grant	All Students	Other	\$10,000.00	5200		Career Technical Education	A1.1 Pathway Programs
SUPPLIES	All Students	General Purpose Discretionary	\$60,845.96	4310		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
CLASSSUPPT SALARIES OVERTIME		General Purpose Discretionary	\$6,000.00	2225		Rigorous Academics	A5.1 School Culture & Climate (Safe & Supportive Schools)
BOOKS-OTHER THAN TEXTBOOKS		General Purpose Discretionary	\$6,000.00	4200		Rigorous Academics	A1.1 Pathway Programs
TEXTBOOKS		General Purpose Discretionary	\$3,000.00	4100		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
TEACHERS SALARIES STIPENDS - Stipends for teachers to develop CTE-aligned interdisciplinary projects and curriculum tied to pathway themes.	All Students	Measure N	\$6,100.00	1120		Rigorous Academics	A1.1 Pathway Programs
SURPLUS -- Surplus to be allocated for appropriate curriculum materials in support of pathway programs.	All Students	Measure N	\$40.20	4399		Rigorous Academics	A1.1 Pathway Programs

WORK-BASED LEARNING

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 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. While the 11th and 12th grades are exposed to internships, job-shadowing, summer opportunities, they do not have a personalized sequence that culminates in career preparation.
Pathway Outcomes	1	2	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. Because we have experience with high teacher turnover and leadership turnover, we wanted to first establish strong Pathway Team PLCs. So this was a main focus. 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.
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. We have established both Engineering and 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 and engineering partners assess the effectiveness of WBL experiences as well as authenticity of activities embedded in the interdisciplinary projects across all grades.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>9th Grade Career Speaker Series with a focus on careers in the two pathways offered at our school Engineering and Entrepreneurship; Mentorship Program for Engineering Pathway students with Intel; Internships at various sites such as Intel; Industry Site Visits with local (ie 11 West Partners, Port of Oakland) and larger community (PG&E, Intel) partners; Career Exploration Days, Pathway Week, Job Shadow Days; Family Information Nights (on Internships, Summer Engineering Opportunities, Pathway Night); Entrepreneurship Pathway Inaugural Event</p>	<p>Fully Implemented</p>	<p>Somewhat Effective</p>	<p>For 9th and 10th grades, we have provided lots of opportunities for scholars to learn about work. Through the 2 day Career Awareness Event for 9th grade, we built awareness around a variety of careers focused on engineering and entrepreneurship in order to roaden student awareness of related fields. 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. This work was done in the classroom. At the beginning of second semester, we had 9th graders retake the career inventory and based on the data, organized a Pathway World Cafe. Students shared that this was a formidable experience and asked for follow up activities with the career speakers they met. Where we need improvement is to build better coordination between interdisciplinary projects and work based learning experiences, especially around 11th grade. Right now students and teachers do not see a connection between learning in the pathway related projects and work related activities outside the classrooms. In addition, we need to keep up-to-date site/District partnership databases to provide reports on business and community and student participation in work-based learning; maintain database of student and partner work-based learning experiences and partnerships with school.</p>
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IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<p>Career Awareness</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>70%</p>	<p>80%</p>	<p>100%</p>	<p>Improve math and science skills for all students as measured by site, district or state measures and criteria.</p>
<p>Career Exploration</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>All Students</p>	<p>70% / 50%</p>	<p>80% / 60%</p>	<p>100% / 80%</p>	<p>Improve math and science skills for all students as measured by site, district or state measures and criteria.</p>

Career Preparation	<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>50%</p>	<p>60%</p>	<p>90%</p>	<p>McClymonds has developed a college-bound philosophy which excites the students. Banners are on each level from colleges around the country. All students are enrolled in A-G classes to facilitate college entry. Emphasis is placed on acquiring financial aid and scholarships. Acceptance letters students receive are celebrated.</p>
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THEORY OF ACTION

Theory of Action	<p>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.</p>					
How are you supporting English Language Learners?	<p>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.</p>					
How are you building conditions for students and adult learning?	<p>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.</p>					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	<p>Governance Team (SSC, Parent Team, Student Leadership)</p>	<p>Leadership Team (ITL)</p>	<p>Pathway Teams</p>	<p>Department Teams</p>		
	<p>Ongoing communication and engagement School Site Council January, February and March</p>	<p>First and Third Monday of the Months</p>	<p>Ongoing communication and engagements the 2nd and 4th Wednesdays of the Month</p>	<p>Ongoing communication and engagements the 1st and 3rd Wednesdays of the Month</p>		

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
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Career Exploration Visits (i.e. job shadows, field trips)	All Students	Measure N	\$5,000.00	5880		Work-Based Learning	A1.1 Pathway Programs
Summer Internships for juniors and seniors	All Students	Measure N	\$13,000.00	5835		Work-Based Learning	A1.1 Pathway Programs
Makerspace supplies	All Students	Intel	\$6,000.00	4310		Work-Based Learning	A1.1 Pathway Programs
ECCO Internships for 11th and 12th graders	All Students	Measure N	\$8,000.00	5825		Work-Based Learning	A1.1 Pathway Programs
Transportation for work-based learning and career exploration visits	All Students	Intel	\$1,000.00	5880		Work-Based Learning	A1.1 Pathway Programs
Refreshments for Speakers Series	All Students	Measure N	\$2,000.00	4311		Work-Based Learning	A1.1 Pathway Programs
Supplies for WBL activities (i.e. name tags, T-shirts, notebooks, paper, pens, markers, poster boards, stamps,)	All Students	Measure N	\$5,000.00	4310		Work-Based Learning	A1.1 Pathway Programs
Engineering Pathway Mentoring Program (Intel)	African American Students	Intel	\$60,000.00	5200		Work-Based Learning	A1.1 Pathway Programs
Intel Summer Internship Program	African American Students	Intel	\$63,000.00	5825		Work-Based Learning	A1.1 Pathway Programs
Georgia Tech Summer Engineering Institute	African American Students	Intel	\$8,000.00	5200		Rigorous Academics	A1.1 Pathway Programs
Sophomore Trip to Intel	All Students	Intel	\$2,000.00	5880		Work-Based Learning	A1.1 Pathway Programs
Capstone Consultant	All Students	Intel	\$22,000.00	5825		Career Technical Education	A1.1 Pathway Programs
Infrastructure	All Students	Intel	\$18,000.00			Career Technical Education	A1.1 Pathway Programs
0.14 FTE College Career Readiness Manager to coordinate work-based learning experiences across pathways	All Students	LCFF Supplemental	\$13,751.41		PMGCLA0031	Work-Based Learning	A1.1 Pathway Programs

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 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 for African American Males.
College & Career Plan	3	3	3	2016 (42 total seniors) 81% or (34 students) Graduated 7.1% or (3 students) still enrolled, 11.9% or 5 students coded as drop out. College & career plans shared with teachers & on-campus partners to tailor instruction/opportunities for students based on their aspirations and interests. Personalized support to students from East Bay Consortium and Senior Success Team to 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.

SUMMARY OF 17-18 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?

Summary of 17-18 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.	Partially Implemented	Somewhat 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%.

IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
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Conditions for Student Learning (School Climate and Culture)	Decrease the number of out of suspensions by 6%. Implement a comprehensive schoolwide Response-To-Intervention (RTI) system with a focus on early intervention, restorative practices, social emotional supports, Positive Behavior Interventions to increase student engagement and decrease out of school suspensions.	All Students	14.6%	16%	10%	Increase student attendance
College Access	Increase the graduation of African-American Girls by 12% and close the gender graduation gap	African American Students	50%	73%	85%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
Differentiated Interventions	Increase teacher retention rates over a 3 year period from 15% to 30% through implementing a comprehensive and tiered teacher development and retention plan to intentionally recruit, develop, support and retain teachers.	Students with Disabilities	45% yearly retention rate	55% yearly retention rate	75% yearly retention rate	Expand the use of performance data as a means of informing and driving curriculum and instruction.

THEORY OF ACTION

Theory of Action	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.					
How are you supporting English Language Learners?	In addition to Data Driven and Standards Based Instruction within their Language Arts classes, English Language Learners are supported through English Language Development classes, and direct language instruction. PLCs are engaged in ongoing cycles of inquiry in which specific reading, writing, listen, and speaking strategies are identified, shared and taught in order to support ELLs.					
How are you building conditions for students and adult learning?	To address conditions for adult learning we have established a comprehensive job-embedded Professional Learning Plan based on choice, flexibility, small steps, support and accountability. The plan is inclusive of 1. Schoolwide professional development that include sustained inquiry cycles around Personalized and Project Based Learning, Classroom Management, Trauma-Informed Social Emotional Learning and Literacy Across all Content Areas. 2. Collaborative planning and PLC development 3. Personalized Coaching 4. Classroom observation and feedback cycles.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams		
	Ongoing communication and engagement School Site Council January, February and March	First and Third Monday of the Months	Ongoing communication and engagements the 2nd and 4th Wednesdays of the Month	Ongoing communication and engagements the 1st and 3rd Wednesdays of the Month		

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
1.0 Restorative Justice Coordinator to support climate and culture	All Students	LCFF Supplemental	\$50,000.00	5736		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)

2.0 Truancy Officers to decrease chronic absenteeism and improve culture and climate	All Students	Central Resources	\$99,067.97	2205	STACOF0017, NH0-394	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
.72 Behavior Support Specialist to support case management, African American Girls and trauma informed and SEL practices	All Students	Title I: Basic	\$86,793.72		SPECBH0006	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
.28 Behavior Support Specialist to support case management, African American Girls and trauma informed and SEL practices	All Students	LCFF Supplemental	\$26,414.44		SPECBH0006	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Aspire tutors for engineering pathway students, Math and Science, and students in the Ninth Grade Academy	Low-Income Students	Intel	\$70,000.00	5825		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
MEETING REFRESHMENTS	All Students	General Purpose Discretionary	\$5,000.00	4311		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
CLASSSUPPT SALARIES STIPENDS	All Students	General Purpose Discretionary	\$4,000.00	2220		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Benefits associated with stipends and overtime funded out of GP Discretionary		General Purpose Discretionary	\$2,383.70	3102, 3202, 3302, 3322, 3342, 3402, 3502, 3602, 3702, 3802, 3902		Comprehensive Student Supports	Integrated Student Supports
Consultants - after school program	Foster Youth	21st Century	\$194,441.20	5825		Comprehensive Student Supports	Integrated Student Supports
SURPLUS - to be allocated for parent engagement	Low-Income Students	Title I: Parent Participation	\$2,134.62	4399		Comprehensive Student Supports	Integrated Student Supports

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET

School: McClymonds High School

School ID: 303

<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century	\$194,441.00	\$194,441.20	-\$0.20
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00
General Purpose Discretionary	\$130,800.00	\$130,800.00	\$0.00
LCFF Supplemental	\$278,241.00	\$278,241.00	\$0.00
LCFF Concentration	\$100,000.00	\$100,000.00	\$0.00
Title I: Basic	\$86,794.00	\$86,793.72	\$0.28
Title I: Parent Participation	\$2,135.00	\$2,134.62	\$0.38
Measure N	\$370,600.00	\$394,509.91	-\$23,909.91
TOTAL	\$1,163,011.00	\$1,186,920.45	-\$23,909.45

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area
.68 Pathway Coach to support pathway development and implementation	All Students	Measure N	\$71,591.49	2305	CCLASS0011	Building the Conditions	A1.1 Pathway Programs
1.0 TSA Literacy Coach to improve teacher practice and increase teacher retention through developing and instructional strategies that address rigor and engagement (funded by Central)	All Students	Central Resources		1105	TBD	Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy
1.0 TSA Math Coach to improve teacher practice and increase teacher retention through developing and instructional strategies that address rigor and engagement	All Students	Central Resources	\$75,361.96	1105	NH0-395	Rigorous Academics	A2.4 Teacher Recruitment & Retention

1.0 College and Career Manager. The College and Career Manager will organize work based learning opportunities and college and career readiness programs for all students. They 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	All Students	Intel	\$128,000.00		PMGCLA0031	Work-Based Learning	A1.1 Pathway Programs
1.0 Teacher to teach classes including those for African American Males and case manage student progress	African American Males	LCFF Supplemental	\$60,635.88	2205	NH0-396	Building the Conditions	A2.9 Targeted School Improvement Support
School Design Consultant to work in Partnership with the Pathway Coach, College and Career Manager to provide leadership and support with designing and developing the Entrepreneurship pathway and the Ninth Grade Career and Pathway Exploration Class. Building and providing Work Based Learning experiences, job shadows, college tours and internships. Build and sustain community partnerships and advisory board. Funds for this consultant will come from 2017-2018 Carry Forward	All Students	Measure N	\$40,000.00	5825		Building the Conditions	A1.1 Pathway Programs
Parent Liaison	All Students	Intel	\$10,000.00			Building the Conditions	A6.5 Academic Parent-Teacher Communication & Workshops
Family Engagement	All Students	Intel	\$15,000.00			Building the Conditions	A3.3 Family Engagement focused on Literacy Development

East Bay Consortium - Funds for this consultant will come from 2017-2018 Carry Forward	All Students	Measure N	\$13,750.00			Building the Conditions	A1.3 A-G Completion
Ninth Grade Summer Bridge summer 2018	Low-Performing Students	Intel	\$30,000.00			Comprehensive Student Supports	A1.1 Pathway Programs
EQUIP MAINTENANCE AGREEMT	All Students	General Purpose Discretionary	\$10,000.00	5610		Building the Conditions	A1.3 A-G Completion
DUES & MEMBERSHIPS	All Students	General Purpose Discretionary	\$5,500.00	5300		Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS
RENTALS - FACILITY	All Students	General Purpose Discretionary	\$5,000.00	5624		Building the Conditions	A5.3 School Facilities
NON-CONTRACT SERVICES	All Students	General Purpose Discretionary	\$4,000.00	5826		Building the Conditions	A2.9 Targeted School Improvement Support
POSTAGE	All Students	General Purpose Discretionary	\$2,000.00	5910		Building the Conditions	A3.3 Family Engagement focused on Literacy Development
0.5 FTE - Front Office Clerk	All Students	General Purpose Discretionary	\$12,368.77		CLERK0016	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)
Benefits associated with 0.5 Front Office Clerk	All Students	General Purpose Discretionary	\$1,701.57		CLERK0016	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)
Benefits associated with FTE funded out of Measure N	All Students	Measure N	\$87,670.02		CCLASS0011, C11TSA0348, TCHR110037, TCHR110036	Building the Conditions	A1.1 Pathway Programs

East Bay Consortium - (2018-19)	All Students	Measure N	\$13,750.00	5825		Building the Conditions	A1.3 A-G Completion
Contract with Maker Consultant to build meaningful maker experiences into classroom projects	All Students	Intel	\$20,000.00	5825		Building the Conditions	A1.1 Pathway Programs
BENEFITS -- Benefits associated with FTE funded out of LCFF Supplemental	African American Students	LCFF Supplemental	\$48,016.41		NH0-396, PMGCLA0031, SPECBH0006	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)
1.0 TSA literacy to support implementation of literacy strategies across all content areas and improve teacher practice and increase teacher retention through developing instructional strategies that address rigor and engagement	English Learners	Central Resources		1119	TBD	Rigorous Academics	A2.4 Teacher Recruitment & Retention
Summer Professional Learning Opportunities (AVID Conference-Aug 1-3, 2018 for up to 4 new teachers). Funds for this training will come from 2017-2018 Measure N Carryforward. Cost for this strategic action captured in RA tab, row 42	All Students	Measure N				Rigorous Academics	Rigorous Academics
LICENSING AGREEMENTS	Low-Income Students	General Purpose Discretionary	\$3,000.00	5846		Rigorous Academics	Rigorous Academics
Teacher Librarian	All Students	Measure G: School Libraries			TBD	Comprehensive Student Supports	Integrated Student Supports
1.0 FTE Engineering teacher to teach Introduction to Engineering and support the development of the engineering pathway	All Students	Measure N	\$58,455.36		C11TSA0348	Rigorous Academics	A1.1 Pathway Programs
1.0 Entrepreneurship Pathway Teacher to teach the Introduction to Entrepreneurship and Introduction to Career Pathways	All Students	Measure N	\$68,250.00		TCHR110037	Rigorous Academics	A1.1 Pathway Programs
.42 FTE Engineering teacher to teach Principles of Engineering and support the development of the engineering pathway including partnership with PLTW	All Students	Measure N	\$22,902.84		TCHR110036	Rigorous Academics	A1.1 Pathway Programs

1.0 Math teacher to reduce class size and provide acceleration opportunities to math students	Low-Performing Students	LCFF Concentration	\$65,607.62		C11TSA0347	Rigorous Academics	A2.7 Class Size Reduction
Benefits associated with C11TSA0347		LCFF Concentration	\$25,929.72		C11TSA0347	Rigorous Academics	A2.7 Class Size Reduction
Teacher Leader Stipends for Engineering Director and Director of integrated projects	All Students	Intel	\$20,000.00			Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Summer Professional Learning Opportunities (AVID Conference-Aug 1-3, 2018 for up to 4 new teachers) This is carryover Measure N money from 17-18. We did not specifically allocate for this PD.	All Students	Measure N	\$5,000.00			Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS
Teacher Planning Opportunities (teacher stipends for those new teachers returning from AVID conference). Funds for this strategic action will come from 2017-2018 Measure N Carry-forward	All Students	Measure N	\$2,000.00			Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Teacher Salaries Stipends	Foster Youth	LCFF Supplemental	\$20,000.00			Rigorous Academics	A2.10 Extended Time for Teachers
Classified Support Salary Overtime	All Students	LCFF Supplemental	\$7,000.00			Comprehensive Student Supports	A2.9 Targeted School Improvement Support
Surplus	All Students	LCFF Supplemental	\$52,422.86			Building the Conditions	A2.9 Targeted School Improvement Support
Supplies	All Students	LCFF Concentration	\$8,462.66		Chevron Grant	Rigorous Academics	A1.3 A-G Completion
Project Lead the Way Training for IED and EDD Funded by Chevron Grant	All Students	Other	\$10,000.00			Career Technical Education	A1.1 Pathway Programs
SUPPLIES	All Students	General Purpose Discretionary	\$60,845.96			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS

CLASSSUPPT SALARIES OVERTIME		General Purpose Discretionary	\$6,000.00			Rigorous Academics	A5.1 School Culture & Climate (Safe & Supportive Schools)
BOOKS-OTHER THAN TEXTBOOKS		General Purpose Discretionary	\$6,000.00			Rigorous Academics	A1.1 Pathway Programs
TEXTBOOKS		General Purpose Discretionary	\$3,000.00			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
TEACHERS SALARIES STIPENDS - Stipends for teachers to develop CTE-aligned interdisciplinary projects and curriculum tied to pathway themes.	All Students	Measure N	\$6,100.00			Rigorous Academics	A1.1 Pathway Programs
SURPLUS -- Surplus to be allocated for appropriate curriculum materials in support of pathway programs.	All Students	Measure N	\$40.20			Rigorous Academics	A1.1 Pathway Programs
Supplies for WBL activities (i.e. name tags, T-shirts, notebooks, paper, pens, markers, poster boards, stamps,)	All Students	Measure N	\$5,000.00	4310		Work-Based Learning	A1.1 Pathway Programs
Engineering Pathway Mentoring Program (Intel)	African American Students	Intel	\$60,000.00	5200		Work-Based Learning	A1.1 Pathway Programs
Intel Summer Internship Program	African American Students	Intel	\$63,000.00	5825		Work-Based Learning	A1.1 Pathway Programs
Georgia Tech Summer Engineering Institute	African American Students	Intel	\$8,000.00	5200		Rigorous Academics	A1.1 Pathway Programs
Sophomore Trip to Intel	All Students	Intel	\$2,000.00	5880		Work-Based Learning	A1.1 Pathway Programs
Capstone Consultant	All Students	Intel	\$22,000.00	5825		Career Technical Education	A1.1 Pathway Programs
Infrastructure	All Students	Intel	\$18,000.00			Career Technical Education	A1.1 Pathway Programs

0.14 FTE College Career Readiness Manager to coordinate work-based learning experiences across pathways	All Students	LCFF Supplemental	\$13,751.41		PMGCLA0031	Work-Based Learning	A1.1 Pathway Programs
1.0 Restorative Justice Coordinator to support climate and culture	All Students	LCFF Supplemental	\$50,000.00			Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
2.0 Truancy Officers to decrease chronic absenteeism and improve culture and climate	All Students	Central Resources	\$99,067.97		STACOF0017, NH0-394	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
.72 Behavior Support Specialist to support case management, African American Girls and trauma informed and SEL practices	All Students	Title I: Basic	\$86,793.72		SPECBH0006	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
.28 Behavior Support Specialist to support case management, African American Girls and trauma informed and SEL practices	All Students	LCFF Supplemental	\$26,414.44		SPECBH0006	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Aspire tutors for engineering pathway students, Math and Science, and students in the Ninth Grade Academy	Low-Income Students	Intel	\$70,000.00	5825		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
MEETING REFRESHMENTS	All Students	General Purpose Discretionary	\$5,000.00	4311		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
CLASSSUPPT SALARIES STIPENDS	All Students	General Purpose Discretionary	\$4,000.00	2220		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Benefits associated with stipends and overtime funded out of GP Discretionary		General Purpose Discretionary	\$2,383.70			Comprehensive Student Supports	Integrated Student Supports

Consultants - after school program	Foster Youth	21st Century	\$194,441.20	5825		Comprehensive Student Supports	Integrated Student Supports
SURPLUS - to be allocated for parent engagement	Low-Income Students	Title I: Parent Participation	\$2,134.62	4399		Comprehensive Student Supports	Integrated Student Supports

1. ABOUT THE PATHWAY

PATHWAY:	Engineering	School:	McClymonds High School
Pathway Industry Sector:	Engineering and Architecture	School ID:	303
Pathway Description:	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.		
Pathway Mission & Vision:	<p>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.</p> <p>Mission: The McClymonds Engineering Pathway supports the development of 21st-century skills, both interpersonal and technical, exposes students to STEAM-related careers, and promotes community involvement and service through an in-depth, integrated course sequence across all disciplines.</p>		

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe		
	55.2%	44.8%	100.0%	90.0%	10.3%	7.8%	15%	4.0%	1.0%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers		
	80.0%	0.6	17.0%	4.3%	0.0%	0.9%	4.7%	1.7%	0.0%		

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Data Slides

[\[LINK TO DATA SLIDES\]](#)

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

Task: Identify school 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 LCFF Populations (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."

Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
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<p>Pathway Graduation & Dropout Rates</p>	<p>60% of Engineering Pathway Seniors were on track to graduate ELA, Art and History classes were 100% on track</p>	<p>Credit Recovery opportunities and equitable access to WBL experiences and summer opportunities (low enrollment in summer internships due to ineligibility grades/credits) High teacher turnover/lack of consistency</p>	<p>Our high level action is to continue our team PLCs so math, science, and engineering teachers can collaborate to support students to reach grade level standards through engaging, integrated curriculum.</p> <p>Professional development over summer to calibrate, build curriculum, and share learnings with the rest of staff.</p> <p>Develop maker-centered projects in all classes aligned with skilled-trades field trips as an educational arc preparing students to pursue post-secondary training and work in skilled trades.</p> <p>Summer and intersession credit recovery scheduled to allow participation in WBL experiences for all students.</p>
<p>On Track to Graduate (11th Grade)</p>	<p>- Science and Language have almost 100% on track to graduate -Maker Centered Activities being implemented in Pathway -Makerspace Education Consultant supporting non-CTE content teachers and students -Career Technical Education Coach supporting instructional practice of CTE teachers delivering PLTW curriculum -Internship and WBL programs being implemented and executed</p>	<p>History 12 student of 40 not on track</p> <p>Math 15 of 40 not on track</p>	<p>Continue to develop maker-centered, standards-aligned, project-based learning curricula in all classrooms.</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> <p>Make an internal data structure (e.g. Google Sheet) to track student academic progress, participation in WBL opportunities, and on-track to graduation status. Update and refer to the data structure on a monthly basis.</p>
<p>On Track to Graduate (10th Grade)</p>	<p>Increased the number of Introduction to Engineering Design classes. Pathway Grade Level Professional Learning Communities (PLCs) and PBL curriculum.</p>	<p>- Teachers are not CTE credentialed and are difficult to retain. - Makerspace is brand new so streamlined usage methods need to be implemented.</p>	<p>Continue to develop maker-centered, standards-aligned, project-based learning curricula in all classrooms.</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>

12th Grade A-G Completion	<p>10% increase in A-G completion rate from previous year (15-16 to 16-17) alongside the growth of the Engineering Pathway cohort</p> <p>Aspire Tutoring offered to any Engineering Pathway student that is off-track to graduate/ failing any A-G course</p> <p>This is the first year we have implemented the Engineering Design Development Capstone class.</p>	<p>Retaining CTE credentialed teachers.</p>	<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>Apply for D (Lab Science) accreditation for Engineering Pathway courses (10th, 11th, and 12th grade)</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>
Pathway Participation/ CTE Enrollment	<p>Computer Science dual enrollment</p> <p>Growth in pathway since AY 13-14</p> <p>Pathway Month 2017-18</p> <p>Mack Makers after school club</p> <p>WBL opportunities (summer programs, internships, etc.)</p>	<p>Teacher turnover and student attrition</p> <p>Student credit deficiencies prohibiting participation in extracurriculars, internships, and summer opportunities</p> <p>No CTE credentialed teachers</p> <p>Lack of clarity/identity for students w.r.t. the pathway</p>	<p>Continue Mack Makers, an afterschool group dedicated to hands-on engineering projects and career exploration.</p> <p>Develop partnerships with feeder middle schools and collaborate for site visits, tutoring, and project exhibitions.</p> <p>Make and distribute engineering pathway swag (shirts, buttons, flyers, banners, posters, projects, etc.)</p>

2C. Annual Pathway Goals

Task: Please review your Needs Assessment above and determine five goals for pathway outcomes below.

FOCAL AREA	SMARTER Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
Pathway Graduation & Dropout Rates	<p>By January 1, 2019, 70% of Engineering Pathway seniors will be on track to graduate.</p> <p>By February 1, 2019, 100% of students not on track to graduate will have an individualized plan for credit recovery, summer school, and/or continuation school to satisfy graduation requirement</p>	<p>60% of Engineering Pathway seniors were on track to graduate in 2017-18</p>	<p>70% of Engineering Pathway seniors will be on track to graduate.</p>	<p>African American Students</p>
On Track to Graduate (11th Grade)	<p>TIERED SUPPORT SYSTEM</p> <p>By end of the year 50% of students with the MOST credit recovery will be intentionally targeted over the summer and at the beginning of the year by aligning the internships with their credit recovery needs.</p> <p>By end of 1st quarter the next 50% of students with the LEAST credit recovery will be targeted through intersession and/or internships aligned with their credit recovery needs.</p>	<p>60% of Engineering Pathway juniors were on track to graduate in 2017-18</p>	<p>50% of students with MOST needs will have individualized plans.</p>	<p>All Students</p>

On Track to Graduate (10th Grade)	By January 1, 2019, 70% of Engineering Pathway sophomores will be on track to graduate. By February 1, 2019, 100% of students no on track to graduate will have an individualized plan for credit recovery, summer school, and/or continuation school to remediate credit deficiencies.	42% of Engineering Pathway sophomores were on track to graduate in 2017-18	70% of sophomores on track to graduate	All Students
12th Grade A-G Completion	By June 1, 2019, 70% of Engineering Pathway seniors will have complete A-G requirements.	59% of AY 16-17 Engineering Pathway seniors completed A-G requirements	70% of Engineering Pathway seniors will have completed A-G requirements	All Students
Pathway Participation/ CTE Enrollment	By June 1, 2019, 50% of rising sophomores, juniors, and seniors will be enrolled in the Engineering Pathway.	116 total enrollment (at any point during the year) in Engineering Pathway grades 10-12	50% of 10th, 11th, and 12th graders will be in the Engineering Pathway	All Students

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision			3	Our mission and vision are aligned, but we have not yet realized them on a consistent basis.
Leadership Configuration			2	The majority of teachers consider themselves content teachers who are vaguely connected to a pathway.
Distributive Leadership			2	We are not fully operational. We do not yet have a full teaching team, and the connection between district pathway personnel and the school site has not been clearly articulated and relied upon.

Pathway Leadership & Vision Goal for 2018-19: 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	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Support teachers in planning and implementing maker-centered learning activities and projects in all classes.	Rigorous Academics					A1.1 Pathway Programs		Engineering

Strengthen pathway and content PLCs so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Pay teachers for collaborative curriculum development time beyond contractual hours.	Rigorous Academics						A1.1 Pathway Programs		Engineering
Staffwide retreats once a semester to reflect on practice and effective implementation of Measure N rubric and WBL continuum and strengthen implementation practices.	Building the Conditions						A1.1 Pathway Programs		Engineering

3B. EQUITY, ACCESS & ACHIEVEMENT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)					
Open Access and Equitable Opportunities			3	No tracking within the pathway, no requirements based on previous academic achievement. Inconsistent partnership with community organizations and businesses.					
Diverse Student Representation			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			2	Teachers have collaborated to integrate Special Education Students and Foster Youth into WBL opportunities, engineering classes, and projects, but the work is not systematic.					

Pathway Equity, Access & Achievement Goal for 2018-19: 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.

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Established Pathway Month (March) to expose student body (particularly 9th and 10th) and families to 9-12 Engineering Pathway experience.	Work-Based Learning					A1.1 Pathway Programs		Engineering
Strengthen PLCs (grade level & content), so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Pay teachers for collaborative curriculum development time. Identifying students who potentially may not have access and ensuring that they have access.	Rigorous Academics					A1.1 Pathway Programs		Engineering
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.	Comprehensive Student Supports					A1.1 Pathway Programs		Engineering
Establish Female Engineering club to ensure females are equitably represented and remain in the pathway	Comprehensive Student Supports					A1.1 Pathway Programs		Engineering

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Action	If we implement a comprehensive school-wide approach to literacy, aligned to Common Core Standards and using research-based AVID strategies that focus on reading, writing and collaborating in all content areas, then we will increase student growth in reading and writing and increase college and career readiness levels.
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What will your pathway do to align to the schoolwide focus for 2018-19?

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.

Pathway Language & Literacy Strategic Actions* <i>*recommended but not required</i>		Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
1.0 TSA literacy to support implementation of literacy strategies across all content areas and improve teacher practice and increase teacher retention through developing instructional strategies that address rigor and engagement	English Learners	Central Resources	Centrally Fund	1119	Rigorous Academics	A2.4 Teacher Recruitment & Retention	A2.4 Teacher Recruitment & Retention		Engineering
Summer Professional Learning Opportunities (AVID Conference-Aug 1-3, 2018 for up to 4 new teachers). Funds for this training will come from 2017-2018 Measure N Carryforward. Cost for this strategic action captured in RA tab, row 42	All Students	Measure N	N/A		Rigorous Academics	Rigorous Academics	A4.4 Teacher Professional Development focused on English Learners		Engineering
LICENSING AGREEMENTS	Low-Income Students	General Purpose Discretionary	\$3,000.00	5846	Rigorous Academics	Rigorous Academics			Engineering
Teacher Librarian	All Students	Measure G: School Libraries	TBD		Comprehensive Student Supports	Integrated Student Supports	A3.4 Teacher Professional Development focused on Literacy		Engineering

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme			2+	Developed Pathway SLOs aligned to school redesign priorities (generated through year-long process involving all school stakeholders). Convened Engineering Pathway Business Advisory once this year, and invited partners to provide feedback on SLOs.
Integrated Core			2	Some teachers inconsistently align curriculum and instruction to grade-level and CTE standards. Some teacher collaboration is intentional, teacher-driven, and fruitful.

Cohort Scheduling			2+	Pathway planning has been structured and facilitated for grade level teams. Currently students are cohorted by their CTE classes only. Next year, we have a plan to build the cohorts to include English classes as well.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning			2	Some, but not all teachers have documented, submitted, and implemented curriculum that is project-based, standards-aligned, engaging, and student-centered.
Collaborative Learning			2	Some, but not all teachers intentionally facilitate and provide feedback on student participation in learning groups.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Sharing Best Practice			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. Sharing of best practice is driven by teachers, but needs to be systematized, supported, and rewarded.
Collaboration Time			2	The 2017-18 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			2-	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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>Bi-weekly Pathway Team meetings for the duration of the school year, first to plan grade level exploratory study trips to the Exploratorium science museum, then to plan and implement an integrated project during the last marking period of the year.</p> <p>A team of teachers has piloted a standards-based grading system and online gradebook to track student mastery and communicate that mastery to students in an accessible, useful way.</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>Built and used a Team Drive and teacher Google Classroom to increase transparency and facilitate collaboration on pathway building, curriculum development, and professional learning.</p>	Partially Implemented	Somewhat Effective	<p>Integrated projects are thorough and detailed in one grade level (the one with common prep periods), but incomplete for other grade levels. Progress has been stymied by teacher turnover and vacancies.</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>Use of virtual structures is inconsistent and varied, often based on comfort with technology and familiarity with the particular structure.</p>

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standard Aligned PBL Aligned to Theme	100% of students will doing 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	N/A	60% of 9-11th graders will complete interdisciplinary project	80% of 9-11 grade students will complete an interdisciplinary project	Improve math and science skills for all students as measured by site, district or state measures and criteria.
Graduate Capstone	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	N/A	100% senior exhibitions	100% senior exhibition	McClymonds has developed a college-bound philosophy which excites the students. Banners are on each level from colleges around the country. All students are enrolled in A-G classes to facilitate college entry. Emphasis is placed on acquiring financial aid and scholarships. Acceptance letters students receive are celebrated.

5D. Rigorous Academics Pathway Theory of Action and Strategic Actions

Theory of Action	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.
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Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Sponsor a team of teachers, industry professionals, students, and community members to review Engineering Pathway Student Learning Outcomes (SLOs) and build the engineering capstone during Summer 2018 and AY 2018-19.	Rigorous Academics					A1.1 Pathway Programs		Engineering
Strengthen grade level, content, and PLCs so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Pay teachers for collaborative curriculum development time.	Rigorous Academics					A1.1 Pathway Programs		Engineering
Continue to research and build best-practices for standards-based grading systems and grade reporting.	Rigorous Academics					A1.1 Pathway Programs		Engineering
Build school-wide teacher capacity for maker-centered learning and productive group work, key features of real-world engineering problems and work environments.	Rigorous Academics					A1.1 Pathway Programs		Engineering
Master schedule to align teacher prep periods to maximize collaboration time during the week, while respecting teacher autonomy and individual work time.	Building the Conditions					A1.1 Pathway Programs		Engineering
Structure release days for teachers to participate in walkthroughs, peer observation, and supported curriculum development.	Building the Conditions					A1.1 Pathway Programs		Engineering
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.	Building the Conditions					A1.1 Pathway Programs		Engineering

Continue to develop and implement grade-level integrated projects.	Rigorous Academics					A1.1 Pathway Programs		Engineering
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.	Building the Conditions					A1.1 Pathway Programs		Engineering
Continue to contract with Maker Consultant in order to build meaningful maker experiences into classroom projects	Building the Conditions					A1.1 Pathway Programs		Engineering

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	1	2-	2	Intel Mentoring Program, Intel Summer Internship Program, Georgia Tech Summer Engineering Institute, Women in Tech Dinner
Pathway Outcomes	1	2-	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. Because we have experience with high teacher turnover and leadership turnover, we wanted to first establish strong Pathway Team PLCs. So this was a main focus. 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.
Pathway Evaluation	1	2-	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 an Engineering Advisory Board. We have shared our pathway plans and moving into next year, will leverage our relationship to have our engineering 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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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, Rosie the Riveter (Betty Soskin) tour & chat, East Bay STEM Career Awareness Day, CAP Attorneys visit classrooms, CareerBridge workshops for interns in their professional skills development, Maker Faire, Resume workshops, Mock interviews, 9th grade Career Exploration Culminating Project, 12th grade project business plan creation, NFTE competition submission of 12th grade project, 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.	Fully Implemented	Somewhat Effective	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. We have shared our pathway plans and moving into next year, will leverage our relationship to have our engineering partners assess the effectiveness of WBL experiences as well as authenticity of activities embedded in the interdisciplinary projects across all grades. Students demonstrate their learning from internships and the Summer Engineering Institute as well as connections from the classroom to the real world through a culminating project at the end of summer.

6C. Work-Based Learning Pathway Goals

Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	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.	All Students				Improve math and science skills for all students as measured by site, district or state measures and criteria.
Career Exploration	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	All Students				Improve math and science skills for all students as measured by site, district or state measures and criteria.
Career Preparation	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				McClymonds has developed a college-bound philosophy which excites the students. Banners are on each level from colleges around the country. All students are enrolled in A-G classes to facilitate college entry. Emphasis is placed on acquiring financial aid and scholarships. Acceptance letters students receive are celebrated.

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

Theory of Action	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.
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Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Intel Summer Internship Program	Work-Based Learning	Intel	63,000					Engineering
Intel Mentoring Program	Work-Based Learning	Intel	60,000					Engineering
Georgia Tech Summer Engineering Institute	Work-Based Learning	Intel	8,000					Engineering
Summer Opportunities Application Workshops and Resume Reviews	Building the Conditions	Intel	200					Engineering
Job Shadow Days	Work-Based Learning	Intel	2,000					Engineering
Events + Conferences (ie: CS Ed Week, Women in Tech Dinner, Google SoulFest)	Work-Based Learning	Intel	20,000					Engineering
In School WBL (Guest Speakers, Mock Interview, Skill Workshops, Tech Talks)	Work-Based Learning	Intel	4,000					Engineering
Robotics Competition	Work-Based Learning							Engineering
Pathway Family Night	Building the Conditions							Engineering
Pathway World Cafe	Work-Based Learning							Engineering
Pathway Month	Building the Conditions							Engineering

7. COMPREHENSIVE STUDENT SUPPORTS

**Previously called Integrated Student Supports*

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2	2	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. The work is not yet held by the pathway team, or any other team of teachers.
College & Career Plan	3	2	3	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. 11th and 12th grade students have completed engineering career exploration projects. 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.

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?

1. ABOUT THE PATHWAY

PATHWAY:	Entrepreneurship	School:	McClymonds High School
Pathway Industry Sector:	Marketing Sales and Services	School ID:	303
Pathway Description:	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.		
Pathway Mission & Vision:	<p>Mission: 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>Vision: 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	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe		
	47.4%	52.6%			5.3%	2.6%					
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers		
	86.8%		7.9%				5.3%				

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Data Slides

[\[LINK TO DATA SLIDES\]](#)

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

Task: Identify school 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 LCFF Populations (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."

Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	N/A	N/A	

On Track to Graduate (11th Grade)	N/A	N/A	
On Track to Graduate (10th Grade)	100% of students who remained in pathway after 1st semester are on track to graduate.	Dual enrollment teacher was a new teacher to Peralta and had not taught a dual enrollment class with high school students; he resigned mid-year. A majority of 10th graders were transferred from the dual enrollment class at the end of 1st semester.	Change the first dual-enrollment CTE course from introduction to business to financial literacy. Provide extra support; i.e. provide Oakland Serve tutors to select students, students in dual enrollment courses also will take AVID. Increase work-based learning experiences through job shadowing, mentoring, and career exploration visits. Students participate in six-week goal-setting activities, including mid-year transcript reviews.
12th Grade A-G Completion	N/A	N/A	
Pathway Participation/ CTE Enrollment	100%	Dual enrollment teacher was a new teacher to Peralta and had not taught a dual enrollment class with high school students; he resigned mid-year. A majority of 10th graders were transferred from the dual enrollment class at the end of 1st semester.	Change the first dual-enrollment CTE course from introduction to business to financial literacy. Provide extra support; i.e. provide Oakland Serve tutors to select students, students in dual enrollment courses also will take AVID. Increase work-based learning experiences through job shadowing, mentoring, and career exploration visits. A well-defined process for enrolling in a pathway and dropping CTE pathway courses will be implemented which will include a parent signature indicating that parents are aware of pathway expectations.

2C. Annual Pathway Goals

Task: Please review your Needs Assessment above and determine five goals for pathway outcomes below.

FOCAL AREA	SMARTER Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
Pathway Graduation & Dropout Rates	n/a		n/a	
On Track to Graduate (11th Grade)	100% of pathway participants will be on track to graduate at the end of the 2018-19 school year.		100%	All Students
On Track to Graduate (10th Grade)	At least 80% of 10th graders will be on track to graduate by the end of the 2018-19 school year. Students not on track by the end of 1st semester will be provided a personalized plan to recover credits by the end of 2018-19 school year.		80%	All Students
12th Grade A-G Completion	n/a		n/a	
Pathway Participation/ CTE Enrollment	80% of students enrolled in the pathway will participate in pathway CTE courses by the end of 2018-19		80%	All Students

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision			3	Our mission and vision are aligned, but we have not yet realized them on a consistent basis.
Leadership Configuration			2	The majority of teachers consider themselves content teachers who are vaguely connected to a pathway.
Distributive Leadership			2	We are not fully operational. We do not yet have a full teaching team, and the connection between district pathway personnel and the school site has not been clearly articulated and relied upon.

Pathway Leadership & Vision Goal for 2018-19: Identify and train a pathway lead teacher for 2018-19.

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Provide time for collaboration with dual enrollment Entrepreneurship Pathway teachers with school site grade level teams.	Rigorous Academics							Entrepreneurs hip
Strengthen grade level, content, and PLCs so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Pay teachers for collaborative curriculum development time.	Rigorous Academics							Entrepreneurs hip
Develop capacity of teachers and administrators via retreats once per semester	Building the Conditions							Entrepreneurs hip

3B. EQUITY, ACCESS & ACHIEVEMENT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Open Access and Equitable Opportunities			3	No tracking within the pathway, no requirements based on previous academic achievement. Inconsistent partnership with community organizations and businesses.
Diverse Student Representation			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			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.

Pathway Equity, Access & Achievement Goal for 2018-19: 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 Entrepreneurship Pathway.

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Run Pathway Month (March 2018) to expose student body and families to 9-12 Entrepreneurship Pathway experience.	Building the Conditions							Entrepreneurs hip
Strengthen grade level, content, and PLCs so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Pay teachers for collaborative curriculum development time.	Rigorous Academics							Entrepreneurs hip
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.	Building the Conditions							Entrepreneurs hip
Enroll all Entrepreneurship Pathway students in AVID for additional college readiness support	Comprehensive Student Supports							Entrepreneurs hip
Provide Oakland Serve tutors for select students enrolled in Entrepreneurship Pathway	Comprehensive Student Supports							Entrepreneurs hip

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4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Action	If we implement a comprehensive school-wide approach to literacy, aligned to Common Core Standards and using research-based AVID strategies that focus on reading, writing and collaborating in all content areas, then we will increase student growth in reading and writing and increase college and career readiness levels.
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What will your pathway do to align to the schoolwide focus for 2018-19?	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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Pathway Language & Literacy Strategic Actions* <i>*recommended but not required</i>	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Teachers will implement select AVID strategies in content areas.	Rigorous Academics							Entrepreneurs hip
Students will apply literacy strategies to prepare business communications (i.e. research, planning, marketing) and present to an audience.	Rigorous Academics							Entrepreneurs hip
Interdisciplinary project planning and implementation at each grade level.	Rigorous Academics							Entrepreneurs hip
Teacher Librarian	Comprehensive Student Supports	Measure G	TBD					Entrepreneurs hip
Summer Professional Learning Opportunities (AVID Conference-Aug 1-3, 2018 for up to 4 new teachers). Funds for this training will come from 2017-2018 Measure N Carryforward. Cost for this strategic action captured in RA tab, row 42	Rigorous Academics	Measure N						Entrepreneurs hip

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme			2+	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, and invited partners to provide feedback on SLOs.
Integrated Core			2	Some teachers inconsistently align curriculum and instruction to grade-level and CTE standards. Some teacher collaboration is intentional, teacher-driven, and fruitful.

Cohort Scheduling			2-	Pathway planning has been structured and facilitated for grade level teams. Students are not in cohorts, and we are not currently familiar with how to plan or facilitate this, nor its proven benefits for student learning.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning			2	Some, but not all teachers have documented, submitted, and implemented curriculum that is project-based, standards-aligned, engaging, and student-centered.
Collaborative Learning			1	Some, but not all teachers intentionally facilitate and provide feedback on student participation in learning groups.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Sharing Best Practice			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. Sharing of best practice is driven by teachers, but needs to be systematized, supported, and rewarded.
Collaboration Time			2	The 2017-18 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			2	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				
<i>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?</i>				
Summary of 17-18 Strategic Actions			Fully Implemented?	Evidence of Effectiveness?
Evidence of Impact and Analysis				

<p>Developed SLOs in collaboration with teachers, dual enrollment partner that were reviewed and validated by the advisory board.</p> <p>Bi-weekly Pathway Team meetings for the duration of the school year, first to plan grade level exploratory study trips to the Exploratorium science museum, then to plan and implement an integrated project during the last marking period of the year.</p> <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>Established an Entrepreneurship Advisory Board made up of community partners from business, higher education, and community organizations.</p> <p>Held a launch event to gain community exposure and support for the new Entrepreneurship Pathway.</p> <p>Implemented first entrepreneurship dual enrollment course 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 and Pathway Cafe with Career Speakers.</p>	Partially Implemented	Somewhat 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>Turnover in first dual enrollment class was greater than expected due to lack of experience of teacher and maturity of some students. Most students were not enrolled in AVID support class to complement dual enrollment class.</p>
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5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target			Related WASC Goal
<p>Standard Aligned PBL Aligned to Theme</p>	<p>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.</p>	<p>All Students</p>	<p>n/a</p>	<p>60% of students will complete an interdisciplinary project</p>	<p>80% of students will complete an interdisciplinary project</p>			<p>Expand the use of performance data as a means of informing and driving curriculum and instruction.</p>

<p>Graduate Capstone</p>	<p>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 be a pilot next year.</p>	<p>All Students</p>	<p>n/a</p>	<p>60% of students will complete a capstone project.</p>	<p>80% of students will complete a capstone project.</p>			<p>McClymonds has developed a college-bound philosophy which excites the students. Banners are on each level from colleges around the country. All students are enrolled in A-G classes to facilitate college entry. Emphasis is placed on acquiring financial aid and scholarships. Acceptance letters students receive are celebrated.</p>
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5D. Rigorous Academics Pathway Theory of Action and Strategic Actions

Theory of Action 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.

<p>Rigorous Academics Strategic Actions</p>	<p>Related Linked Learning Pillar</p>	<p>Funding source (if relevant)</p>	<p>Cost</p>	<p>Org Key</p>	<p>Object Code</p>	<p>Associated LCAP Action Area</p>	<p>PERKINS & ATLANTIC ONLY: Which funding goal does this address?</p>	<p>Associated Pathway</p>
<p>Engage a team of teachers, industry professionals, students, and community members to review Entrepreneurship Pathway Student Learning Outcomes (SLOs) and develop a framework for interdisciplinary projects for grades 9, 10, and 11. This is a school wide strategy and cost is reflected in the RA Actions tab.</p>	<p>Rigorous Academics</p>							<p>Entrepreneurs hip</p>
<p>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.</p>	<p>Rigorous Academics</p>							<p>Entrepreneurs hip</p>
<p>Continue to research and build best-practices for standards-based grading systems and grade reporting.</p>	<p>Rigorous Academics</p>							<p>Entrepreneurs hip</p>
<p>Build school-wide teacher capacity for maker-centered learning and productive group work, key features of product development, marketing and work environments.</p>	<p>Work-Based Learning</p>							<p>Entrepreneurs hip</p>

Implement NFTE Start-up Tech Program to deepen students understanding of the use of technology, innovation and entrepreneurial thinking.	Rigorous Academics							Entrepreneurs hip
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.	Building the Conditions							Entrepreneurs hip
Purchase materials and supplies for dual enrollment program.	Rigorous Academics							Entrepreneurs hip
Develop an Entrepreneurship Mentoring Program	Comprehensive Student Supports							Entrepreneurs hip
Implement a financial literacy course for students enrolled in Entrepreneurship Pathway.	Career Technical Education							Entrepreneurs hip

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences			2	Students participated in career exploration visits and engaged with speakers from industry
Pathway Outcomes			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. Because we have experience with high teacher turnover and leadership turnover, we wanted to first establish strong Pathway Team PLCs. So this was a main focus. 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.
Pathway Evaluation			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 17-18 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, Rosie the Riveter (Betty Soskin) tour & chat, East Bay STEM Career Awareness Day, CAP Attorneys visit classrooms, CareerBridge workshops for interns in their professional skills development, Maker Faire, Resume workshops, Mock interviews, 9th grade Career Exploration Culminating Project, 12th grade project business plan creation, NFTE competition submission of 12th grade project, Culminating project/demonstration of mastery of internship presentations</p>	Partially Implemented	Effective	<p>More than 60% of students surveyed indicated that their awareness and interest in entrepreneurship was heightened. Students demonstrate their learning from internships and connections from the classroom to the real world through a culminating project at the end of summer.</p>
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6C. Work-Based Learning Pathway Goals

Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
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			80% of students will participate.	Improve math and science skills for all students as measured by site, district or state measures and criteria.
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			80% of students will participate.	Increase student attendance
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			80% of students will participate.	McClymonds has developed a college-bound philosophy which excites the students. Banners are on each level from colleges around the country. All students are enrolled in A-G classes to facilitate college entry. Emphasis is placed on acquiring financial aid and scholarships. Acceptance letters students receive are celebrated.

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

Theory of Action 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.

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Career Exploration Visits (i.e. job shadows, field trips)	Work-Based Learning							Entrepreneurs hip
Summer Internships for juniors and seniors	Work-Based Learning							Entrepreneurs hip

Business Plan Showcase	Career Technical Education								Entrepreneurs hip
Entrepreneurs Fair	Career Technical Education								Entrepreneurs hip
CAP Attorneys visit	Work-Based Learning								Entrepreneurs hip
Pathway Month	Building the Conditions								Entrepreneurs hip
Pathway World Cafe	Work-Based Learning								Entrepreneurs hip
Pathway Family Night	Building the Conditions								Entrepreneurs hip

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

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Support of Student Needs		2	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. The work is not yet held by the pathway team, or any other team of teachers. A few students were enrolled in AVID support class to complement dual enrollment. A few students were assigned Oakland Serve tutors 2nd semester.
College & Career Plan		2	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.

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 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>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.</p>	<p>Partially Implemented</p>	<p>Somewhat Effective</p>	<p>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%.</p>
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7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
College and Career Transition Supports	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, program of study	All Students				Increase student attendance
Diffentiated Interventions for Special Populations (English Learners, African-American Students, Students with Disabilities)	Utilize OUSD Dashboard to identify necessary supports across bands of students in Special Populations	All Students				Expand the use of performance data as a means of informing and driving curriculum and instruction.

7D. Comprehensive Student Supports Theory of Action and Strategic Actions

Theory of Action	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	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
In-school and after school tutoring for students in need of additional support	Comprehensive Student Supports							Entrepreneurship
Identification and case management of students based on need.	Comprehensive Student Supports							Entrepreneurship

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED BUDGET FOR PATHWAYS

School: McClymonds High School

School ID: 303

Engineering	Allocation	Total Expended	Total Remaining	Entrepreneurship	Allocation	Total Expended	Total Remaining
Measure N	TBD	#VALUE!	#VALUE!	Measure N	TBD	#VALUE!	#VALUE!
Atlantic Philanthropies	\$0.00	#VALUE!	#VALUE!	Perkins	\$0.00	#VALUE!	#VALUE!
California Partnership Academy	\$0.00	#VALUE!	#VALUE!	California Partnership Academy	\$0.00	#VALUE!	#VALUE!
Atlantic Philanthropies	\$0.00	#VALUE!	#VALUE!	Atlantic Philanthropies	\$0.00	#VALUE!	#VALUE!

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC or Org Key	Associated Linked Learning Pillar	Associated LCAP Action Area	Associated Pathway	Budget Action Number
Support teachers in planning and implementing maker-centered learning activities and projects in all classes.						Rigorous Academics	A1.1 Pathway Programs	Engineering	
Strengthen pathway and content PLCs so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Pay teachers for collaborative curriculum development time beyond contractual hours.						Rigorous Academics	A1.1 Pathway Programs	Engineering	
Staffwide retreats once a semester to reflect on practice and effective implementation of Measure N rubric and WBL continuum and strengthen implementation practices.						Building the Conditions	A1.1 Pathway Programs	Engineering	
Established Pathway Month (March) to expose student body (particularly 9th and 10th) and families to 9-12 Engineering Pathway experience.						Work-Based Learning	A1.1 Pathway Programs	Engineering	
Strengthen PLCs (grade level & content), so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Pay teachers for collaborative curriculum development time. Identifying students who potentially may not have access and ensuring that they have access.						Rigorous Academics	A1.1 Pathway Programs	Engineering	
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.						Comprehensive Student Supports	A1.1 Pathway Programs	Engineering	
Establish Female Engineering club to ensure females are equitably represented and remain in the pathway						Comprehensive Student Supports	A1.1 Pathway Programs	Engineering	
1.0 TSA literacy to support implementation of literacy strategies across all content areas and improve teacher practice and increase teacher retention through developing instructional strategies that address rigor and engagement	Central Resources	1119		A2.4 Teacher Recruitment & Retention	Rigorous Academics	Centrally Funded	A2.4 Teacher Recruitment & Retention	Engineering	

Summer Professional Learning Opportunities (AVID Conference-Aug 1-3, 2018 for up to 4 new teachers). Funds for this training will come from 2017-2018 Measure N Carryforward. Cost for this strategic action captured in RA tab, row 42	Measure N			Rigorous Academics	Rigorous Academics	N/A	A4.4 Teacher Professional Development focused on English Learners	Engineering	
LICENSING AGREEMENTS	General Purpose Discretionary	5846		Rigorous Academics	Rigorous Academics	\$3,000.00		Engineering	
Teacher Librarian	Measure G: School Libraries			Integrated Student Supports	Comprehensive Student Supports	TBD	A3.4 Teacher Professional Development focused on Literacy	Engineering	
Sponsor a team of teachers, industry professionals, students, and community members to review Engineering Pathway Student Learning Outcomes (SLOs) and build the engineering capstone during Summer 2018 and AY 2018-19.						Rigorous Academics	A1.1 Pathway Programs	Engineering	
Strengthen grade level, content, and PLCs so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Pay teachers for collaborative curriculum development time.						Rigorous Academics	A1.1 Pathway Programs	Engineering	
Continue to research and build best-practices for standards-based grading systems and grade reporting.						Rigorous Academics	A1.1 Pathway Programs	Engineering	
Build school-wide teacher capacity for maker-centered learning and productive group work, key features of real-world engineering problems and work environments.						Rigorous Academics	A1.1 Pathway Programs	Engineering	
Master schedule to align teacher prep periods to maximize collaboration time during the week, while respecting teacher autonomy and individual work time.						Building the Conditions	A1.1 Pathway Programs	Engineering	
Structure release days for teachers to participate in walkthroughs, peer observation, and supported curriculum development.						Building the Conditions	A1.1 Pathway Programs	Engineering	
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.						Building the Conditions	A1.1 Pathway Programs	Engineering	
Continue to develop and implement grade-level integrated projects.						Rigorous Academics	A1.1 Pathway Programs	Engineering	

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.						Building the Conditions	A1.1 Pathway Programs	Engineering	
Continue to contract with Maker Consultant in order to build meaningful maker experiences into classroom projects						Building the Conditions	A1.1 Pathway Programs	Engineering	
Intel Summer Internship Program		Intel	63,000			Work-Based Learning		Engineering	
Intel Mentoring Program		Intel	60,000			Work-Based Learning		Engineering	
Georgia Tech Summer Engineering Institute		Intel	8,000			Work-Based Learning		Engineering	
Summer Opportunities Application Workshops and Resume Reviews		Intel	200			Building the Conditions		Engineering	
Job Shadow Days		Intel	2,000			Work-Based Learning		Engineering	
Events + Conferences (ie: CS Ed Week, Women in Tech Dinner, Google SoulFest)		Intel	20,000			Work-Based Learning		Engineering	
In School WBL (Guest Speakers, Mock Interview, Skill Workshops, Tech Talks)		Intel	4,000			Work-Based Learning		Engineering	
Robotics Competition						Work-Based Learning		Engineering	
Pathway Family Night						Building the Conditions		Engineering	
Pathway World Cafe						Work-Based Learning		Engineering	
Pathway Month						Building the Conditions		Engineering	
In school and after school tutoring for students in need of additional support		Intel				Comprehensive Student Supports		Engineering	
Identification and case management of students based on need.						Comprehensive Student Supports		Engineering	
Provide time for collaboration with dual enrollment Entrepreneurship Pathway teachers with school site grade level teams.						Rigorous Academics		Entrepreneurship	
Strengthen grade level, content, and PLCs so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Pay teachers for collaborative curriculum development time.						Rigorous Academics		Entrepreneurship	
Develop capacity of teachers and administrators via retreats once per semester						Building the Conditions		Entrepreneurship	

Run Pathway Month (March 2018) to expose student body and families to 9-12 Entrepreneurship Pathway experience.						Building the Conditions		Entrepreneurship	
Strengthen grade level, content, and PLCs so teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Pay teachers for collaborative curriculum development time.						Rigorous Academics		Entrepreneurship	
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.						Building the Conditions		Entrepreneurship	
Enroll all Entrepreneurship Pathway students in AVID for additional college readiness support						Comprehensive Student Supports		Entrepreneurship	
Provide Oakland Serve tutors for select students enrolled in Entrepreneurship Pathway						Comprehensive Student Supports		Entrepreneurship	
Teachers will implement select AVID strategies in content areas.						Rigorous Academics		Entrepreneurship	
Students will apply literacy strategies to prepare business communications (i.e. research, planning, marketing) and present to an audience.						Rigorous Academics		Entrepreneurship	
Interdisciplinary project planning and implementation at each grade level.						Rigorous Academics		Entrepreneurship	
Teacher Librarian		Measure G	TBD			Comprehensive Student Supports		Entrepreneurship	
Summer Professional Learning Opportunities (AVID Conference-Aug 1-3, 2018 for up to 4 new teachers). Funds for this training will come from 2017-2018 Measure N Carryforward. Cost for this strategic action captured in RA tab, row 42		Measure N				Rigorous Academics		Entrepreneurship	
Engage a team of teachers, industry professionals, students, and community members to review Entrepreneurship Pathway Student Learning Outcomes (SLOs) and develop a framework for interdisciplinary projects for grades 9, 10, and 11. This is a school wide strategy and cost is reflected in the RA Actions tab.						Rigorous Academics		Entrepreneurship	

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.						Rigorous Academics		Entrepreneurship	
Continue to research and build best-practices for standards-based grading systems and grade reporting.						Rigorous Academics		Entrepreneurship	
Build school-wide teacher capacity for maker-centered learning and productive group work, key features of product development, marketing and work environments.						Work-Based Learning		Entrepreneurship	
Implement NFTE Start-up Tech Program to deepen students understanding of the use of technology, innovation and entrepreneurial thinking.						Rigorous Academics		Entrepreneurship	
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.						Building the Conditions		Entrepreneurship	
Purchase materials and supplies for dual enrollment program.						Rigorous Academics		Entrepreneurship	
Develop an Entrepreneurship Mentoring Program						Comprehensive Student Supports		Entrepreneurship	
Implement a financial literacy course for students enrolled in Entrepreneurship Pathway.						Career Technical Education		Entrepreneurship	
Career Exploration Visits (i.e. job shadows, field trips)						Work-Based Learning		Entrepreneurship	
Summer Internships for juniors and seniors						Work-Based Learning		Entrepreneurship	
Business Plan Showcase						Career Technical Education		Entrepreneurship	
Entrepreneurs Fair						Career Technical Education		Entrepreneurship	
CAP Attorneys visit						Work-Based Learning		Entrepreneurship	
Pathway Month						Building the Conditions		Entrepreneurship	
Pathway World Cafe						Work-Based Learning		Entrepreneurship	
Pathway Family Night						Building the Conditions		Entrepreneurship	

In-school and after school tutoring for students in need of additional support						Comprehensive Student Supports		Entrepreneurship	
Identification and case management of students based on need.						Comprehensive Student Supports		Entrepreneurship	

SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged 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.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
Monday, February 5 9am-10am	School Leadership Team	Reflect on "Enabling Conditions" tab 2: School wide Enabling Conditions Review and provide feedback on tab 1: Needs Assessment
Monday, February 12 9-10am		
Monday, February 26 9-10am		

<p>Monday, February 5 3:45-5pm</p> <p>Wednesday, February 7 3-5pm</p> <p>Monday, February 12 3:45-5pm</p>	<p>Pathway Development LeadershipTeam</p>	<p>Provide input on school wide strategies for: Tab 1: Needs Assessment Tab 2: School wide Enabling Conditions Tab 3: Language & Literacy Tab 4: Rigorous Academics Tab 5: Work-Based Learning Tab 6: Comprehensive Student Supports</p>
<p>Tuesday, February 13 5:30pm</p>	<p>School Site Council</p>	<p>Provide input on needs assessment, priorities, and tentative resource allocations</p>
<p>3/16/2018</p>	<p>Engineering Pathway Team</p>	<p>Conducted a planning time with team to review data of last 4 years, determine strengths and challenges</p>

School WASC Goals					
<i>Length of WASC Accreditation:</i>	6 years	<i>Last WASC Self-Study:</i>	3/21/18	<i>Next Full Self-Study:</i>	March 2021
SCHOOL WASC GOALS				LCAP Goal Category	
Improve math and science skills for all students as measured by site, district or state measures and criteria.				Goal 2: Students are proficient in state academic standards	
Increase family engagement				Goal 6: Parents and families are engaged in school activities	
Increase student attendance				Goal 5: Students are engaged in school everyday	
Expand the use of performance data as a means of informing and driving curriculum and instruction.				Goal 4: English learners are reaching English fluency	
McClymonds must continue to refine its data collection system and provide staff and students with comprehensible data reports which will drive improvements in learning.				Goal 3: Students are reading at or above grade level	
McClymonds should continue to work at increasing A-G eligibility and increase female graduation rate to achieve parity with male student graduation rate.				Goal 1: Graduates are college and career ready	