MEASURE N COMMISSION
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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Measure N - College & Career Readiness - Commission

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Memo

To Measure N Commission

From Matin Abdel-Qawi, High School Network Superintendent

Board Meeting Date _____

Subject 2022-2023 Measure N Education Improvement Plan and Assessment Services For: McClymonds High School

Action Requested and Recommendation Adoption by the Measure N – College and Career Readiness Commission of the 2022-2023 Education Improvement Plan and Assessment for McClymonds High School as "Approved – Developing and Implementing" in an amount not to exceed $276,250.00.

Background
(Why do we need these services? Why have you selected this vendor?)

Competitively Bid

Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Attachments

- 2022-2023 Measure N Education Improvement Plan
- 2022-2023 Measure N Education Improvement Plan Assessment

2022-2023 MEASURE N BUDGET

Effective July 1, 2022-June 30, 2023

School: MCCLYMONDS HIGH SCHOOL

Site #: 303

Resource	*Allocation*	*Total Expended*	*Total Remaining*
Measure N	$276,250.00	$276,250.00	$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE %	WHOLE SCHOOL / PATHWAY NAME
303-1	Hire a 0.15 FTE Pathway Coach to guide design, implementation and evaluation of pathway programs and schoolwide efforts to support (and be supported by) pathway initiatives. Support pathway lead and pathway team capacity development. Provide one-one coaching support to leads and teachers as needed and requested. Plan with school leadership to draft and facilitate team processes around pathway planning, budgeting and reporting. Support budgeting, purchasing and follow through on experiences, supplies and materials for pathway programs. Coordinate with with community and school stakeholders to align programs and projects along pathway pillars. Support all faculty Professional Learning as pertaining to pathway collaborative work and projects and connecting school wide literacy and social-emotional learning initiatives to pathway designs. Engage with contractors, industry partners and community partners to develop project based learning and pathway program development. (PCN 277, Leah Jensen)	$29,311.19	2305	Supervisor Admin Salaries	College & Career Pathway Coach	.15 FTE	Whole School
303-2	Supplies and Materials for Engineering and Entrepreneurship classes to integrate around pathway themes and CTE standards. These supplies will be used to increase engagement, critical and creative thinking for students across both pathways. They will experience hands-on Project Based Learning experiences as a student-centered approach, which allows students to make real-world application to their learning.	$4,269.28	4310	Supplies			Whole School
303-3	Teacher Salaries: Hire an Engineering CTE Teacher, at 1.0 FTE. The teacher will serve as the point person for the pathway (Pathway Director), will facilitate the Engineering Pathway PLC, and will teach 6 sections of Engineering CTE courses. (Salary & Benefit Costs) Intro to Engineering (10th Grade) is foundational to the Engineering pathway and provide exposure to the Engineering industry. Principles of Engineering (11th Grade) is a deeper understanding of industry grade software such as Computer Aided Design (CAD) and industry tools used in the manufacturing industry. As the Pathway Director, work based learning experiences are aligned to the learning and deepen the understanding of the Engineering pathway. Teacher leads the support, planning and execution of student (9 - 12th grades) product development to showcase and sell at 3 main events a year. (PCN 4006 - Clayton Evans)	$116,480.07	1105	Teacher Salaries	TCHR 1112	1.0 FTE	Engineering

303-4	Teacher Salaries: Hire an Entrepreneurship CTE Teacher, at 1.0 FTE. The teacher will facilitate the Entrepreneurship Pathway PLC, and will teach 6 sections of Entrepreneurship CTE courses including Computer Science. The courses are 9th grade exploring computer science and 10 - 12th grade Intro to Business. The Exploring Computer Science sections are foundational to both pathways and provide exposure to critical elements of both pathways. As the Pathway Director, work based learning experiences are aligned to the learning and deepen the understanding of both pathways and also specifically Entrepreneurship. Teacher leads the support, planning and execution of student (9 - 12th grades) product development to showcase and sell at 3 main events a year. (salary + benefits) (PCN 4881 - Jerry Bailey II)	$126,189.46	1105	Teacher Salaries	TCHR 1112	1.0 FTE	Entrepreneurship

School:	MCCLYMONDS HIGH SCHOOL	Site #:	303
Pathway Names:	Engineering - Entrepreneurship		

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.

School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	58.5%	41.5%	95.0%	85.8%	7.1%	4.5%	52.4%	36.9%	10.7%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	81.5%	0.3%	3.1%	7.7%	0.6%	0.6%	3.7%	0.3%	0.3%
Target Student Population	Which student population will you focus on in order to reduce disparities?					SpEd Students (RSP and Mild-Moderate) 9-12 21.4 %; 10-12 19.5%			

SCHOOL PERFORMANCE GOALS AND INDICATORS

Whole School Indicator	*18-19 Baseline Data*	*19-20 Data*	*20-21 Goal*	*20-21 Data*	*21-22 Goal*	*21-22 Data*	*22-23 Goal (3-Year Goal)*
Four-Year Cohort Graduation Rate	88.6%	92.0%	82%	Not Available	90%%	Not Available	90%
Four-Year Cohort Dropout Rate	5.7%	4.0%	4.0%	Not Available	4%%	Not Available	4.0%
A-G Completion	50.8%	46.7%	65.0%	Not Available	65%	54.5%	65%
On Track to Graduate- 9th Grade	50.6%	52.1%	65.0%	36.6%	65%	53.9%	65%
Percentage of students who participated in at least 1 Work-Based Learning activity	42.1%	Not Available	55%	Not Available	55%	11.1%	55%
Percentage of students who have passed dual enrollment courses with a C- or better	98.10%	97% (fall 2019); 76% (spring 2020)	98.0%	95% (fall 2020)	98%	100%	100%
Percentage of students in Linked Learning pathways	64.5%	73.3%	85%%	87.7%	85%	84.1%	90%
Target Student Population Indicator	*18-19 Baseline Data*	*19-20 Data*	*20-21 Goal*	*20-21 Data*	*21-22 Goal*	*21-22 Data*	*22-23 Goal (3-Year Goal)*
Four-Year Cohort Graduation Rate	76.90%	75.0%	85.0%	Not Available	85%	81.0%	85.0%
Four-Year Cohort Dropout Rate	7.7%	16.7%	5.0%	Not Available	5.0%	19.0%	5.0%
A-G Completion	0.0%	25.0%	10.0%	Not Available	20%	23.5	50%
On Track to Graduate - 9th Grade	33.3%	23.1%	45.0%	11.1%	45%	7.1%	45%
Percentage of students who participated in at least 1 Work-Based Learning activity	39.8%	Not Available	50.0%	Not Available	50%	6.5%	50%

Percentage of students who have passed dual enrollment courses with a C- or better	90.0%	100%	90.0%	Not Available	90%	100%	100%
Percentage of students in Linked Learning pathways	71.4%	73.5%	80.0%	Not Available	85%	70.7%	90%

ROOT CAUSE ANALYSIS

Indicator	*Strengths*	***Highest Leverage Challenge*** *What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?*	***Root Cause Analysis*** *What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?*
Four-Year Cohort Graduation Rate	12th grade teachers, COST team, and Case Managers work with individual students to ensure retention as well as to help connect students to community resources. This helps us retain many more of our students than most schools with similar socio-economic challenges. Our teachers also provide credit recovery opportunities during the year as well as during summer boot camps. This helps our students stay on track or get back on track to graduation much more easily. Seniors are also partnered with College/Career case managers who support them in preparing for college, career and beyond. Over the past three years, the cohort graduation rate has increased from 76.5% to 88.6% while the dropout rate has decreased from 16.2% to 5.7%. We increased the number of students going to four year universities from 29.9% in 2017 to 38.3% in 2018.	11% of our students don't graduate. When we look at the data for our entire school and our target student population, we find that many of our students who are not graduating within 4 years have transferred to McClymonds after 9th grade, and when they arrive at McClymonds, they are already deficient in credits and off-track to graduation. We have also noticed that students who don't graduate within 4 years are also overwhelmingly not committed to one of our two pathways.	Students are coming in credit deficient to begin with; if we develop clear cut plans for credit recovery when they first arrive, that would help students get back on track to graduation. This would help a number of our students who are not on track. We also do not have a process in place to monitor student progress on their credit recovery plans, and historically, credit recovery plans for off-track students were not developed until students' 12th grade year. When we've waited until students' last year in high school, some are overwhelmed with everything they need to do and they lose motivation. Although we do have a system in place for Pathway orientation and selection for our 9th grade class during March Pathway Selection Month, we do not have a system in place to orient newly transferred students to our pathways and to have them select a pathway upon enrollment. This would help students have even more support structures and industry-based experiences that engage and motivate students toward graduation. We have students transfer almost daily and there needs to be a very intentional structured process in place to meet with these students and their families to orient them to the Pathways.

Four-Year Cohort Dropout Rate	Cohort dropout rate has consistently decreased since 2016 and is currently below 6%. We attribute this to our strong system of supports and connections to wrap around services for students.	If we were able to increase the number of support providers and case managers providing wrap around services for our students we could continue to decrease the dropout rate. As students advance, their motivation to engage learning diminishes. In addition to lacking support providers to counsel students to staying on track, we find students also ask for additional electives besides what we offer.	We have a limited of staff and therefore can only offer a limited number of electives. During the 4 year sequence, we find students become increasingly disengaged with learning because outside of the core content courses, there are not many other electives to choose from and provide a well rounded educational experience. By the time students reach their senior year, many of them have already completed all the electives offered. If we had the resources to provide more electives, i.e., arts, digital arts, music, etc., that supplement and enhance the pathway experience, we would have more students enrolled and more students staying in school to graduate.
A-G Completion	College and Career Readiness partners such as SPAAT, East Bay Consortium and High School Counselor monitor and advise students on which courses they need to complete or retake to meet A-G requirements.	In spite of our high graduation rate, we still see a discrepancy between students who graduate with and without the requisite courses to meet A-G. This puts many of our students at a disadvantage when it comes to helping them bridge successfully to any post-secondary opportunities. In addition, we have had a vacancy in chemistry for the last year that has railroaded the success of our students to meet the science requirement of A-G. In other words, we are limited to the teachers who are qualified to provide credit recovery in all A-G courses.	We have a limited number of teachers on staff who can provide credit recovery for students who have failed an A-G course. If we had more teachers available for credit recovery opportunities, we would be able to increase the percentage of SpEd students graduating with the requisite courses to meet A-G.
On Track to Graduate - 9th Grade	Our 9th grade On Track to Graduation percentage has been above 50% the last three years; our 9th grade team also has been supported by consultant who works consistently to provide student interventions to help students stay/get back on track. Every 6 weeks, prior to kicking off a new unit, our consultant to the 9th grade team, counselor and Pathway Coach pushes in to all 9th grade classrooms, including our target population to educate students on how to read their transcripts, building in a shared understanding of transcript language and what it means to be on track to graduate. Students then develop academic goals for the forthcoming 6 week marking period.	In spite of the consistent collaborative efforts of the 9th grade team to provide student interventions to stay on track, there has been a rather high teacher turnover rate within the 9th grade team. Ensuring student success is very difficult to support with teacher turnover especially when you have to build the team over every year. In addition, all the 9th grade teachers minus two have been teaching under 3 years. Differentiation especially for our SpEd population is a skill set that comes with many years of professional teaching experience and lots of support. The challenge is to attract and strengthen the team of 9th grade teachers.	Many of our new teachers are also enrolled in credential programs. The demand of teaching in addition to fulfilling the credential requirements can be overbearing. Also, the cost of living in the Bay Area, existing off of a new teacher salary and affording a credential program is nearly impossible. If we could increase the retention rate of our ninth grade teachers, we would be able to increase the percentage of 9th graders who are On Track to Graduate.

Percentage of students who participated in at least 1 Work-Based Learning activity	The percentage of our SpEd students participants participating in at least one Work-based Learning Activity has increased from 18% in 2017-2018 to 39.8% in 2018-2019 school-year.	The challenge is we have not identified the key data points for our Pathway Team meetings around our SpEd population. Therefore we are not tracking what SpEd students are not taking advantage of the WBL opportunities, the reasons why and strategic actions to increase the number of SpEd students participating in WBL activities.	The challenge is we have not identified the key data points for our Pathway Team meetings around our SpEd population. Therefore we are not tracking what SpEd students are not taking advantage of the WBL opportunities, the reasons why and strategic actions to increase the number of SpEd students participating in WBL activities.
Percentage of students who have passed dual enrollment courses with a C- or better	The majority of students, including those with IEPs, do very well in Dual Enrollment courses, as demonstrated by the high pass rates. Students are motivated by the types of courses offered, and take advantage of the supports offered by the DE instructor and the DE teacher of record. McClymonds has been holding steadfast at 80% of th Dual Enrollment SpEd students earning a C- or better in their Dual Enrollment classes.	Chronic absenteeism is the greatest challenge for SpEd students. Our SpEd student comprise 8.3% of students enrolled in Dual Enrollment courses, but constitute 27.3% of chronically absent 11th and 12th graders. This 7% higher than General Ed students who are chronically absent.	82.2% of 11th and 12th grade SpEd students have either Unverified or Unexcused absences. McClymonds also has a stress factor ranking of 139 out of 145.
Percentage of students in Linked Learning pathways	100% of SpEd who students who come to McClymonds in the 9th grade are enrolled in a pathway.	SpEd and non SpEd students who transfer into McClymonds during the year have either been already enrolled at their former school in a pathway that is not offered at McClymonds and/or are not interested in Engineering and Entrepreneurship. Furthermore, 11th and 12th grade students that transfer in are usually only interested in having access to and passing the A-G requirements and not necessarily interested in a taking the Engineering or Entrepreneurship sequence at that point in their educational trajectory.	McClymonds High School is the smallest comprehensive high school in OUSD. We get a large number of students transferring in or being placed at the school by PEC. We need to ramp up our recruiting during the open enrollment period.
2020-2021: YEAR ONE ANALYSIS			
Strategic Actions			
Strategic Actions *What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?*	**What evidence will you look for to know you are successful?**		

Developing, systematizing the Advisory Board to support student projects in 11th and 12th Grade. Collaborative planning time to develop rubrics. Merging senior projects and backwards map the vertical articulation in 9-11.	We will have two Industry Board engagement events: schedule of meetings, running agenda and notes, contact list and 2 engagement events: One will include feedback to students that results in an increase in project completion. The other Industry Board engagement will include an authentic audience for Student Presentations. We will know we are successful when each grade level team completes a Student Project Rubric that is vertically aligned to the culminating 12th grade Capstone Project. These rubrics include Oral Presentation, Field Research and Writing. Rubrics are great for students: they let students know what is expected of them, and demystify grades by clearly stating, in age-appropriate vocabulary, the expectations for a project. Rubrics also help teachers authentically monitor a student's learning process and develop and revise a lesson plan.
Fund a 1.0 FTE College and Career Readiness Manager to take the lead in further developing WBL systems across the school, including our Industry Expert Speaker Series, creating rigorous WBL learning experiences in 9th and 10th grade, and better aligning WBL experiences in 11th and 12th grade to support student interest and pathway themes.	We will know we are successful when students from each grade level can articulate their interests and identify at least one WBL experience that aligns to that interest. In 11th and 12th grades, students will be able to share at least 1 WBL experience that aligns with their college and career plans.
Develop a more intentional system for supporting chronically absent students, more specifically our SpEd students. Assign an Attendance Compliance Officer to monitor, support the SpEd Department.	Attendance Compliance Officer will meet with chronically absent student and their parent/guardian to develop a plan for success for the student. Conduct SART meetings and if necessary, confer with PEC to hold IEP meetings to identify barriers that prevents the students from attending school daily.
Continue to fund a 0.5 FTE Pathway Coach to support pathway alignment, coordinate pathway recruitment, establish relationships with industry partners, solidify the Advisory board, and support teachers with rigorous, CTE-aligned instruction in the core and pathway courses.	We will know we are successful when grade level Student Project Rubrics are implemented, Student Project Exhibitions are well attended and projects are rigorous and meet expectations. Advisory Boards for each pathway have convened at least two times, industry partners are supporting students with development of projects and serving as an authentic audience for Student Presentations. Enrollment overall increases because families are more inclined to attend McClymonds.
Developing and implementing an intentional formalized process to serve students transferring in during the school year to orient them and their families to the Pathways.	We will know we are successful because we will see more target population students enrolled in the pathway, on track to graduate and participating in at least one WBL experience.
Hiring Committee initiates the hiring process earlier in the year (January) in order to attract highly qualified teachers.	We will know we are successful because we will have less teacher turnover and as a result, can continue to build and strengthen our teacher teams. This will directly impact an increase in student engagement, higher graduation rates and A-G completion rates.

Budget Expenditures

2020-2021 Budget: Enabling Conditions Whole School

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Fund .29 FTE salary for the Pathway Coach to support pathway alignment, coordinate pathway recruitment, establish relationships with industry partners, solidify the Advisory board, and support teachers with rigorous, CTE-aligned instruction in the core and pathway courses (0.5 FTE from HSLLO, 0.21 FTE from McClymonds Measure G, and 0.29 FTE from McClymonds Measure N)	$46,869.54	2305	Enter object code at left.	Pathway Coach	.29 FTE	
Fund a .29 FTE salary for the College and Career Readiness Manager to take the lead in further developing WBL systems across the school, including our Industry Expert Speaker Series, creating rigorous WBL learning experiences in 9th and 10th grade, and better aligning WBL experiences in 11th and 12th grade to support student interest and pathway themes (0.29 FTE from McClymonds Measure N, 0.71 FTE from McClymonds Supplemental. This position was previously funded by a grant from the Intel Foundation, which is sunsetting at the end of the 2019-2020 school year).	$38,659.67	2305	Enter object code at left.	Classified Program Manager	.29 FTE	

2021-2022: YEAR TWO ANALYSIS

Strategic Actions	
2020-2021 Strategic Actions	**Impact of 2020-2021 Strategic Actions** - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?
Developing, systematizing the Advisory Board to support student projects in 11th and 12th Grade. Collaborative planning time to develop rubrics. Merging senior projects and backwards map the vertical articulation in 9-11.	Our pathway teams met regularly (1X weekly) and were able to plan Advisory Board convening. Because of the past years efforts building rapports with local industry partners, we were able to reach out to over 40 partners. Looking at compelling data of graduating 2020 students, we saw that not only district wide, but nationwide trend is that only 40% of students were enrolled in 2/4 yr schools in the fall (a significant 40% drop). We spent time reflecting on this phenomenon and how it impacts our post secondary preparedness specifically for this year. After consulting with teacher and student groups, as well as discussion in our Pathway Coach meetings, we determined that students needed support with soft skills and executive functions above all. These skills include time management, networking, teamwork (how you interact with your colleagues), creative thinking, problem solving and/or conflict resolution. Although we were able to articulate this clearly with our industry partners, getting actual time with our students provided to be problematic. Our original goal this year (pre Covid) was to develop more collaborative time between industry partners and students during the development of their interdisciplinary projects. However, during distant learning, we did not engage in the projects and instead focused on having our industry partners share their stories as a means to develop the soft skills with our students. Were not able to meet rubric development, but instead hired a highly effective district partner (Education Elements) to support distance learning, online learning and develop teacher look fors. The Teacher Look fors focused on: Whole Group, Targeted Small Group, Independent Practice and Collaborative Task. The collaboration with Ed Elements lifted up many promising teaching and learning strategies from our teaching staff. From the onset of August after knowing we were moving to distance learning, we wanted to ensure full teacher support. With an initial Fall tech survey, we were able to determined where teachers were in terms of their technological skills both logistical and instructional. From here, we were able to develop initial 'look-fors'(these look fors were pulled from best practices of the staff) and engage in a virtual walkthrough practice and feedback with all the teachers. We repeated this practice this past spring (Virtual Walkthroughs) and found vast improvement in teacher practice. More than anything, the tech skill set of our teachers has really improved as an example, engaging students with feedback via google classroom, planning for flipped classroom environments and/or online front loading of vocabulary and context.
Fund a 1.0 FTE College and Career Readiness Manager to take the lead in further developing WBL systems across the school, including our Industry Expert Speaker Series, creating rigorous WBL learning experiences in 9th and 10th grade, and better aligning WBL experiences in 11th and 12th grade to support student interest and pathway themes.	Students created or updated resumes and received coaching. Students participated in an internship fair to promote summer engagement and career-aligned opportunities of interest. Students participated in mock interviews to prepare students for interviews with potential internship host sites for employers. 11th & 12th graders had the opportunities to participate in several virtual college tours and pathway-specific university student panels. Students participated in events that celebrated and promoted women in technology with speakers from various backgrounds and career fields. Students participated in virtual career days with panels of professionals from various career fields across the nation. Students had multiple opportunities to engage in in-person, hands-on learning with workshops at The Crucible. Engineering students also had the opportunity to participate in an in-person, paid internship in the Woodshop, where the curriculum they have learned was put into action through a series of projects. Students participated in a semester-long Intel mentorship program, where they had an opportunity to connect for 30 minutes weekly to discuss career and college preparation planning with volunteering professionals. 9th grade students had the opportunity to participate in a Science Technology Engineering Math (STEM) pathway awareness event with panelists from current McClymonds Engineering 12th grade students and Intel professionals. Students will have an opportunity to participate in a paid virtual summer fellowship program with Intel and Hack the Hood, where they will learn about the corporate environment and build technical skills. 9th Grade Cohort: Entrepreneurship Director and Computer Science Teacher with the support of Network for Teaching Entrepreneurship was able to facilitate career speakers with 9th graders. 10th and 11th Grade students participated in real world scenario projects with industry professionals. Students were given a business problem that they had to solve alongside industry professionals.
Develop a more intentional system for supporting chronically absent students, more specifically our SpEd students. Assign an Attendance Compliance Officer to monitor, support the SpEd Department.	9th grade team participated in the BTSC (Breakthrough Success Community) program that focuses on chronically absent 9th graders and provided support, developed individualized goals and ongoing academic support. We increased the number of attendance compliance officers, allowing for more support and coverage of students. The Attendance Compliance officer ensures that McClymonds students are attending school regularly by investigating causes of unexcused or excessive absences, communicating with families and assisting them in problem-solving and providing ongoing support, resources and communication with families in order to establish healthy attendance. For our SpEd students, the Attendance Compliance officer in partnership with leadership and teachers facilitated additional Student Success Team Meetings (SST) and Individualized Education Plan (IEP) meetings to the regularly scheduled meetings in order to investigate root causes of the chronic absenteeism and collectively develop a plan of action to support the educational success of the SpEd student.

Continue to fund a 0.5 FTE Pathway Coach to support pathway alignment, coordinate pathway recruitment, establish relationships with industry partners, solidify the Advisory board, and support teachers with rigorous, CTE-aligned instruction in the core and pathway courses.	We added the following new Industry Partners: Athos, Disney, Pixar, Netflix, ESPN, and Hulu to our Advisory Board for both Pathways. Before we knew we were going to be doing distance learning, we spent the month of June in grade levels teams planning interdisciplinary projects aligned to industry themes and informed by the Student Learning Outcomes of both Engineering and Entrepreneurship pathways. The Pathway Coach began discussion and planning of student exhibitions to showcase projects to families and community at the end of each semester. Part of the planning is to include consultations by Industry partners with students during the project development. By August, we knew we were not going back in person. Therefore we switched gears. The pathway coach worked with the Instructional Leadership Team during August of 2020 to develop an Arc of Inquiry professional development plan to address promising practices in Distance Learning specifically with look fors in Whole Group and Targeted Small Group instruction, collaborative tasks and independent practice. We worked in collaboration with Ed Elements who specialize in personalized and distance/hybrid learning. The goal of our distance learning program is central to the academic progress of our students as well as critical to shaping our school and culture specifically how students and staff feel and how they connect. We planned for our distance learning program to be responsive to the needs of our community, address barriers to success, leverage the new opportunities virtual learning provides, and be sufficiently supportive of students, teachers, principals, and families.
Developing and implementing an intentional formalized process to serve students transferring in during the school year to orient them and their families to the Pathways.	Although we have not yet formalized a standardized plan, we realized that a personalized plan was more effective for acclimating our new and transfer students. The process in place includes a tiered communication plan that is triggered by the OUSD Welcome Center. As a team, we have determined that we need to fortify this process for serving students coming in mid year because although we have a tiered communication plan, students lack the understanding of program of study for each pathway. In other words, the tiered communication needs to include the Pathway Coach and Directors.For next year, we will include a 'Pathway Contract' signed by student and parent/guardian that will include a binding agreement for each pathway, a description of both Programs of Study, description of Work Based Learning opportunities, examples and testimonials of projects and internships.
Hiring Committee initiates the hiring process earlier in the year (January) in order to attract highly qualified teachers.	Convening and organizing our hiring committee with a strong structure around a long-term plan for hiring highly qualified staff (credentialed or in credential program, highly values student/teacher rapport, strong teamwork skills, creative thinking, etc.) with a good fit at McClymonds, where we were able to collectively develop interview questions, content and school-culture specific. Because of this work, we were able to develop an outreach plan early on that yields a vetting process to allow us to swiftly evaluate applicants to create a pool of highly qualified candidates. We have made over a 60% gain in retention over the last five years, based on these efforts. A positive result of teacher retention is the ability to build groundwork of common practices in department teams and grade level teams. For instance, we have not had a teacher turnover on the Math team in over 3 years, because of this, the math department has aligned clear instructional strategies, such as the use of common tech apps, lesson lay out, flip learning practices and students support. We expect all the teachers we hired this current year (9th Grade Biology, 10th Grade Chemistry, 11th Grade English and SpEd Mild Moderate Math and Science) to remain on staff going into next year.
For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:	
2021-2022 Strategic Actions *- What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?*	**What evidence will you look for to know you are successful?** - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
In addition to developing a more fortified and intentional system and structure of supporting chronically absent students, we will also include a credit recovery.	This year during Distance Learning, we discovered that the quarter system served some students who needed credit recovery well. For instance, if they failed first quarter, the class was available again, 3rd quarter. However, on the other hand, the quarter system created problems for Dual Enrollment as the calendars did not align. This is especially problematic for our Entrepreneurship Pathway given the majority of courses in the Program of Student fall into Dual Enrollment. We are exploring various options with our Pathway Director for instance, developing non dual enrollment courses as part of the Entrepreneurship Program of Study like Small Business management offered to 10-12th graders. This is so we are not entirely dependent on Dual Enrollment for our Program of Study. In addition, the College Career Readiness Manager, coordinated with the dual enrollment instructors to continue instruction during Advisory in order to ensure student success of the dual enrollment class and compliance with Peralta. We will continue these promising practices into next year since we are continuing the quarter system.
A new Strategic Action is revitalizing our Technology Inventory Plan. Given that the majority of our chromebooks that were originally intended for classroom use, were handed out during Distance Learning, we only anticipate 1/3 of the devices returned in useable condition.	Having a successful and accurate inventory will allow us to plan effectively and efficiently moving forward. Both our Engineering and Entrepreneurship Pathways completely depend on the use of technology so in order for students to be successful and for us to continue to grow our program, we need to ensure students we have the resources and tools necessary to prepare them for post secondary readiness.

Developing, systematizing the Advisory Board to support student projects in 11th and 12th Grade. Collaborative planning time to develop rubrics. Merging senior projects and backwards map the vertical articulation in grades 9-11.	We were not successful in merging senior projects because we want to keep the projects personalized and relevant to specific pathways. We were also successful this year in cohorting our seniors in their respective Capstone Classes. The Entrepreneurship Pathway in partnership with Network for Teaching Entrepreneurship was able to vertically align skills and content to prepare students for the 12th grade capstone (10th - 12th grade business plans were vertically aligned).
Continuing the work and progress of the Hiring Committee	In addition to ensuring highly qualified candidates for vacancies at our school, we will reflect on teacher surveys to ensure we are fully supporting our current staff in a fruitful and healthy environment conducive to learning and development of our scholars.

Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures
- How did distance learning impact your budget expenditures?
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

During Distance Learning, our shift in budget expenditures turned to how we can best support students at home for distance learning and how we can best continue to build our technology infrastructure in order to best meet student needs when they return in person. As a team, we decided to focus our budget expenditures on pathway specific technologies and tools so when we did return to the site, they would be already ordered, delivered, set up and ready to go. Specifically, based on assessment of former experience by students, we purchased enough laptops with industry software for at least 2 classes of students. We also purchased heat press and other related items for students to be best prepared for their themed projects and industry products.

Budget Expenditures

2021-2022 Budget: Enabling Conditions Whole School

Budget Justification: ***Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.*** - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Hire a Pathway Coach, at .29 FTE to support pathway alignment, coordinate pathway recruitment, establish relationships with industry partners, solidify the Advisory board, and support teachers with rigorous, Career Technical Education-aligned instruction in the core and pathway courses. The Pathway Coach is an integral part of the Pathway workings. This position works as an effective liaison between Pathway Directors, teaching staff, Advisory Board members, Industry Partners, and community based organizations and strongly impacts and serves all students. More elaborately, this position steers the work throughout the year, beginning in the summer with planning for interdisciplinary project themes, and their alignment with Work Based Learning opportunities as outlined in the Work Based Learning Continuum, Professional Development Arc of Inquiry for the year for teaching staff, calendar plan for pathway team engagements and meeting times, Advisory Board engagements, students recruitment planning and Summer Bridge planning for onboarding 9th graders. In the fall and spring semesters, the Pathway Coach facilitates pathway weekly meetings, work based learning opportunities (speaker series, career exploration visits for all students grades 9-12), Wednesday Professional Development planning for teaching staff, end of 1st semester student (9-12th grades) expeditions, Advisory Board meetings, recruitment of new students and rising 9th grade students, communicates to the larger community student successes, etc. **(.50 FTE paid for by HSLLO, .21 FTE paid for from McClymonds Measure G, and .29 FTE from McClymonds Measure N)** (Salary & Benefit Costs)	$36,561.63	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.29 FTE	Whole School

Consultant Contract with the Oakland Ed Fund to pay students for Exploring College, Career and Community Options (ECCCO) stipends: student internship stipends for summer 2022; 30 full-time internships (100 hours over 5 or 6 weeks) at $1,000/person will allow us to fund 30 students in internships at sites around the Bay Area that align with their pathways and interests, yielding real-life application of pathway curriculum and increasing engagement from students in their respective pathways. These real-world internships provide students with increased exposure to various fields related to their pathways so students can actively envision themselves in their chosen career path. This addresses the need for students to have relevant, real-world experience, to which they can apply what they've learned in the classroom. These experiences make learning come alive for students, and they are able to make connections outside of the classroom.	$30,000.00	5825	Consultant Contracts			Whole School
Teacher Salaries Stipends: Extended Contracts for the Exploring College, Career and Community Options (ECCCO) Program for certificated teachers to teach the ECCCO course during summer 2022. Teacher will work 176 hours (176 X $38.50 plus 25% = $8470.00) Teacher will provide a weekly check in with students (approximately 15 9-12th grade students) to support their internships at respective sites. They also visit every site of every student every 2 weeks to ensure site is in compliance and that both parties are supported and successful. Teacher leads a weekly workshop that has work based learning curriculum, facilitating the final, culminating project for the internship. Teacher also attends professional development sessions to learn latest promising practices, soft skill development training for students and relevant industry trends.	$8,470.00	1120	Teacher Salaries Stipends			Whole School
Supplies & Materials: Purchase of Engineering and Entrepreneur CTE supplies like ink for specialized CTE required printer and transfer paper to support students with their capstone projects.	$963.51	4310	Supplies & Materials			Whole School

2022-2023: YEAR THREE ANALYSIS

Pathway Strategic Actions

2021-2022 Strategic Actions	**Impact of 2021-22 Strategic Actions** *- Which strategic actions were most effective in helping you meet your goals? Why?* *- Which strategic action did not work as effectively as you would have liked? Why?*
In addition to developing a more fortified and intentional system and structure of supporting chronically absent students, we will also include a credit recovery.	The Coordination of Services Team (COST) meets weekly, identifies chronically absent students, develops support plans and then assesses the implementation of actions (based on a cycle of inquiry). In addition to the work of the COST team, the Pathway Coach and College Career Director utilized the Measure N funds to pay students for tutoring hours for credit recovery of at risk students. Recruiting the student tutors was very successful. They showed up and were very professional. However, the issue was getting students to come receive support. In spite of heavy communication (through our weekly student communication, daily announcements, personal recruiting, etc.) the number of students taking advantage of this opportunity of credit recovery was low.
A new Strategic Action is revitalizing our Technology Inventory Plan. Given that the majority of our chromebooks that were originally intended for classroom use, were handed out during Distance Learning, we only anticipate 1/3 of the devices returned in useable condition.	The College and Career Manager who also serves at the Tech Lead worked over the summer and in the fall to inventory the chromebooks and with the support of the district, we were able to replace missing chromebooks. We have returned to 90% of our original inventory. What worked is that we have a point person dedicated to technology.
Developing, systematizing the Advisory Board to support student projects in 11th and 12th Grade. Collaborative planning time to develop rubrics. Merging senior projects and backwards map the vertical articulation in grades 9-11.	Given our work last school year convening the Advisory Board for both pathways, Pathway teachers were able to utilize these partnerships to support capstone projects. Collaboration time with teachers within the pathways yielded rubrics for the capstone project in EDD (Engineering Development and Design) and the Entrepreneurship Capstone.

Continuing the work and progress of the Hiring Committee	The Personnel Committee continues the work to recruit, hire and support dedicated, highly qualified staff. What has been most effective is solidifying roles and responsibilities of the team, regularly scheduled check ins with our High School network generalist, regular surveys with teachers in order to personalize support and strong structures and systems of the hiring practices. Given these supports, we are able to react fast and swiftly when 'emergencies' come up (i.e. teacher leaves mid year). What has not work effectively is that although we have been able to act quickly on our end, the hiring end is very arduous. This meant that the students with the highest needs did not have a highly qualified staff in front of them. We would like to work with our district partner and identify when we need to expedite processes in order to meet the needs of our students.

For 2022-2023, if there are any revisions to the strategic actions or new strategic actions, list below	
2022-2023 Strategic Actions *- What are 3-5 key new or revised strategic actions to support pathway development in 2022-2023?*	**What evidence will you look for to know you are successful?** *- How are you considering adapting your strategic actions for 2022-23 given what you have learned this year about how to best support students?*
More clearly defined scope of work for the Pathway Directors including supporting integrated projects with colleagues.	Students applying what they have learn to their Capstone projects.
Integrating Entrepreneurship, Engineering, the shop, and the Crucible.	Both Entrepreneurship and Engineering students will participate in the Shop class and Crucible.
A camping trip will be a culmination of integrated projects.	Students will be demonstrating/applying the skills that they have learned in class.
Creating and identifying opportunities for students to sell the products they develop.	Products/merchandise that the students create will be sold.

Budget Analysis of 2021-2022 Measure N Budget

Impact of 2021-2022 Budget Expenditures
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

The majority of our resources go to teacher and staff salaries which is still the most effective use of the resources. Measure N has provided the opportunity for our program to hire CTE highly qualified teachers. The exposure, projects, WBL experiences and student supports have provided a unique learning experience to McClymonds scholars in the fields of engineering and entrepreneurship.

2022-2023 Budget Expenditures

2022-2023 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION **For All Budget Line Items,** enter 3-5 sentences to create a Proper Justification that answers the below questions. **For Object Codes 1120, 5825 and all FTE,** please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Instructions**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Hire a 0.15 FTE Pathway Coach to guide design, implementation and evaluation of pathway programs and schoolwide efforts to support (and be supported by) pathway initiatives. Support pathway lead and pathway team capacity development. Provide one-one coaching support to leads and teachers as needed and requested. Plan with school leadership to draft and facilitate team processes around pathway planning, budgeting and reporting. Support budgeting, purchasing and follow through on experiences, supplies and materials for pathway programs. Coordinate with with community and school stakeholders to align programs and projects along pathway pillars. Support all faculty Professional Learning as pertaining to pathway collaborative work and projects and connecting school wide literacy and social-emotional learning initiatives to pathway designs. Engage with contractors, industry partners and community partners to develop project based learning and pathway program development. (PCN 277, Leah Jensen)	$29,311.19	2305	Supervisor Admin Salaries	College & Career Pathway Coach	.15 FTE	Whole School

Supplies and Materials for Engineering and Entrepreneurship classes to integrate around pathway themes and CTE standards. These supplies will be used to increase engagement, critical and creative thinking for students across both pathways. They will experience hands-on Project Based Learning experiences as a student-centered approach, which allows students to make real-world application to their learning.	$4,269.28	4310	Supplies			Whole School

Pathway Name:	ENGINEERING PATHWAY
Mission and Vision	Vision: McClymonds High School Engineering Pathway provides transformative learning experiences that empower students to personalize their pathways to success and take ownership of their education. Through engaging and rigorous engineering courses, students build connections with companies, colleges, and communities for hands-on experience in the workplace, experiential learning opportunities, and mentoring. Graduates are equipped with high demand skills that lead to opportunities for continued education and careers in competitive STEAM industries across the globe.

PATHWAY QUALITY ASSESSMENT

Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Engineering has been a longstanding pathway at McClymonds (for the last 8 years) due to a strong industry partner (Intel) and strong CTE teacher leadership. Project based learning coupled with industry standard engineering software and machinery (laser cutter, CNC router, 3D printers, etc) provides McClymonds scholars a competitive education. In addition, projects created collaboratively with the Engineering CTE teachers and the Core subject teachers allows for Engineering CTE standards to be present in core classes. Dedicated grade level planning during school year (2 times a month) have ensured thoughtful and rigorous projects that focus on solving real world issues. CTE course sequence includes Intro to Engineering, Principles of Engineering, Engineering Design and Development and electives (Woodshop/Crucible, CIS (Computer Information Systems) Dual Enrollment Classes). The Engineering pathway partnership with the Crucible (The Arts Incentive Grant) this last year gave our students the opportunity to make with wood, metal, glass and leather every week for a 3 hour block. This year we have also brought a team of Engineering and core class teachers to the Project Based Leadership Academy based in San Diego. This team has spearheaded this Springs Student Exhibition planning and execution with the entire staff.	The Engineering Pathway can grow by creating opportunities within core subjects that will allow students to authentically engage in engineering-related projects. We could also strengthen the rigor of our academic program if we had more consistent and meaningful collaboration with industry partners and the Entrepreneurship Pathway. Collaborating with industry partners through an advisory board would ensure that our curriculum stays relevant in an evolving field, in addition to provide students with engaging work-based learning, mentorship, and feedback from experts. By exploiting natural overlap between the work of entrepreneurs and engineers, we can build interdisciplinary projects that push student learning in both domains. Pathway collaboration will be crucial to implementing a rigorous interdisciplinary projects in students' junior years, preparing them for success during their senior projects. Finally, we hope to take advantage of collaborative planning to more intentionally integrate all of STEM, using engineering classes to strengthen and reinforce learning from math and science classes.	Our team has identified the following next steps: We will brainstorm more ways to collaborate between pathways in order to maximize resources to most effectively benefit student learning. This will include combining our meeting times, identifying goals for collaboration, strategic next steps and milestones in order to know we have achieved our goals. We will also align math grade level standards with grade level engineering and science courses. We understand that teacher time is valuable. Therefore we budgeted for paid and protected time for teacher collaboration to develop curriculum, perform classroom observations, and engage in pathway development administrative work. Research shows that project based learning deepends students understanding of real world issues as well as student motivation and engagement.

CTE (pages 3,4,5 of rubric)	The Engineering CTE teachers shared and supported the design process as part of the project based learning projects in all core classes. These projects were designed during the bi monthly teacher collaboration. We planned for the student presentations of their projects this spring. All Engineering students participate in the CTE aligned Engineering Scope and Sequence. The Engineering Team (including all CTE teacher, CCR Manager and Pathway Coach) meet weekly to ensure Goals and Strategic actions are met.	Pathway cohorting is a challenge given our small numbers and only having 1 content teacher per grade. As a small school, our priority is to meet all student needs. This means our priority has been to ensure students have access to all A-G courses. Cohorting sometimes conflicts with this priority. In addition, our 12th Grade Engineering Design and Development (Capstone) and 12th grade Entrepreneurship Capstone are not fully aligned. Historically, the Entrepreneurship Senior Project has been experienced as a rite of passage by McClymonds students. Given our EDD capstone is only 2 years old, it has been difficult to convince 12th graders to take this class over the tradition 12th Grade 'Senior Project'.	Our next steps as the Engineering Team is to develop the 11th grade integrated project that highlights both pathways. This will support the foundational skills needed to create and develop a rigorous industry standard senior project the following year in 12th grade. Instead of trying to cohort the 12th grade Engineering Capstone class and the 12th Grade Entrepreneurship Capstone Senior Project, we will work to align the 12th grade Capstone to capture the Student Learning Outcomes of both pathways.
WBL (page 6 of rubric)	The Engineering pathway provided an incredible plethora of WBL experiences that provide career awareness and exploration in the Engineering Industry. These experiences included a small partnership with SalesForce. The year kicked off with a career exploration visit to SalesForce, where the students engaged in a design thinking workshop, ideating side hustles and working them into real, 21st-century opportunities. As a collaboration with the Entrepreneurship Pathway, the Capstone Engineering CTE teacher led the students through the design process, through which they developed products using resin and sold the products at Jack London Square. Based on student passion for easing the homeless situation in Oakland, the Engineering CTE teacher lead the students through a design process to identify solutions to surviving on the streets. Students were tasked with engineering products and solutions to benefit the homeless. The WBL experience included visiting a homeless encampment, interviewing a community of homeless individuals and then modifying their ideas based on the feedback.	The Engineering Pathway does a great job of exposing students to a wide range of Engineering-related careers through visits and speakers. We need to grow our program to include a more personalized sequence of experiences for the 11th and 12th grade year in career preparation and career training. In addition, we need to identify reasons why some students have not taken advantage of the WBL opportunities.	Next year, we will hold two industry advisory board engagements. The first will focus on sharing the successes and goals of the engineering program, and inviting partners to participate in a range of support activities: job shadowing, mentoring, internships, feedback at student exhibitions, and more. The Advisory Board will provide input as to relevant skills and content from their workplace to align with our curriculum to ensure a relevant and rigorous engineering experience. The second convening will coincide with an end of year student exhibition, allowing advisory board members to engage with student learning as authentic audience members. Our team also needs to specifically identify career exploration visits that connect to each grade level project, 10-12. In order for our team to ensure that ALL students are taking advantage of WBL opportunities, we need to analyze WBL student data during weekly collaborative team meetings.

Comprehensive Student Supports (page 7 of rubric)	McClymonds HS has a strong COST (Coordination of Services Team) that meets weekly and monitors student needs. College Career Readiness Manager supports students in identifying career goals, aspirations and in creating an individualized 10 year college and career plan to reach those goals. This support also includes leading the 12th Grade Team which meets weekly to ensure students are on track to graduate, meeting their college and scholarship application deadlines and advising students during their internships.	As a team, we have not identified key data points that we are tracking for students in the Engineering Pathway. We also do not have coordination between the COST team and our Engineering team.	Our next steps is to Identify and set goals around the key data points for all students in pathway. Also, to Identify the team and/or funds to support the case management to ensure all students are participating in WBL opportunities and the other key data points we have identified. Lastly, we need to align and coordinate student support services (COST and Engineering team) to the key data points for Engineering pathway.
Pathway Student Outcomes (page 2 of rubric)	McClymonds High School has strong Grade level PLCs (Professional Learning Communities) in which teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Identifying students who may not have access and ensuring they have access (1.0 Teacher Leader Coach)	The last three years, we have committed 2 Wednesdays a month to grade level collaboration with a grand goal to create, plan and implement interdisciplinary projects culminating in a student exhibition. Although we have celebrated small achievements of 2 or 3 teacher collaborations, we have yet to achieve a full grade level collaboration. This year we committed a small team to the Project Based Learning Leadership Academy. This team has lead our Wednesday collaboration meetings. Although we were successful in creating grade level interdisciplinary projects, we lack a vertical articulation of skills that can be articulated by students. We also lack the commitment from industry partners to provide feedback to our students in the development of these projects in order to ensure real world relevancy and skill sets. It is also clear that students in the Engineering pathway cannot clearly articulate what differentiates their experience from the Entrepreneurship Pathway and being in a pathway in general.	Our next steps as the Engineering Team pathway is to focus on student leadership and WBL experiences that extend further in the continuum. This will support the culture and identity of the pathway. Additionally, by building strategic connections through the advisory board, we will be able to provide students a greater diversity of professional mentors, speakers, and possible supervisors. Increased diversity and strength of relationship should help students identify with the profession and make inroads towards meaningful work experiences in engineering fields.

2020-2021: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	What evidence will you look for to know you are successful?
We will create a more rigorous academic program grounded in content expertise (CTE teacher) and industry expertise (Advisory Board and other industry partners).	We will have two Industry Board engagement events. One will include feedback to students that results in an increase in project completion. The other Industry Board engagement will include an authentic audience for Student Presentations. The board will represent professionals from both pathways.
Develop grade level rubrics that are vertically aligned with a culminating Capstone Rubric for 12th Grade Capstone Student Exhibition Project.	The grade level Student Project rubrics are developed and implemented. We know we will be successful because of an increase in student projects' meeting at least 'meeting expectations' on project rubric. With the implementation of the rubrics, students will have a better understanding of what is expected and what 'exemplary' work looks like in areas of Presentation, Field Research and Writing.

Develop a case management system and point person to monitor student success in the pathway and align student support services.	We know we will be successful because there will be an increase in number of students taking advantage of the WBL experiences from awareness to career training.

Pathway Strategic Actions

Strategic Action *What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?*	**What evidence will you look for to know you are successful?**
Teachers, Pathway Coach and College and Career Readiness Manager will develop and recruit Industry Partners to build and enhance our Advisory Board.	We will have two Industry Board engagement events: schedule of meetings, running agenda and notes, contact list and 2 engagement events: One will include feedback to students that results in an increase in project completion. The other Industry Board engagement will include an authentic audience for Student Presentations.
Continuing to support the 9th and 10th Grade systems WBL experiences by scheduling and promoting our Speaker Series and also aligning 11th and 12th grade WBL experiences to support student interest and learning.	Identify WBL experience for each unit of study in the 10th and 11th grade pathway courses.
Collaborative planning time to develop rubrics. Merging senior projects and backwards map the vertical articulation in 9-11.	Each grade level team completes a Student Project Rubric that is vertically aligned to the culminating 12th grade Capstone Project. These rubrics include Oral Presentation, Field Research and Writing.

Pathway Budget Expenditures

2020-2021 Pathway Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Fund 1.00 FTE salary for the Engineering CTE teacher and Pathway Lead (salary + benefits). Teacher will serve as the point person for the pathway, will facilitate the Engineering Pathway PLC, and will teach 6 sections of Engineering CTE courses.	$93,164.72	1105	Enter object code at left.	TCHR 1112	1.00 FTE	Engineering

2021-2022: YEAR TWO ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**What actions did you take that improved outcomes? How do you know you were successful?**	**What will you do different next year to continue to improve?**
We will create a more rigorous academic program grounded in content expertise (CTE teacher) and industry expertise (Advisory Board and other industry partners)	Career Technical Education credential for Engineering Pathway Director and teacher; advisory board meeting with a wide range of partners; class visits and planning with partnerships (12th grade project - tiny house with Coffman, 11th grade project - water treatment with Lotus; 10th grade - 3D design with autodesk, Athos, Chabot)	Continue to build projects around partnerships, get back to interdisciplinary projects
Develop grade level rubrics that are vertically aligned with a culminating Capstone Rubric for 12th Grade Capstone Student Exhibition Project.	Planned 3 major capstone projects to use for backwards mapping through 10th and 11th grades.	Specify the rubrics, build with identified partners. The rubrics will include writing and research skills, presentation skills and industry specific skills based on the Student Learning Outcomes of both Engineering and Entrepreneurship.

Develop a case management system and point person to monitor student success in the pathway and align student support services.	We're all case managers during distance learning; 1-on-1 project coaching in capstone, personalized support/outreach in 10th/11th grade	Moving into next year, we will develop a fortified system of monitoring student success in the pathway, specifically around A-G competition (being on track to graduate), program of study completion and WBL experiences. The intended goal of this monitoring structure is to have higher completion of the pathways, graduation rates and more intentional experiences on the WBL continuum. We will have intentional monitoring during our weekly convenings as a Pathway Team in which we will make sure we are tracking student progress and include our Outreach Consultants in these meetings in order to develop a more rigorous circle of support of our students.

Pathway Strategic Actions	
2020-2021 Strategic Actions	**Impact of 2020-2021 Strategic Actions** - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?
Teachers, Pathway Coach and College and Career Readiness Manager will develop and recruit Industry Partners to build and enhance our Advisory Board.	Most effective - concrete steps towards building pathway curriculum around relevant, industry-aligned problems; mentors provide support and feedback. The strategic actions that were most effective were combining efforts with our partners at Network for Teaching Entrepreneurship (NFTE) and OUSD's Coordinator, Business to School.This was effective because the Industry Partners were screened and self-selected to work with our program. In some ways, distance learning helped the strategic action by removing some of the scheduling challenges that come with in-person meetings. Industry Partners were able to call in at their convenience and this increased engagement with students.
Continuing to support the 9th and 10th Grade systems WBL experiences by scheduling and promoting our Speaker Series and also aligning 11th and 12th grade WBL experiences to support student interest and learning.	Moderately effective; could be better with more interdisciplinary projects; need partners to be more involved, and wider variety so we can have more projects; also, need for more internships and student experiences later in the continuum.
Collaborative planning time to develop rubrics. Merging senior projects and backwards map the vertical articulation in 9-11.	Major impact due to Covid - time constraints and no co-planning period for teachers; difficulty observing quality instruction since Zoom engagement is low and rigor dropped across 9-11. The rigor dropped because of the following: major reduction in instructional minutes, low engagement in a distance learning environment (students did not have the opportunities to digest information by peer to peer discussion formats as they did in person), time to transition from in person to distance learning even before COVID due to the ground water toxins. We were required to spontaneously change up our entire academic program and then again when COVID hit.
For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:	
2021-2022 Strategic Actions *-What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?*	**What evidence will you look for to know you are successful?** - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Continuing to support the 9th and 10th Grade systems WBL experiences by scheduling and promoting our Speaker Series and also aligning 11th and 12th grade WBL experiences to support student interest and learning.	Securing summer opportunities for Mack students 2022 summer, continue Intel virtual mentoring; on campus interns (shop + makerspace)
COST/ Engineering collab, highlight tutoring and SPED data to personally support students.	Moving into next year, we will develop a fortified system of monitoring student success in the pathway, specifically around A-G competition (being on track to graduate), program of study completion and WBL experiences. We will have intentional monitoring during our weekly convenings as a Pathway Team in which we will make sure we are tracking student progress specifically of our SpEd students.

Teachers, Pathway Coach and College and Career Readiness Manager will develop and recruit Industry Partners to build and enhance our Advisory Board. These partnerships need to lead to curriculum development that aligns with the vertical articulation of 10-12 grades.	The strategic actions that were most effective were combining efforts with our partners at the Ed Fund, Network for Teaching Entrepreneurship and the district. This was effective because the Industry Partners were screened and self-selected to work with our program. In some ways, distance learning helped the strategic action by removing some of the scheduling challenges that come with in-person meetings. Industry Partners were able to call in at their convenience and increased our engagement. As we re-assimilate to in person learning, we will definitely continue to schedule distance learning strategies like zoom calls and conferences in addition to in person speaker events in order to increase and broaden our Advisory Board Network.

Pathway Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures
- How did distance learning impact your budget expenditures?
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

During Distance Learning, our shift in budget expenditures turned to how we can best support students at home for distance learning and how we can best continue to build our technology infrastructure in order to best meet student needs when they return in person. As a team, we decided to focus our budget expenditures on pathway specific technologies and tools so when we did return to the site, they would be already ordered, delivered, set up and ready to go. Specifically, based on assessment of former experiences by students, we purchased enough laptops with industry software for at least 2 classes of students. We also purchased heat press and other related items for students to be best prepared for their themed projects in both pathways.

Pathway Budget Expenditures

2021-2022 Pathway Budget

Budget Justification: ***Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.*** - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Hire an Engineering CTE Teacher, at 1.0 FTE. The teacher will serve as the point person for the pathway (Pathway Director), will facilitate the Engineering Pathway PLC, and will teach 6 sections of Engineering CTE courses. (Salary & Benefit Costs) Intro to Engineering (10th Grade) is foundational to the Engineering pathway and provide exposure to the Engineering industry. Principles of Engineering (11th Grade) is a deeper understanding of industry grade software such as Computer Aided Design (CAD) and industry tools used in the manufacturing industry. As the Pathway Director, work based learning experiences are aligned to the learning and deepen the understanding of the Engineering pathway. Teacher leads the support, planning and execution of student (9 - 12th grades) product development to showcase and sell at 3 main events a year.	$95,912.05	1105	Teacher Salaries	Engineering CTE	1.0 FTE	Engineering

2022-2023: YEAR THREE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	What actions did you take that improved outcomes? How do you know you were successful?	What will you do differently next year to continue to improve?
We will create a more rigorous academic program grounded in content expertise (CTE teacher) and industry expertise (Advisory Board and other industry partners).	We partnered with industry experts which allowed the tenth grade students to have input in the architectural re-design for the new school. The twelfth grade students partnered with industry experts to design and build a chicken coop for an elementary school as well as compete in a regional robotics competition.	We will increase the rigor of the projects. We are planning to design and build a small housing structure with the senior class. Attend an off-site robotics competition. Ensure that tenth and eleventh grade students have projects. Identify industry partners for the eleventh grade students.

Develop grade level rubrics that are vertically aligned with a culminating Capstone Rubric for 12th Grade Capstone Student Exhibition Project.	Pathway teachers worked to aligned their projects so that culminating eleventh grade project gives students choice the way the twelfth grade Capstone project does. The students' projects align with the two major projects that the students complete for the year. The project encompassed architectural design or electronics. Success is demonstrated when the eleventh grade students hit the ground running in their twelfth grade year.	Use the rubric to evaluate student work to evaluate how mastery of the standard have improved year after year.
Develop a case management system and point person to monitor student success in the pathway and align student support services.	Pathway Coach has taken on a major role to determine how well students are doing as well helping to delineate the responsibilities of the Pathway Directors and helping to solidify those expectations. We are able to determine the success of our outcome by looking at students grades, demonstration of mastery and by how many students complete the Capstone projects.	Align Pathway Directors prep periods which will allow them to meet more regularly.

Pathway Strategic Actions	
2021-2022 Strategic Actions	**Impact of 2021-22 Strategic Actions** *- Which strategic actions were most effective in helping you meet your goals? Why?* *- Which strategic action did not work as effectively as you would have liked? Why?*
Continuing to support the 9th and 10th Grade systems WBL experiences by scheduling and promoting our Speaker Series and also aligning 11th and 12th grade WBL experiences to support student interest and learning.	Based on students' interest, we narrowed students' capstone project offerings to construction and robotics projects. Due to Covid measures, we were not able to promote our Speaker Series.
COST/ Engineering collaboration, highlight tutoring and Special Education data to personally support students.	Teachers have been tutoring students during lunch and after school to help remediate. as well as student tutors to work with students in need of credit recovery.
Teachers, Pathway Coach and College and Career Readiness Manager will develop and recruit Industry Partners to build and enhance our Advisory Board. These partnerships need to lead to curriculum development that aligns with the vertical articulation of 10-12 grades.	Pathway teams were able to establish partnerships through advisory board to engage professionals in our students' graduation capstone project. This included partners supporting students during projects, presentations and provided on site industry visits for exposure.
For 2022-2023, if there are any revisions to the strategic actions or new strategic actions, list below:	
2022-2023 Strategic Actions *- What are 3-5 key new or revised strategic actions to support pathway development in 2022-2023?*	**What evidence will you look for to know you are successful?** *- How are you considering adapting your strategic actions for 2022-23 given what you have learned this year about how to best support students?*
Continuing to support the 9th and 10th Grade systems WBL experiences by scheduling and promoting our Speaker Series and also aligning 11th and 12th grade WBL experiences to support student interest and learning.	Strategic actions were dramatically hindered by COVID including the number of teachers and students absent due to quarantining. Looking at next year, we are hoping that we can continue scheduling and promoting our Speaker Series. We will know we are successful when student surveys reveal high interest in speakers and higher attendance of WBL experiences.
COST/ Engineering collab, highlight tutoring and SPED data to personally support students.	Due to the high number of teacher and student absences, it proved to be very challenging to maintain regular scheduled meetings to review student data. Roughly 90% of teacher preps were used to sub other classes. Pre-Covid, we were using part of our pathway meeting times to analyze student data including SpEd students who were not accessing WBL opportunities and determining action plans to ensure more equitable access. Next year we will continue to provide common preps for team members to meet weekly.
Teachers, Pathway Coach and College and Career Readiness Manager will develop and recruit Industry Partners to build and enhance our Advisory Board. These partnerships need to lead to curriculum development that aligns with the vertical articulation of 10-12 grades.	Again, because of COVID, we have not been able to focus on recruiting new partners to build our Advisory Board. For our existing members, we have maintained our communications and leaned on our relationships to support student projects. Moving into next year, we will return to leveraging our partners to serve as consultants to teachers for real world relevant project outcomes, authentic audiences for student presentations, and personalized WBL experiences.
Pathway Budget Analysis of 2021-2022 Measure N Budget	
Impact of 2021-2022 Budget Expenditures - What did you find was the most effective use of resources towards your goals and strategic actions and why?	

The majority of our resources are used for salaries. This is the most effective use of resources because without highly qualified teachers, we do not have a program.

Pathway Budget Expenditures

2022-2023 Pathway Budget

BUDGET JUSTIFICATION **For All Budget Line Items,** enter 3-5 sentences to create a Proper Justification that answers the below questions. **For Object Codes 1120, 5825 and all FTE,** please also make sure to respond to the additional Budget Justification questions outlined in the EIP Instructions. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE %	PATHWAY NAME
Teacher Salaries: Hire an Engineering CTE Teacher, at 1.0 FTE. The teacher will serve as the point person for the pathway (Pathway Director), will facilitate the Engineering Pathway PLC, and will teach 6 sections of Engineering CTE courses. (Salary & Benefit Costs) Intro to Engineering (10th Grade) is foundational to the Engineering pathway and provide exposure to the Engineering industry. Principles of Engineering (11th Grade) is a deeper understanding of industry grade software such as Computer Aided Design (CAD) and industry tools used in the manufacturing industry. As the Pathway Director, work based learning experiences are aligned to the learning and deepen the understanding of the Engineering pathway. Teacher leads the support, planning and execution of student (9 - 12th grades) product development to showcase and sell at 3 main events a year. (PCN 4006 - Clayton Evans)	$116,480.07	1105	Teacher Salaries	TCHR 1112	1.0 FTE	Engineering

Pathway Name:	ENTREPRENEURSHIP PATHWAY
Mission and Vision	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. 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.

PATHWAY QUALITY ASSESSMENT

Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Pathway Director leads weekly Entrepreneurship meetings that resulted in the planning and execution of two main goals: 1. engaging students in the design and creation of inventory to sell at the Black Joy Parade and 2. leverage our Advisory boards membership and other industry partners in a weekly speaker series. NFTE (Network for Teaching Entrepreneurship) curriculum and Dual enrollment courses have been vetted by industry partners and aligned to current industry standards.	Areas for growth in the Entrepreneurship Pathway include: Develop more meaningful opportunities for students to publicly present ideas and business concepts as well as their products or services. Although we did celebrate success in the creation and selling of products, there was definitely room for growth in terms of the quality and relevancy of the products. A lack of cohesiveness in the sequence of classes for 10th and 11th grade. Dual enrollment offerings and teaching staff are not always consistent and therefore our sequence suffers.	The Entrepreneurship team will formalize a public forum system for students to present ideas and business concepts that would allow students to receive feedback. We will also develop and implement a clear cut sequence of CTE courses for Entrepreneurship. Lastly, we will Introduce additional curriculum provided by NFTE (Network for Teaching Entrepreneurship) for the 10th-12th grade students that follows and supports the pathway sequence.
CTE (pages 3,4,5 of rubric)	The Entrepreneurship Team collaboration yielded student development of products to sell at public event.	Only a small group of students were able to take advantage of this opportunity from the beginning all the way to selling the products at the public event. We were only able to meet the planning to sell at one large public event.	In our team reflection, we concluded that we need to identify roles for all students to feel successful. For example, not all students felt engaged by coming up with an idea of a product. We will identify differentiated roles in each step of the process to reach a larger pool of students. We will also identify 3 large public events that differentiate in theme in order to expand student skill and experience.

WBL (page 6 of rubric)	Students have been involved in the entire work-based learning experience, from start to finish. Weekly Speaker series focused on innovative entrepreneurial careers and opportunities in the LIT Center to bring awareness to various career fields and inspire students to pursue their career dreams. Students further researched and explored their desired industry sector through intentional curriculum design in both their dual enrollment and non-dual enrollment business courses. Students visited a variety of local businesses to identify and observe first-hand the skills they have studied in the classroom. Students were taught how to use software to digitally design items. Applying this knowledge and experience, students then designed and fabricated items to sell in the Makerspace (students started from ideating, to design, to create and market), selling at the Black Joy Parade. In addition, students acquire and develop other skills relevant to work-based learning in their classes through various units intentionally woven into the curriculum. The career preparation provides an opportunity for students to receive support and preparation for internships, ideally during the summer.	There is a lack of student engagement in the career preparation and career training as part of the WBL continuum. These experiences generally exist in the 11th and 12th grade years.	We will formalize the engagement of the Industry Advisory Board and also ensure that we convene the Advisory Board at least two times during the year. During these engagements, we are gaining the commitment of our partners to provide job shadowing and internships that align with the 11th and 12th grade interests and project based learning planned by the 11th and 12th grade level teams. Ensure that ALL students are taking advantage of WBL opportunities by analyzing WBL student data during weekly collaborative team meetings.
Comprehensive Student Supports (page 7 of rubric)	We celebrate our high functioning COST team monitors, i.e., Principal, Community School Manager, Social Worker, Social Work interns, community partners, SpEd support staff who meet weekly to identify any student who is in need of support services to have a successful experience at school. Students are then referred to one of our community partners who can address the students' needs.	We have not identified key data points that we are tracking for students in the Entrepreneurship Pathway. There is a lack in collaboration between student support services. There is also a lack of parent communication and involvement in the pathway sequence.	Our team has identified the following next steps: -Identify and set goals around the key data points for all students in pathway -Identify the team and/or funds to support the case management to ensure all students are participating in WBL opportunities and the other key data points we have identified. -Align existing student support services to the key data points for Entrepreneurship pathway. -Planning and implementing two Pathway Parent Engagement events, one in the Fall and one in the Spring

Pathway Student Outcomes (page 2 of rubric)	McClymonds High School has strong Grade level PLCs (Professional Learning Communities) in which teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Identifying students who may not have access and ensuring they have access (1.0 Teacher Leader Coach).	The last three years, we have committed 2 Wednesdays a month to grade level collaboration with a grand goal to create, plan and implement interdisciplinary projects culminating in a student exhibition. Although we have celebrated small achievements of 2 or 3 teacher collaborations, we have yet to achieve a full grade level collaboration. This year we committed a small team to the Project Based Learning Leadership Academy. This team has lead our Wednesday collaboration meetings. Although we were successful in creating grade level interdisciplinary projects, we lack a vertical articulation of skills that can be articulated by students. We also lack the commitment from industry partners to provide feedback to our students in the development of these projects in order to ensure real world relevancy and skill sets. It is also clear that students in the Entrepreneurship pathway cannot clearly articulate what differentiates their experience from the Entrepreneurship Pathway and being in a pathway in general.	Our next steps as the Entrepreneurship team is to support WBL experiences that extend further in the continuum and support the culture and identity of the pathway. Additionally, by building strategic connections through the advisory board, we will be able to provide students a greater diversity of professional mentors, speakers, and possible supervisors. Increased diversity and strength of relationship should help students identify with the profession and make inroads towards meaningful work experiences in engineering fields.

2020-2021: YEAR ONE ANALYSIS	
Pathway Strategic Goals	
Pathway Quality Strategic 3 Year Goal	**What evidence will you look for to know you are successful?**
Create more rigorous academic program grounded in content expertise (CTE teacher) and industry expertise (Advisory Board and other industry partners)	We will have two Industry Board engagement events. One will include feedback to students that results in an increase in project completion. The other Industry Board engagement will include an authentic audience for Student Presentations. The board will be comprised of professionals from both pathways.
Develop grade level rubrics that are vertically aligned with a culminating Capstone Rubric for 12th Grade Capstone Student Exhibition Project.	The grade level Student Project rubrics are developed and implemented. We know we will be successful because of an increase in student projects' meeting at least 'meeting expectations' on project rubric. With the implementation of the rubrics, students will have a better understanding of what is expected and what 'exemplary' work looks like in areas of Presentation, Field Research and Writing.
Develop a case management system and point person to monitor and support student success in the pathway.	An increase in number of students taking advantage of the WBL experiences from career awareness to career training
Pathway Strategic Actions	
Strategic Action *What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?*	**What evidence will you look for to know you are successful?**

Teachers, Pathway Coach and College and Career Readiness Coordinator will develop and recruit Industry Partners to build and enhance our Advisory Board.	We will have two Industry Board engagement events: schedule of meetings, running agenda and notes, contact list and 2 engagement events: One will include feedback to students that results in an increase in project completion. The other Industry Board engagement will include an authentic audience for Student Presentations.
Continuing to support the 9th and 10th Grade systems WBL experiences, i. e., Speaker Series and align 11th and 12th grade WBL experiences to support career preparation and career training.	Identify WBL experience for each unit of study in the 10th and 11th grade pathway courses.
Collaborative planning time to develop rubrics. Merging senior projects and backwards map the vertical articulation in 9-11.	Each grade level team completes a Student Project Rubric that is vertically aligned to the culminating 12th grade Capstone Project. These rubrics include Oral Presentation, Field Research and Writing.
We will Introduce additional curriculum provided by NFTE (Network for Teaching Entrepreneurship) for the 10th-12th grade students that follows and supports the pathway sequence.	The pathway sequence from 10th through 12th grades will include a curriculum that aligns with grade level student learning outcomes and the WBL continuum.

Pathway Budget Expenditures

2020-2021 Pathway Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Fund 1.00 FTE salary for the Entrepreneurship CTE Teacher and Pathway Lead (salary + benefits) Teacher serve as the point person for the pathway, will facilitate the Entrepreneurship Pathway PLC, and will teach 6 sections of Entrepreneurship CTE courses.	$112,006.07	1105	Enter object code at left.	TCHR 1112	1.00 FTE	Entrepreneurship

2021-2022: YEAR TWO ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**What actions did you take that improved outcomes? How do you know you were successful?**	**What will you do different next year to continue to improve?**
Create more rigorous academic program grounded in content expertise (CTE teacher) and industry expertise (Advisory Board and other industry partners)	We have created a course sequence that is vertically aligned. We differentiated for students so that they each could play a role in the business. This adjustment came from student reflection from last year's business projects. From this reflection, we determined the following roles: Marketing Specialist, Designer, Business Planner, Social Media Director, Finance Director). We convened an Advisory Board Meeting in collaboration with the Engineering Pathway Team. We did not meet weekly due to the overwhelming amount of Zoom meetings and competing priorities, but we convened twice a month to discuss student data, curriculum planning and content and work based learning experiences.	We are moving our curriculum from NFTE (Network for Teaching Entrepreneurship) to OUSD 9th Grade Computer Science curriculum thoroughly and equitably in order to expose students to both pathways. By moving to the OUSD Computer Science curriculum, the Entrepreneurship Pathway Director and Computer Science teacher will also have the support of the High School Network Computer Science cohort that meets regularly throughout the year. This support will provide best practices in terms of teaching and learning computer science and a cycle of inquiry in order to improve the teacher's professional practice. In addition, the Entrepreneurship Director and the Engineering Director will meet once a month (combining the Pathway meetings) in order to evaluate, plan and execute 9th grade experiences that explode 9th grade students to work based learning experiences and exposure to both Engineering and Entrepreneurship industries. We will pivot to provide students with more support with developing eCommerce, which aligns with the Dual Enrollment Course and Curriculum that was offered in the Fall of 2020. e Commerce is part of the Entrepreneurship Program of Study and is a required course in order to complete the Entrepreneurship Certification recognized by Peralta Colleges. In the Fall of 2021, as we assimilate back to in person learning, we will meet weekly in order to discuss student data, curriculum planning and content and work based learning experiences.

Develop grade level rubrics that are vertically aligned with a culminating Capstone Rubric for 12th Grade Capstone Student Exhibition Project.	We created a course sequence that is vertically aligned and builds skills for the 12th Grade Capstone Project. (This is the first year we have outlined the Senior projects for both Engineering and Entrepreneurship.)	We will meet weekly to discuss on going projects and progress of students in pathway. In combined pathways, we will meet bi-monthly and discuss student progress on grade level curriculum and projects.
Develop a case management system and point person to monitor and support student success in the pathway.	Because of Distance learning, we were not able to meet this goal of developing and implementing a case management system specifically for the pathway, however, we did focus our pathway convenings and our grade level meetings on student success and utilized our RTI structure to identify student needs and determine an action plan to meet their needs in collaboration with our COST team.	Moving into next year, we will develop a fortified system of monitoring student success in the pathway, specifically around A-G competition (being on track to graduate), program of study completion and WBL experiences. The intended goal of this monitoring structure is to have higher completion of the pathways, graduation rates and more intentional experiences on the WBL continuum. We will have intentional monitoring during our weekly convenings as a Pathway Team in which we will make sure we are tracking student progress and include our Outreach Consultants in these meetings in order to develop a more rigorous circle of support of our students.

Pathway Strategic Actions	
2020-2021 Strategic Actions	**Impact of 2020-2021 Strategic Actions** - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?
Teachers, Pathway Coach and College and Career Readiness Coordinator will develop and recruit Industry Partners to build and enhance our Advisory Board.	The strategic actions that were most effective were combining efforts with our partners at Network for Teaching Entrepreneurship (NFTE) and OUSD's Coordinator, Business to School.This was effective because the Industry Partners were screened and self-selected to work with our program. In some ways, distance learning helped the strategic action by removing some of the scheduling challenges that come with in-person meetings. Industry Partners were able to call in at their convenience and this increased engagement with students.
Continuing to support the 9th and 10th Grade systems WBL experiences, i. e., Speaker Series and align 11th and 12th grade WBL experiences to support career preparation and career training.	Our relationship with Network for Teaching Entrepreneurship (NFTE) and the School to Business Coordinator, we were able to secure Work Based Learning experiences for our students including a robust Speaker Series. Distance Learning actually supported having more speakers this year because online availability was more flexible than in person. What was problematic is when I alone tried to book speakers for my class. Trying to coordinate their skill sets with my curriculum and timing proved challenging. With NFTE, they would have 5 volunteers ready to go and this was much easier for the Entrepreneurship CTE teacher to work with.
Collaborative planning time to develop rubrics. Merging senior projects and backwards map the vertical articulation in 9-11.	We were not able to develop rubrics this year because we focused our PD time on Distance Learning promising practices. However, we were able to support students with the Entrepreneurship Senior Capstone project which will include a business plan and a pitch deck. We are setting up support dates for students to connect with industry partners to support their projects under development and for the pitches.
We will Introduce additional curriculum provided by NFTE (Network for Teaching Entrepreneurship) for the 10th-12th grade students that follows and supports the pathway sequence.	The most effective actions were attending the summer curriculum training and working with the school site counselor to ensure students were scheduled properly. This ensured students will work through the pathway sequence 10-12th grades.
For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:	
2021-2022 Strategic Actions *-What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?*	**What evidence will you look for to know you are successful?** - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Teachers, Pathway Coach and College and Career Readiness Coordinator will develop and recruit Industry Partners to build and enhance our Advisory Board.	The strategic actions that were most effective were combining efforts with our partners at Network for Teaching Entrepreneurship (NFTE)and the district. This was effective because the Industry Partners were screened and self-selected to work with our program. In some ways, distance learning helped the strategic action by removing some of the scheduling challenges that come with in-person meetings. Industry Partners were able to call in at their convenience and increased our engagement.

Continuing to support the 9th and 10th Grade systems WBL experiences, i. e., Speaker Series and align 11th and 12th grade WBL experiences to support career preparation and career training.	The partnerships deepened this year because of the increased availability of presenters due to an online presentation format. We were able to increase the quantity of presenters, and we therefore increased the variety of career fields that were exposed to students.
Collaborative planning time to develop rubrics to support a clearcut 9-12th grade vertical articulation.	Although we did not develop rubrics to support a 9-12th grade vertical articulation due to COVID, we pivoted to create rubrics for end-of-year assessments that reflect competencies, content, and skills that are vertically aligned.
We will continue using the curriculum provided by NFTE (Network for Teaching Entrepreneurship) for the 10th-12th grade students that follows and supports the pathway sequence.	The most effective actions were attending the summer curriculum training and working with the school site counselor to ensure students were scheduled properly. This ensured that students worked through the pathway sequence in their 10th-12th grades. Distance learning did not have an impact on students taking the additional course. However, there was an increase in challenges for engagement with students and curriculum. The practices we used this year that were successful in engaging students that will carry over to next include: increased call logs, online feedback, targeted small group instruction during Advisory on Wednesdays, strategically utilizing tutors in break out rooms strategically targeting high priority students including SpEd.

Pathway Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures
- How did distance learning impact your budget expenditures?
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

During Distance Learning, our shift in budget expenditures turned to how we can best support students at home for distance learning and how we can best continue to build our technology infrastructure in order to best meet student needs when they return in person. As a team, we decided to focus our budget expenditures on pathway specific technologies and tools so when we did return to the site, they would be already ordered, delivered, set up and ready to go. Specifically, based on assessment of former experience by students, we purchased enough laptops with industry software for at least 2 classes of students. We also purchased heat press and other related items for students to be best prepared for their themed projects.

Pathway Budget Expenditures

2021-2022 Pathway Budget

Budget Justification: ***Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.*** - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Hire an Entrepreneurship CTE Teacher, at 1.0 FTE (salary + benefits). The teacher will facilitate the Entrepreneurship Pathway PLC, and will teach 6 sections of Entrepreneurship CTE courses including Computer Science. The courses are 9th grade exploring computer science and 10 - 12th grade Intro to Business. The Exploring Computer Science sections are foundational to both pathways and provide exposure to critical elements of both pathways. As the Pathway Director, work based learning experiences are aligned to the learning and deepen the understanding of both pathways and also specifically Entrepreneurship. Teacher leads the support, planning and execution of student (9 - 12th grades) product development to showcase and sell at 3 main events a year.	$111,992.81	1105	Teacher Salaries	Entrepreneurship CTE	1.0 FTE	Entrepreneurship

2022-2023: YEAR THREE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**What actions did you take that improved outcomes? How do you know you were successful?**	**What will you do differently next year to continue to improve?**

Create more rigorous academic program grounded in content expertise (CTE teacher) and industry expertise (Advisory Board and other industry partners)	This school year we leaned on the relationships we built in the former years with our Advisory Board. We continued to develop our partnership with NFTE. Developed a new partnership with SIFMA Foundation (The Stock Market Game) teaching our students how to invest in the stock market. Connected with industry partners completing projects via digital platform. More students are completing the NFTE end of the year project pitching their business idea. The students have improved their understanding of how to trade stocks. We now have multiple groups in the top 500 groups in the country.	More in-person project-based assignments with industry partners/advisory board.
Develop grade level rubrics that are vertically aligned with a culminating Capstone Rubric for 12th Grade Capstone Student Exhibition Project.	We clearly defined our Entrepreneurship Pathway both by curriculum-based and course sequence. The end of the year showcase and the quality of the student work and the number of students participating in the showcase will demonstrate success.	Identify more industry partners who have the cultural competency necessary to help our students find success and a love for entrepreneurship.
Develop a case management system and point person to monitor and support student success in the pathway.	Became more aligned with the COST team and invited COST members to the Pathway team meetings, however because we did not have common preps, our team was not able to meet consistently.	Align Pathway Directors prep periods which will allow them to meet more regularly.

Pathway Strategic Actions	
2021-2022 Strategic Actions	**Impact of 2021-22 Strategic Actions** *- Which strategic actions were most effective in helping you meet your goals? Why?* *- Which strategic action did not work as effectively as you would have liked? Why?*
Teachers, Pathway Coach and College and Career Readiness Coordinator will develop and recruit Industry Partners to build and enhance our Advisory Board.	Pathway teams were able to establish partnerships through advisory board to engage professionals in our students' graduation capstone project. This included partners supporting students during projects, presentations and provided on site industry visits for exposure.
Continuing to support the 9th and 10th Grade systems WBL experiences, i. e., Speaker Series and align 11th and 12th grade WBL experiences to support career preparation and career training.	Teachers have been able to develop WBL experiences through digital and online platforms. Including zoom presentations and workshops that connected students to industry partners. Students have had an opportunity to explore career options through industry partners have Due to Covid measures, we were not able to promote our Speaker Series.
Collaborative planning time to develop rubrics to support a clearcut 9-12th grade vertical articulation.	This strategic action was a challenge to accomplish given the fact that planning time suffered when CTE teachers are asked to cover classes due to a lack of substitutes.
We will continue using the curriculum provided by NFTE (Network for Teaching Entrepreneurship) for the 10th-12th grade students that follows and supports the pathway sequence.	Teachers used NFTE curriculum to deliver vertically articulated curriculum that goes from ninth grade to twelfth grade.
For 2022-2023, if there are any revisions to the strategic actions or new strategic actions, list below:	
2022-2023 Strategic Actions *- What are 3-5 key new or revised strategic actions to support pathway development in 2022-2023?*	**What evidence will you look for to know you are successful?** *- How are you considering adapting your strategic actions for 2022-23 given what you have learned this year about how to best support students?*
Teachers, Pathway Coach and College and Career Readiness Coordinator will develop and recruit Industry Partners to build and enhance our Advisory Board.	Strategic actions were dramatically hindered by COVID including the number of teachers and students absent due to quarantining. Looking at next year, we are hoping that we can continue scheduling and promoting our Speaker Series. We will know we are successful when student surveys reveal high interest in speakers and higher attendance of WBL experiences.
Continuing to support the 9th and 10th Grade systems WBL experiences, i. e., Speaker Series and align 11th and 12th grade WBL experiences to support career preparation and career training.	Due to the high number of teacher and student absences, it proved to be very challenging to maintain regular scheduled meetings to create rubrics. Roughly 90% of teacher preps were used to sub other classes. Pre-Covid, we were using part of our pathway meeting times to discuss WBL opportunities and determining action plans to ensure more equitable access. Next year we will continue to provide common preps for team members to meet weekly.

Collaborative planning time to develop rubrics to support a clearcut 9-12th grade vertical articulation.	Due to the high number of teacher and student absences, it proved to be very challenging to maintain regular scheduled meetings to create rubrics. Roughly 90% of teacher preps were used to sub other classes. Pre-Covid, we were using part of our pathway meeting times to discuss WBL opportunities and determining action plans to ensure more equitable access. Next year we will continue to provide common preps for team members to meet weekly.
We will continue using the curriculum provided by NFTE (Network for Teaching Entrepreneurship) for the 10th-12th grade students that follows and supports the pathway sequence.	Next year, we would like to offer more of the extended NFTE curriculum to students in 11th and 12th grade. We hope this would allow students to developed higher skill set moving forward.

Pathway Budget Analysis of 2021-2022 Measure N Budget

Impact of 2021-2022 Budget Expenditures
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

The majority of our resources are used for salaries. This is the most effective use of resources because without highly qualified teachers, we do not have a program.

Pathway Budget Expenditures

2022-2023 Pathway Budget

BUDGET JUSTIFICATION **For All Budget Line Items,** enter 3-5 sentences to create a Proper Justification that answers the below questions. **For Object Codes 1120, 5825 and all FTE,** please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Instructions** - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE %	PATHWAY NAME
Teacher Salaries: Hire an Entrepreneurship CTE Teacher, at 1.0 FTE. The teacher will facilitate the Entrepreneurship Pathway PLC, and will teach 6 sections of Entrepreneurship CTE courses including Computer Science. The courses are 9th grade exploring computer science and 10 - 12th grade Intro to Business. The Exploring Computer Science sections are foundational to both pathways and provide exposure to critical elements of both pathways. As the Pathway Director, work based learning experiences are aligned to the learning and deepen the understanding of both pathways and also specifically Entrepreneurship. Teacher leads the support, planning and execution of student (9 - 12th grades) product development to showcase and sell at 3 main events a year. (salary + benefits) (PCN 4881 - Jerry Bailey II)	$126,189.46	1105	Teacher Salaries	TCHR 1112	1.0 FTE	Entrepreneurship

Measure N 2022-2023 Education Improvement Plan Assessment

McClymonds High School

Checklist of Required Elements:

- ✔ Submitted Measure N Education Improvement Plan
- ✔ Submitted Measure N Budget
- ✔ Submitted Measure N 4 Pillars of Linked Learning

Criteria 1: Measure N Overall Pathway: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway? *NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.*				
Category	**Full Implementation 4**	**Developing 3**	**Planning 2**	**No Implementation 1**
Evidence of Comprehensive Pathway Program: Whole School Tab ***Instructions:*** *Review Linked Learning 1-Pager(s), Analysis of 3 Year Pathway Quality Goals and 2021-22 Strategic Actions for evidence of:* • Rigorous Academics Integrated in Pathway • Integrated Students Supports • Work Based Learning • Industry Theme and CTE Sequence	**Score: 3** **Rationale:** • Evidence of rigorous academics and CTE demonstrated via interdisciplinary projects in 10th and 11th grade as well as Senior Capstone • CTE course sequences in place for Engineering in 10th-12th grade and Entrepreneurship in 10th and 11th • Students have access to work-based learning opportunities • Case management available via Outreach Consultants, though not aligned to a specific pathway **Feedback for continued progress monitoring:** • How will your team continue to increase access to WBL opportunities to more students to increase from the current 11% to your goal of 55%? What strategies will you implement for 9th and 10th grade in addition to the Speakers' Series? • What Tier 1 student supports will you put in place for all pathway students? What role do/will Counselor, Outreach Consultants and other support positions (Social Worker, CCRS) play in ensuring all students have access to Tier 1 supports? • What is your team's plan for solidifying the pathway exploration experience for students in 9th grade as well as the CTE course sequence for Entrepreneurship for grades 10-12?			

Criteria 2: Quality of the Measure N Education Improvement Plan				
Category	**Excelling 4**	**Meeting 3**	**Approaching 2**	**Beginning 1**

2022-23 Strategic Actions: Whole School Tab
Instructions: *Review 2022-23 Strategic Actions in WHOLE SCHOOL TAB for evidence of:*
• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the following pillars of Linked Learning:
  ○ Rigorous Academics
  ○ Career Technical Education
  ○ Work-Based Learning Pillar
  ○ Student Supports
• Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.
• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies
	Score: 3
	
	Rationale:
	• Strategies identified for 22-23 support further development and integration of Engineering and Entrepreneurship programs. Students will have more opportunities for interdisciplinary projects that incorporate Engineering and Entrepreneurship themes and cross-collaboration
	
	Feedback for continued progress monitoring:
	• Review Strategic Action around a camping trip being a culmination of integrated projects. Clarify how that connects to your pathway learning outcomes. Is the experience of a camping trip the expected learning outcome or something else?			

2022-23 Strategic Actions: Pathway & 9th Grade Tabs
Instructions: [For Multiple PW schools only] *Review 2022-23 proposed Strategic Actions on Pathway Tabs and 9th Grade Tab for evidence of:*
• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the following pillars of Linked Learning:
  ○ Rigorous Academics
  ○ Career Technical Education
  ○ Work-Based Learning Pillar
• Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.
• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies
• For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other
	Score: 3
	
	Rationale:
	• For both the Entrepreneurship and Engineering Pathways: Strategies are aligned to support an ongoing focus on this year's strategic actions around WBL experience alignment, Pathway and school wide collaboration, and continuing to build industry partnerships to support vertical articulation in the curriculum; these strategies can help improve student outcomes in the school's four-year cohort grad rate, dropout rate, and enrollment in pathways, however, that could be more clearly reflected in the Engineering pathway analysis.
	
	Feedback for continued progress monitoring:
	• How and at what frequency will your team(s) engage in cycles of inquiry to assess if your strategy of integrating Engineering and Entrepreneurship themes is helping students achieve greater outcomes?			

	• How will your team(s) solidify current interdisciplinary project opportunities between CTE courses and core academic course and/or increase connections between CTE themes/standards and more core academic content areas?

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan				
Category	**Compliant & Aligned** **4**	**Compliant & Partially Aligned** **3**	**Non-Compliant** • **Supplanting** • **Not Allowable** **2**	**Missing** **1**
2022-23 Budget ***Instructions:*** *Review Budget in Whole School, Pathway Tabs and 9th Grade Tab for evidence that school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.* • Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan • Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning • Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N • Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available • Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school • Expenditures are necessary due to the existence of Linked Learning pathways at the school site	**Score: 4** **Rationale:** • All expenditures align to support CTE programming and pathway development support **Feedback for continued progress monitoring:** • N/A			

Final Recommendation
Instructions: *Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.*

Rating: Approved - Developing and Implementing

- *School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning pillars of Linked Learning, at minimum*
- *School is actively developing the remaining pillars, the integration of all four pillars, and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan*

Strengths:

- School has identified teacher/Pathway Director collaboration as key space for reviewing student data identifying necessary student interventions
- Strategic actions focus on creating a more CTE-aligned student experience

Key Questions:

- *How will your team continue to increase access to WBL opportunities to more students to increase from the current 11% to your goal of 55%? What strategies will you implement for 9th and 10th grade in addition to the Speakers' Series?*
- *What Tier 1 student supports will you put in place for all pathway students? What role do/will Counselor, Outreach Consultants and other support positions (Social Worker, CCRS) play in ensuring all students have access to Tier 1 supports?*
- *What is your team's plan for solidifying the pathway exploration experience for students in 9th grade as well as the CTE course sequence for Entrepreneurship for grades 10-12?*
- *Review Strategic Action around a camping trip being a culmination of integrated projects. Clarify how that connects to your pathway learning outcomes. Is the experience of a camping trip the expected learning outcome or something else?*
- *How and at what frequency will your team(s) engage in cycles of inquiry to assess if your strategy of integrating Engineering and Entrepreneurship themes is helping students achieve greater outcomes?*
- *How will your team(s) solidify current interdisciplinary project opportunities between CTE courses and core academic course and/or increase connections between CTE themes/standards and more core academic content areas?*

Budget Feedback:

- Continue to use the questions or prompts that were created by the Measure N Commission and Staff to explicitly describe the expenditure when creating the strategic action. This information will ensure you create a proper justification - it is required for all Measure N approval requests. The questions are in the Measure N EIP, under Budget Justification.

Next Steps:

What	Suggested Lead	Deliverable	Date
Identify strategies and actions to increase WBL participation rates for all students	Pathway Coach College & Career Readiness Specialist Principal	Work-Based Learning Action Plan	September 2022
Identify Tier 1 student support strategies aligned to the Four Pillars of Linked Learning that will be implemented school wide	Pathway Coach Pathway Directors Principal	Tier 1 Academic & SEL Student Support Plan	October 2022
Revise Entrepreneurship CTE program of study to reflect direction of	Pathway Coach Principal	School-wide Pathways Vision & Revised Program of Study 2022 and Beyond	December 2022