



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: McClymonds High School
CDS Code: 1612590110189
Principal: Tinisha Hamberlin
Date of this revision: 6/10/2016

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

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

Contact: Tinisha Hamberlin	Position: Principal
Address: 2607 Myrtle Street	Telephone: 510-238-8607
Oakland, CA 94607	Email: tinisha.hamberlin@ousd.org

The District Governing Board approved this revision of the SPSA on:

6/29/2016

OAKLAND UNIFIED SCHOOL DISTRICT

Antwan Wilson, Superintendent

James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: McClymonds High School

Site Number: 303

- | | | |
|---|--|---------------------------------------|
| <input type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | |

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

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

Date(s) plan was approved: _____

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

- | | | |
|---|---|--|
| <input type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|---|---|--|

Signatures:

Print name of School Principal

Signature

Date

Print name of SSC Chairperson

Signature

Date

Print name of Network Superintendent

Signature

Date

Ruth Alahydoian, Chief Financial Officer

Signature

Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site: McClymonds High School

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List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

[illegible]

2016-2017 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Base #0000		TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002		TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003		TBD
After School Education and Safety Program (FTE Only) ... ASES #6010		TBD
TOTAL:	\$0.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010		TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010		TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124		TBD
TOTAL:	\$0.00	\$0.00

ABOUT THIS SCHOOL

School Description

McClymonds STEAM Early College is an academically rigorous, grade 9-12 full-community and early college model that puts all students on a personalized 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 in a STEAM Pathway.

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	% Female	% Male	% LCFF	% English Learners
	60.2%	39.8%		5.7%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		12.2%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	80.6%	0.7%	2.9%	7.5%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	0.0%	1.4%	3.6%	1.4%

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
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Class of 2015 students college matriculation info - 41/44 are now in college -15 in 4 year schools and 26 in 2 year schools. -A-G completion rate growth rate a 5	Students are deficient in basic skills and this affects grade level	High percentage of foster, SPED, and JJC youth who are .not ready for high school
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Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
Increase in internship participation, A-G growth from school performance framework	Low SBAC scores, higher participation in AP classes that is not commensurate with the passage rates,	Because students are not ready for high school, we have student you need to remediate and/or retake courses. They lack the foundation skills necessary to access adn unpack grade-level texts and concepts.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Over 80% of African American males not suspended, Decrease in chronic absence from school performance framework	Increase in chronic absences. In 2013-2014 our graduation rate was 64%. Our AP passage rate is only 2 % compared to the district's average of 40%. No data around academica activities offered for families during the year.	Novice and ill-equipped teachers who are not properly prepared to engage students in a relevant curriculum, nor do they emplore trauma-responsiveness.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Students who did poorly their freshmen year, turn around their progress towards graduation, SRI Growth, 32 % of our 11th graders are reading at grade level compared to the district's average of 29%	In 2013-2014 our graduation rate was 64%. Our AP passage rate is only 2 % compared to the district's average of 40%.	70% are not ready for high school and do not have the personalized supports to level-up.

SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- Increasing the number of students scoring proficient/advances as measured by the CAHSEE and improving Math and Science skills for all students as measured by site, district, or state measures and criteria (Related to LCAP Goal 2: Students are proficient in state academic standards.)
- ensure every students receives 1:1 academic counseling and all teachers will expand the use of data assessment (Related to LCAP Goal 5: Students are engaged in school everyday.)

- increasing family engagement (Related LCAP Goal: 6: Parents and families are engaged in school activities.)
- increase student attendance (Related to LCAP Goal 5: Students are engaged in school everyday.)
- for all teachers at MHS to expand the use of performance data in the school and among the staff (Related to LCAP Goal 1: Graduates are college and career ready.)

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	90% of 9th grade students are on-track at the end of first semester.	1: Graduates are college and career ready.	for all teachers at MHS to expand the use of performance data in the school and among the staff
Post-Secondary Readiness:	100% of 12th grade students have completed a personalized plan, participated in internship/job shadow, and completed at least 1 concurrent enrollment course.	1: Graduates are college and career ready.	ensure every students receives 1:1 academic counseling and all teachers will expand the use of data assessment
Climate and Culture:	Retain 80% of the faculty/staff in order to create consistent systems/protocols in order to build healthy relationships and establish expectations.	6: Parents and families are engaged in school activities.	increase student attendance
Rigorous Academics:	70% of ALL students are passing A-G courses with C or higher at the end of first semester; 40% of students participating in tutoring.	5: Students are engaged in school everyday.	increase student attendance

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	Graduation Rate	All Students	70%	70%	1: Graduates are college and career ready.	Number of Students Enrolling in Four-Year Colleges
Post-Secondary Readiness:	Pathway Participation	All Students	45%	60%	1: Graduates are college and career ready.	Concurrent Enrollment
Climate and Culture:	Culture/Climate: Staff	Low- Income Students	70%	80%	6: Parents and families are engaged in school activities.	Social Emotional Learning
Rigorous Academics:	A-G Completion	African- American Students	70%	70%	5: Students are engaged in school everyday.	On Track to Graduate

School Theory of Action

Given that more than 85% of our current student population meets Local Funding Formula indicators (i.e. free/reduced meal, English Language Learners) ELL, and/or foster youth; based on trauma-screening data, 65% demonstrate symptoms of trauma exposure, 60% rank Far Below Basic and 15% below basic on formal benchmarks, and 18% have an identified disability...

If we, in partnership with our community, provide access and opportunity for all students to engage in educational experiences that are rigorous and relevant so that they understand the connections to their lives in the present and the future, and provide caring and supportive relationships to develop, implement, and assess their STEAM (Science, Technology, Engineering, Arts and Mathematics) 10-Year Personalized Pathway Plan and celebrate their progress, then they will engage more deeply and acquire the knowledge, skills and behaviors to make positive contributions to their local and global community and succeed in college and careers of their choice.

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	1. Academic Discourse including critical read of close text and analysis 2. Evidence-based writing	70% of ALL students are passing A-G courses with C or higher at the end of first semester; 40% of students participating in tutoring.	Building a Rigorous Academic Core: Teacher Conditions	Equity/Access/Achievement
Culture & Climate Improvement Strategy:	Teacher Recruitment and Retention	Retain 80% of the faculty/staff in order to create consistent systems/protocols in order to build healthy relationships and establish expectations.	Building a Rigorous Academic Core: Teacher Conditions	Personalized Student Support
Pathway Development/Implementation Strategy:	9th Grade Academy and Summer Bridge, including STEAM Exploration Course	90% of 9th grade students are on-track at the end of first semester.	School Leadership & School Vision	Program of Study & Master Scheduling
New or Emerging Design Feature #1:	9th Grade Academy	90% of 9th grade students are on-track at the end of first semester.	Building a Rigorous Academic Core: Student Conditions	Personalized Student Support
New or Emerging Design Feature #2:	Exposition-Defense	70% of ALL students are passing A-G courses with C or higher at the end of first semester; 40% of students participating in tutoring.	Work-Based Learning	Building a Rigorous Academic Core: Student Conditions
New or Emerging Design Feature #3:	STEAM Exploration--CTE	90% of 9th grade students are on-track at the end of first semester.	School Leadership & School Vision	Program of Study & Master Scheduling
Established Signature Element #1:	AVID	70% of ALL students are passing A-G courses with C or higher at the end of first semester; 40% of students participating in tutoring.	Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions

Established Signature Element #2:	Block Schedule	70% of ALL students are passing A-G courses with C or higher at the end of first semester; 40% of students participating in tutoring.	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Teacher Conditions
Established Signature Element #3:	Professional Development	Retain 80% of the faculty/staff in order to create consistent systems/protocols in order to build healthy relationships and establish expectations.	School Leadership & School Vision	Building a Rigorous Academic Core: Teacher Conditions

