

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for McClymonds High School.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- 21<sup>st</sup> Century After School Programs

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for McClymonds High School.



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** McClymonds High School  
**CDS Code:** 1612590110189  
**Principal:** Steve Henderson  
**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:

<b>Contact:</b> Steve Henderson	<b>Position:</b> Principal
<b>Address:</b> 2607 Myrtle Street Oakland, CA 94607	<b>Telephone:</b> 510-238-8607 <b>Email:</b> <a href="mailto:steve.henderson@ousd.org">steve.henderson@ousd.org</a>

*The District Governing Board approved this revision of the SPSA on:* 6/22/2016

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

**15-16 Single Plan for Student Achievement Recommendations and Assurances**

**School Site Name:** McClymonds High School

**Site Number:** 303

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program          | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Title I Targeted Assistance Program            | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input checked="" type="checkbox"/> 21st Century        |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" 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: May 17, 2016

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

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

**Signatures:**

<u>Steve Henderson</u> Print name of School Principal	<u>[Signature]</u> Signature	<u>5/17/16</u> Date
<u>Pernell Bailey</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5/17/16</u> Date
<u>Preston Thomas</u> Print name of Network Superintendent	<u>[Signature]</u> Signature	<u>5/24/16</u> Date
<u>Ruth Alahydoian</u> Chief Financial Officer	<u>[Signature]</u> Signature	<u>5-31-16</u> Date



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

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$103,994.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$163,971.59	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$100,000.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$367,965.59</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$71,040.51	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,821.05	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$72,861.56</b>	<b>\$0.00</b>

## 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
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

### 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 employ 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
<b>Graduate Outcomes:</b>	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
<b>Post-Secondary Readiness:</b>	100% of 12th grade students have completed a personlaized 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
<b>Climate and Culture:</b>	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
<b>Rigorous Academics:</b>	70% of ALL students are passing A-G courses with C or higher at the end of first semester; 40% of students particpating 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
<b>Graduate Outcomes:</b>	<b>Graduation Rate</b>	All Students	70%	70%	1: Graduates are college and career ready.	Number of Students Enrolling in Four-Year Colleges
<b>Post-Secondary Readiness:</b>	<b>Pathway Participation</b>	All Students	45%	60%	1: Graduates are college and career ready.	Concurrent Enrollment
<b>Climate and Culture:</b>	<b>Culture/Climate: Staff</b>	Low- Income Students	70%	80%	6: Parents and families are engaged in school activities.	Social Emotional Learning
<b>Rigorous Academics:</b>	<b>A-G Completion</b>	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
<b>Instructional Improvement Strategy:</b>	1. Academic Discourse including critical read of close text and anlysis 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
<b>Culture &amp; Climate Improvement Strategy:</b>	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

<b>Pathway Development/ Implementation Strategy:</b>	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
<b>New or Emerging Design Feature #1:</b>	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
<b>New or Emerging Design Feature #2:</b>	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
<b>New or Emerging Design Feature #3:</b>	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
<b>Established Signature Element #1:</b>	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
<b>Established Signature Element #2:</b>	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
<b>Established Signature Element #3:</b>	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

## SCHOOLWIDE PRACTICES

### Select Key Teaching Practices:

- Modified Block Schedule
- STEAM Exploration Course
- AVID Training and Coaching
- Cohort of Tutors
- Summer Bridge
- Exposition--Defense
- Field Trips/Job Shadows

### *This practice helps support the following Title I Schoolwide Plan focus area:*

- Differentiation for Low-Performing Students
- Differentiation for Low-Performing Students
- Differentiation for Low-Performing Students
- Targeted Support for ELLs
- Extended Learning Time
- Family Engagement
- Differentiation for GATE

- Common Collaboration/Planning
- Differentiated teacher learning/coaching
- Advisory
- College and Career Center
- Concurrent Enrollment Courses
- Fab Lab

- Teacher PD
- Teacher PD
- Differentiation for Low-Performing Students
- Extended Learning Time
- Differentiation for GATE
- Extended Learning Time

**Select Key Leadership and Organizational Practices**

- Shared Leadership with progress monitoring and monthly report
- Culture Team: RJ/PBIS/Town Hall/SSTs/Conferences/SART/SARB/Contracts
- .5 FTE Registrar
- 1 FTE Social Worker
- Vertically Aligned Rubrics and Units
- Personalized/Blended Learning
- Weekly COST meeting
- Dedicated 9th grade team on 12 month contracts
- SEL competency courses: AAMA/Life Skills
- Hire AAMA Coordinator
- Hire Restorative Justice Coordinator
- Hire College and Career Manager
- Hire Teacher Librarian
- Hire Academic Coach
- Hire two Deans
- Hire a .2 FTE Tech Support
- Hire a .5 Community Relations Specialist--ELL

***This practice helps support the following Title I Schoolwide Plan focus area:***

- Teacher PD
- Family Engagement
- Family Engagement
- Differentiation for Low-Performing Students
- Teacher PD
- Differentiation for Low-Performing Students
- Family Engagement
- Teacher PD
- Differentiation for Low-Performing Students
- Differentiation for Low-Performing Students
- Family Engagement
- Family Engagement
- Extended Learning Time
- Teacher PD
- Family Engagement
- Extended Learning Time
- Targeted Support for ELLs

<b>School Name:</b>		McClymonds High School			<b>School ID:</b>		303			
<b>Budget Amount</b>	<b>Budget Resource</b>	<b>Budget Action</b>	<b>Associated Strategy</b>	<b>Associated LCAP Action Area</b>	<b>Object Code</b>	<b>Position Title</b>	<b>UPC</b>	<b>FTE</b>	<b>Budget Action Number</b>	<b>School ID</b>
\$7,416.76	General Purpose Discretionary	Hire Lifeguard	9th Grade Academy	A5.2: Health and Wellness (Mental & Physical Health)	n/a	LIFEGUARD	LIFEGU9999	0.15	303-1	303
\$29,790.29	General Purpose Discretionary	Hire PE Attendant	9th Grade Academy	A5.2: Health and Wellness (Mental & Physical Health)	n/a	PE ATTENDANT	PEATTN0030	1	303-2	303
\$900.00	General Purpose Discretionary	Dues and Memberships	Professional Development	A2.1: Implementation of CCSS & NGSS	5300	n/a	n/a	n/a	303-3	303
\$3,800.00	General Purpose Discretionary	Equipment Maintenance Agreement	STEAM Exploration--CTE	A5.3: School Facilities	5610	n/a	n/a	n/a	303-4	303
\$15,719.00	General Purpose Discretionary	Interprogram IT Computer Tech	9th Grade Academy	A3.1: Blended Learning	5737	n/a	n/a	n/a	303-5	303
\$1,000.00	General Purpose Discretionary	Non-Contract Services	Exposition-Defense	A3.4: Teacher Professional Development focused on Literacy	5826	n/a	n/a	n/a	303-6	303
\$500.00	General Purpose Discretionary	Postage	9th Grade Academy and Summer Bridge, including STEAM Exploration Course	A2.9: Targeted School Improvement Support	5910	n/a	n/a	n/a	303-7	303
\$2,000.00	General Purpose Discretionary	Overtime for Clerical Staff	9th Grade Academy and Summer Bridge, including STEAM Exploration Course	A1.5: Summer Learning	2425	n/a	n/a	n/a	303-8	303
\$2,000.00	General Purpose Discretionary	Overimte for Classified	9th Grade Academy and Summer Bridge, including STEAM Exploration Course	A1.5: Summer Learning	2225	n/a	n/a	n/a	303-9	303
\$6,000.00	General Purpose Discretionary	Textbooks	1. Academic Discourse including critical read of close text and anlysis 2. Evidence-based writing	A3.2: Reading Intervention	4100	n/a	n/a	n/a	303-10	303
\$7,000.00	General Purpose Discretionary	Books - Other than textbooks	9th Grade Academy	A2.9: Targeted School Improvement Support	4200	n/a	n/a	n/a	303-11	303
\$11,562.17	General Purpose Discretionary	Supplies	STEAM Exploration--CTE	A1.1: Pathway Programs	4310	n/a	n/a	n/a	303-12	303
\$5,000.00	General Purpose Discretionary	Meeting Refreshments	Teacher Recruitment and Retention	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	4311	n/a	n/a	n/a	303-13	303
\$4,000.00	General Purpose Discretionary	Equipment	STEAM Exploration--CTE	A1.1: Pathway Programs	4410	n/a	n/a	n/a	303-14	303
\$7,305.78	General Purpose Discretionary	Computer	9th Grade Academy	A3.1: Blended Learning	4420	n/a	n/a	n/a	303-15	303
\$129,053.90	Intensive School Support	Hire Lead Administrator for 9th grade Academy	9th Grade Academy	A2.9: Targeted School Improvement Support	n/a	ASSISTANT PRINCIPAL HIGH	10APRH9999	1	303-16	303
\$10,988.40	Intensive School Support	Hire teacher 12 month contract to support 9th Grade Academy Launch	9th Grade Academy	A2.9: Targeted School Improvement Support	n/a	TEACHER 11MONTHS 12-PAY	TCHR119999	0.13	303-17	303
\$1,757.71	Intensive School Support	Supplies	Exposition-Defense	A2.9: Targeted School Improvement Support	4310	n/a	n/a	n/a	303-18	303
\$10,000.00	Intensive School Support	Supplies	AVID	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	4311	n/a	n/a	n/a	303-17	303
\$75,000.00	Intensive School Support	Hire Restorative Justice Coordinator	9th Grade Academy	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	303-18	303
\$17,305.77	LCFF Concentration	Hire Lifeguard	9th Grade Academy	A2.9: Targeted School Improvement Support	n/a	LIFEGUARD	LIFEGU9999	0.35	303-19	303
\$17,417.99	LCFF Concentration	Hire Social Worker	9th Grade Academy	A2.2: Social Emotional Learning	n/a	SOCIAL WORKER	SOCWKR9999	0.2	303-20	303
\$64,239.85	LCFF Concentration	Hire teacher with 12 month contract tos uppot launch of 9th grade academy	9th Grade Academy	A2.9: Targeted School Improvement Support	n/a	TEACHER 11MONTHS 12-PAY	TCHR119999	0.76	303-21	303
\$1,036.38	LCFF Concentration	Supplies	Block Schedule	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	303-22	303
\$23,451.40	LCFF Supplemental	Hire School Improvement Officer	AVID	A3.4: Teacher Professional Development focused on Literacy	n/a	SCHOOL IMPROVEMENT PARTNER	SHIMPT0004	0.18	303-23	303

<b>School Name:</b> McClymonds High School					<b>School ID:</b> 303					
Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$9,297.87	LCFF Supplemental	Hire Art teacher for 9th grade academy with 12 month contract	9th Grade Academy	A2.9: Targeted School Improvement Support	n/a	TEACHER 11MONTHS 12-PAY	TCHR119999	0.11	303-24	303
\$84,526.12	LCFF Supplemental	Hire teacher with 12 month contract to support launch of 9th grade academy	9th Grade Academy	A2.9: Targeted School Improvement Support	n/a	TEACHER 11MONTHS 12-PAY	TCHR119999	1	303-25	303
\$46,489.37	LCFF Supplemental	hire teacher with 12 month contract to support launch of 9th grade academy	9th Grade Academy	A2.9: Targeted School Improvement Support	n/a	TEACHER 11MONTHS 12-PAY	TCHR119999	0.55	303-26	303
\$206.84	LCFF Supplemental	Supplies	Teacher Recruitment and Retention	A1.6: After School Programs	4310	n/a	n/a	n/a	303-27	303
\$41,691.37	Measure G (School Libraries)	Hire School Improvement Officer	AVID	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	SCHOOL IMPROVEMENT PARTNER	SHIMPT0004	0.32	303-28	303
\$308.63	Measure G (School Libraries)	Supplies	AVID	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	303-29	303
\$14,832.13	Measure G (TGDS)	Hire teacher substitute	Teacher Recruitment and Retention	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	303-30	303
\$22,000.00	Measure N Parcel Tax	Books - Other than textbooks	AVID	A2.5: Teacher Professional Development for CCSS & NGSS	4200	n/a	n/a	n/a	303-31	303
\$35,000.00	Measure N Parcel Tax	Supplies	Professional Development	A3.2: Reading Intervention	4310	n/a	n/a	n/a	303-32	303
\$15,000.00	Measure N Parcel Tax	Audio Visual Equipment	9th Grade Academy	A2.9: Targeted School Improvement Support	4474	n/a	n/a	n/a	303-33	303
\$10,000.00	Measure N Parcel Tax	Fixture repair	9th Grade Academy	A5.3: School Facilities	5826	n/a	n/a	n/a	303-34	303
\$20,000.00	Measure N Parcel Tax	Travel and Conferences	Professional Development	A3.4: Teacher Professional Development focused on Literacy	5200	n/a	n/a	n/a	303-35	303
\$99,059.37	Measure N Parcel Tax	Consultants--Tutors/Operations	AVID	A2.1: Implementation of CCSS & NGSS	5825	n/a	n/a	n/a	303-36	303
\$40,000.00	Measure N Parcel Tax	Teachers Salaries Stipends	1. Academic Discourse including critical reading of close text and analysis 2. Evidence-based writing	A3.2: Reading Intervention	1120	n/a	n/a	n/a	303-37	303
\$31,250.00	Measure N Parcel Tax	Teachers Salaries Extra Comp	AVID	A2.9: Targeted School Improvement Support	1122	n/a	n/a	n/a	303-38	303
\$10,000.00	Measure N Parcel Tax	Hire Substitute teacher	AVID	A2.5: Teacher Professional Development for CCSS & NGSS	1151	n/a	n/a	n/a	303-39	303
\$25,214.62	Program Investment	Teacher Salaries Stipends	Exposition-Defense	A2.9: Targeted School Improvement Support	1120	n/a	n/a	n/a	303-40	303
\$69,671.98	Title I Basic	Hire social worker	Block Schedule	A2.2: Social Emotional Learning	n/a	SOCIAL WORKER	SOCWKR9999	0.8	303-41	303
\$1,368.53	Title I Basic	Supplies	Block Schedule	A2.8: Data & Assessment	4310	n/a	n/a	n/a	303-42	303
\$1,821.05	Title I Parent Participation	Travel and Conferences	Block Schedule	A2.8: Data & Assessment	5220	n/a	n/a	n/a	303-43	303

McClymonds High School **Secondary School Compact**

School Name

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

**Student Pledge:**

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

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

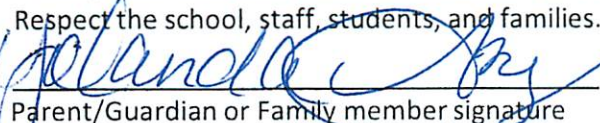


Student signature

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

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

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



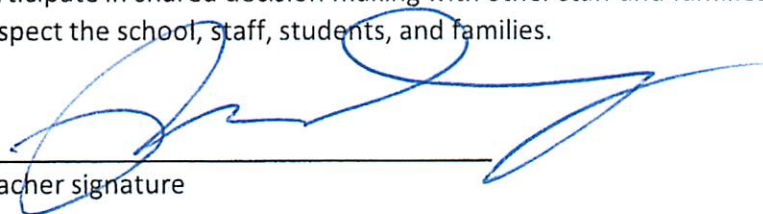
Parent/Guardian or Family member signature

Teacher Pledge:

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

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

  
\_\_\_\_\_  
Teacher signature

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

Signed on this 13 day of October, 2015.

## Title I School Parental Involvement Policy 2015 - 2016

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

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

*McClymonds High School* agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title I Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title I Plan. Parents will be invited to participate in meetings during registration, Back to School Night and on an ongoing basis on the school's website.
  
- Offer a flexible number of meetings for parents. *McClymonds High School* will hold Parent Conferences twice a year, as well as frequent parent conferences when needed. Parents will be kept informed of activities and school events through a regular school calendar, email, School Messenger and regular mailings.
  
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. Along with the Parental Involvement Policy, parents are given a calendar of meetings of their participation and involvement during registration. They receive reminders of these meetings throughout the school year.
  
- Provides parents of Title I students with timely information about Title I programs. *McClymonds High School* will use the School Messenger telephone system to outreach to parents, provide refreshments, and raffle gift cards to increase parent participation. These meetings will explain strategies used as authorized under Title I, e.g. schools in improvement, parent options, school-parent compact, parental involvement and district wide policies and expenditures or restricted funds.
  
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. *McClymonds High School* will provide parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. This will be made available to parents in a timely manner, during both regular monthly parent meetings and SSC meetings.
  
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. *McClymonds High School* holds a regular monthly, evening parent meetings, the principal and other staff will attend and communicate with parents the academic progress of their student.



## McClymonds School-Parent Compact

~~McClymonds High School has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.~~

### Building Parent Capacity for Involvement

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

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

McClymonds High School will provide quarterly mass meetings with parents to support them in understanding the core academic program, State and school assessments, grading documents and transcripts)

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *McClymonds High School staff will provide Course Syllabus, Parent Academic meetings and periodic Parent-Student-Teacher conferences.*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. McClymonds high school will continue to expand teacher's cultural competency by engaging in home visits, neighborhood walks, and other forms of Professional Development.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. McClymonds High School will invite all parents to participate in the meetings and discussions of the Alumni Association committee and other community based organizations that are involved in the significant progress we are making.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. McClymonds High School will provide information to parents in the form of fliers, mailers, school calendars, teacher telephone calls and the School Messenger.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. McClymonds High School will hold a flexible number of meetings at varying times, refreshments will be provided as well as child care. We will also do home visits.

### Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. McClymonds will provide all materials that are sent home in the translations of the majority of students when necessary. We will also offer translation in parent-student-teacher meetings when necessary. Home visits will provided for parents with disabilities.
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### **Adoption**

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

This policy was adopted by the McClymonds High School Site Council on October 13, 2015 and will be in effect for the 2014-15 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. *McClymonds High School* 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Tinisha Hamberlin  
(Principal's Signature)

October 13, 2015  
(Date)



## School Site Council Membership Roster – High School

School Name: \_\_\_\_\_

School Year: \_\_\_\_\_

<b>Chairperson :</b>	<b>Vice Chairperson:</b>
<b>Secretary:</b>	<b>LCAP Parent Advisory Nominee:*</b>
<b>LCAP EL Parent Advisory Nominee:*</b>	<b>LCAP Student Nominee:*</b>

**Place "X" in Appropriate Members Column**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student

Meeting Schedule (day/month/time)	
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**SSC Legal Requirements: (Ed. Code 52852)**

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

1-Principal  
4-Classroom Teachers  
1-Other Staff  
**Or**  
3-Parent /Community  
3 High School Students

\*Please submit members' and nominees' contact information to [raquel.jimenez@ousd.org](mailto:raquel.jimenez@ousd.org)

Revised 9/2/2015