Measure N Implementation Narrative

The Measure N Commission would like to track the overall process of implementation so the Commission can understand how different communities engaged in the process in order to lean from the process so that the Commission can better support innovative thinking and school improvement across the city of Oakland.   In order to do this, the Commission requires that each school write a narrative to capture the schools overall implementation process.   In the cells below, please describe your school's process.   To the left are the specific prompts that will provide the Commission an overview of your process and experience.

Implementation Successes

What are some implementation successes that you'd like to lift up and share with others?	
How do you know you were successful (evidence, data)?	

Implementation Challenges

What are some implementation challenges you encountered this first year of implementation?	
How do you know these were challenges (evidence, data)?	

Learning and Moving Forward

What did you learn?	
How are you revising your strategies and pathway development work going forward based on what you learned?	

Instructions:

Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

1A) School Description: Your school description that you provided for the Options Guide will automatically populate here. If you would like to edit this description, click on the school description cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the description.

1B) School Mission and Vision: Your mission and vision will automatically populate from your 16-17 Site Plan. If you would like to edit the mission and vision, click on the mission/vision cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the mission and vision.

| **School:** | McClymonds High School | **School ID:** 303 |

1A. 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.

1B. 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.

1C. School Multi-Year WASC Goals

| *Length of WASC Accreditation:* | 5 years | *Last WASC Self-Study:* | 2015-16 | *Next Self-Study:* | 2020-21 |

SCHOOL WASC GOALS	LCAP Goal Category
Improve math and science skills for all students as measured by site, district or state measures and criteria.	2: Students are proficient in state academic standards.
Increase family engagement	6: Parents and families are engaged in school activities.
Increase student attendance	5: Students are engaged in school everyday.
Expand the use of performance data as a means of informing and driving curriculum and instruction.	2: Students are proficient in state academic standards.

1D. School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	51.6%	48.4%	TBD	TBD	8.0%	TBD	TBD	TBD	TBD

Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	78.7%	0.3%	5.5%	6.6%		0.5%	4.7%	1.4%	TBD

1E. School Performance Data

Indicator	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Linked Learning Pathways (All Students)	4.2%	34.1%	47.6%	38.4%	53.3%	41.8%
Linked Learning Pathways (Grade 10)	0.0%	40.0%	40.2%	38.5%	57.0%	58.1%
Graduate Outcomes	**13-14 School**	**14-15 School**	**15-16 School**	**16-17 School**	**15-16 District Average**	**15-16 State Average**
Four-Year Cohort Graduation Rate (All Students)	64.3%	64.5%			TBD	TBD
Four-Year Cohort Dropout (All Students)	25.0%	30.6%			TBD	TBD
Four-Year Cohort Dropout (English Learners)	100.0%	50.0%			TBD	TBD
Four-Year Cohort Dropout (SPED)	37.5%	37.5%			TBD	TBD
Percent of Students Leaving	11.5%	11.5%	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	TBD	39.7%	10.2%	62.5%	46.7%	TBD
On Track to Graduate (Grade 10)	TBD	28.3%	35.4%	32.1%	33.6%	TBD
On Track to Graduate (Grade 11)	TBD	33.3%	27.9%	29.6%	35.4%	TBD
On Track to Graduate (Grade 12)	TBD	72.9%	63.4%	40.3%	44.8%	TBD
A-G Completion (Grade C or Better)	61.1%	68.3%	52.8%	TBD	51.2%	TBD
A-G Completion (African American Students)	57.6%	67.6%	53.3%	TBD	33.6%	TBD
A-G Completion (Special Education Students)	40.0%	33.3%	28.6%	TBD	15.6%	TBD
A-G Completion (English Learners)		0.0%		TBD	33.9%	TBD
A-G Completion (Foster Youth)	---				20.8%	TBD
Post-Secondary Readiness	**13-14 School**	**14-15 School**	**15-16 School**	**16-17 School**	**15-16 District Average**	**15-16 State Average**
AP Course Access (All Students)	37.1%	34.0%	33.5%	TBD	25.7%	TBD
AP Course Access (African American Students)	34.4%	34.3%	32.2%	TBD	14.3%	TBD
AP Exam Pass Rate (Score of 3 or Better)	1.4%	2.8%	0.5%	TBD	0.079	TBD
% of Seniors with GPA > 3.5	2.5%	10.4%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	12.0%	32.1%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD
Dual Enrollment with Community College	----	7.9%	TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	TBD	TBD	TBD	TBD	82.4%	TBD
Number of Students Enrolling in Four-Year Colleges	38.9%	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	50.0%	TBD	TBD	TBD	TBD	TBD
Climate and Culture	**13-14 School**	**14-15 School**	**15-16 School**	**16-17 School**	**15-16 District Average**	**15-16 State Average**
Chronic Absence (All Students)	12.1%	13.8%	10.4%	21.2%	11.2%	TBD
Chronic Absence (Special Education Students)	19.3%	20.6%	25.0%	35.6%	18.7%	TBD
Chronic Absence (Foster Youth)	37.5%	11.1%	25.0%	46.2%	19.2%	TBD

Suspension Rate	20.2%	16.1%	16.8%	8.7%	TBD	TBD
No Suspensions (African American Males)	73.6%	82.3%	82.0%	92.0%	91.2%	TBD
No Suspensions (Foster Youth)	87.5%	73.7%	78.9%	93.7%	86.6%	TBD
California Healthy Kids Survey Parent Participation Rate	46.4%	40.3%	40.3%	30.3%	TBD	TBD
Rigorous Academics	*13-14 School*	*14-15 School*	*15-16 School*	*16-17 School*	*15-16 District Average*	*15-16 State Average*
English Learner Reclassification Rate	0.0%	60.0%	0.0%	TBD	13.2%	TBD
Long Term English Learner Reclassification Rate	0.0%	50.0%	0.0%	TBD	17.1%	TBD
SBAC Proficiency (ELA)	n/a	12.0%	TBD	TBD	19.5%	TBD
SBAC Proficiency (Math)	n/a	4.0%	TBD	TBD	14.7%	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	17.3%	30.1%	19.5%	TBD	23.9%	TBD

2. NEEDS ASSESSMENT *(three-year cycle)*		*Complete this by:*	**December 16, 2016**

2A. Schoolwide Strengths and Challenges

Instructions:	*Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.* • What strengths and challenges do you see in your 16-17 SPF? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? *IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.* *Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

Focal Area	Strengths	Challenges *(List all challenges impacting each focal area.)*	Highest Leverage Challenge *(List one challenge.)*
Graduate Outcomes	• 81% Graduation rate (16% point increase) • Ninth Grade On Track to Graduate 63% (53% point increase) • 68% A-G completion • 85% Male graduation rate	• 65% School-wide Graduation rate and 31% school-wide drop out rate • 50% Graduation rate for females and 40% drop out rate for females • 38% Graduation rate for Special Education students and 37.5% drop out rate • 32% Tenth Grade On-Track to Graduate rate; 69% Tenth Graders with 2.0 or better GPA; 38% Tenth Graders with C or better in Math and 47% with C or better in ELA. • 30% Eleventh Grade On-Track to Graduate rate; 53% A-G Completion rate; 71% Eleventh Graders with 2.0 or better GPA; 48% C or better on Math and 44% C nor better in ELA	70% Graduation rate and 20% drop out rate for females

Post-Secondary Readiness	• 20% of students enrolled in college level courses (2015-16) • Increased Internship opportunity (OUSD Pathwy 14, Intel increased from 9 to 15 students & GA Tech from 2 to 4) • Oakland Fire Department Partnership: 29 students (10-12 grades) • 2015/16 11th graders 16.3% at/above grade level for SRI, 2016/17 and 12th graders are at 27% at/above grade level • Current 11th Graders are at 19.7% at/above grade level • 2015/16 12th graders are at 25% at/above grade level • 34% of studentsa have access to AP courses (last year we were at 28%)	• 4.4% of juniors are college ready as Identified by SAT (2015-16) • 28% of 10-12 grade students are enrolled in 1 or more Advanced Placement classes. • .5% AP exam rate (students earning a score of 3 or better.) • We need data points for writing (HWT, SBAC writing) in order determine root causes for low AP Exam pass rates • Decrease in dual enrollment offerings, which impacted dual enrollment numbers and participation	4.4% of juniors are college ready as identified by SAT (2015-16)
Climate and Culture	Students who are celebrated through PBIS and school-wide recognition exhibit more positive behaviors.Data: URF, Suspensions, CHKS, Attendance	• 17% out of School Suspension rate • 20% out of school suspension rate for African Americans; • 22% out of school suspension rate for students with disabilities. • 21% Chronic absences for all students • 36% Chronic absences for Special Education Students • 46% Chronic Absence for foster youth • 17.6% teacher retention rate after 3 years.	21.2% Chronic absences for all students
Rigorous Academics	27% of juniors met or exceeded standards on SBAC ELA versus 20% of juniors districtwide.	• 6.5% of juniors met or exceeded standards on SBAC Math versus 15% of juniors districtwide • 20% of students scored at or above grade level in reading proficiency as measured by the SRI versus 24% districtwide • 3% of ninth graders met or exceeded grade level standard as measured by SMI • 26% of 10th graders reading at or above grade level as measured by SRI • 31% of juniors reading at or above grade level as measured by SRI	6.5% of juniors met or exceeded standards on the SBAC for math

Pathway Development	Engineering Pathway • 73 Tenth graders enrolled Intro to Engineering Design • 25 Juniors enrolled in Principles of Engineering • Adding an additional 11th grade course, Digital Electronics	• Implement a pathway to meet the needs of the students not enrolled in the engineering pathway • Ensure equity within both pathways • Recruiting, retaining and developing highly qualified teachers to meet the pathway needs of our students (Engineering, Entrepreneurship and STEAM) • Finding concurrent enrollment teachers to teach at the high school level • Collaborative planning for Project based learning • Standardizing the grading policy across all disciplines (moving from content based to cognitive skills) and transparency to students and parents. • Identify and establish advisory board of industry representatives to support pathway development and relevancy.	Recruiting, retaining and developing highly qualified teachers to meet the pathway needs of our students (Engineering, Entrepreneurship and STEAM)

2B. Schoolwide Root Cause Analysis from Measure N Design

| **Instructions:** | *Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.*

• For each priority, identify at least one root cause for a challenge you listed above.
• Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty).
• Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators.

Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified. | Root Cause Analysis Primer. | |

Focal Area	**Highest Leverage Challenge** *(will autopopulate from the table above)*	**Root Cause Analysis of Highest Leverage Challenge**	**Linked Learning Criteria**
Graduate Outcomes	70% Graduation rate and 20% drop out rate for females	• Inconsistent use of data to drive instruction and meet the varying academic needs of students • Inconsistent use of formative assessments to track student progress over time • Inconsistent implementation of rigorous tasks in lesson planning (and feedback) and lack of cognitive student engagement as required by Common Core Standards • Inconsistent implementation of teacher observation and feedback systems • Inconsistent support for and emphasis on literacy and language instruction • Lack of school-wide systems and structures to transition and support English language learners and students with special needs.	Equity/Access/ Achievement
Post-Secondary Readiness	4.4% of juniors are college ready as identified by SAT (2015-16)	• The school has not implemented a consistent system on aligning instruction to relevant SAT and Common Core standards. • Progress toward college and career readiness goals has not been systematically communicated to students and families. • The school has not implemented a consistent system for tracking and making up credit. • The school has not yet implemented comprehensive and individualized academic plans for all students. • The school has not yet identified prerequisites for AP enrollment and not all AP teachers received formal training.	School Leadership & School Vision
Climate and Culture	21.2% Chronic Absences for all students.	• The school has not implemented a strategic communication plan. • The school has not implemented a strategic attendance system in which all stakeholders can articulate. • The school has not implemented a strategic schoolwide behavior system that is culturally responsive and restorative and is understood by all students and staff. • The school has not implemented a systematic RTI process that targets attendance, credit recovery, achievement gaps and on-track improvements.	Personalized Student Support

Rigorous Academics	6.5% of juniors met or exceeded standards on the SBAC for Math	• Inconsistent use of data to drive instruction and meet the varying academic needs of students • Inconsistent use of formative assessments to track student progress over time • Inconsistent implementation of rigorous tasks in lesson planning (and feedback) and lack of cognitive student engagement as required by Common Core Standards • Inconsistent implementation of teacher observation and feedback systems • Inconsistent support for and emphasis on literacy and language instruction • Lack of school-wide systems and structures to transition and support English language learners and students with special needs.		Building a Rigorous Academic Core: Student Conditions
Pathway Development	Recruiting, retaining and developing highly qualified teachers to meet the pathway needs of our students (Engineering, Entrepreneurship and STEAM)	• The school has not yet hired a Pathway Coach • The school has not yet established common planning time for pathway teachers • The school has not yet established consistent observation and feedback systems • The school has not implemented personalized professional learning opportunities to meet the varying needs of pathway teachers • The school has not established recruiting and marketing strategies designed to recruit highly qualified teachers in engineering, entrepreneurship or STEM fields.		Building a Rigorous Academic Core: Teacher Conditions

2C. Current Strategy Analysis

Instructions:	***Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.*** In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.

Current 16-17 Strategies		Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
Schoolwide Instructional Improvement Strategy:	Through the school-wide implementation of AVID WICOR strategies, we will utilize PD, grade level mtgs. and dept. mtgs. to introduce, practice, and calibrate academic discourse (collaborative strategies) and writing strategies across grades and content areas. ILT and Admin will utilize the AVID "look for's" to gauge students' success and teacher implementation. Specifically, we will focus on writing, collaboration and reading strategies school wide.	Not Yet	Not Yet	Focus on: writing, collaboration, reading;have done PD on the strategies; waiting to gather data on effectiveness upon review of lesson plans and classroom observations
Culture & Climate Improvement Strategy:	We will utilize both OUSD and Community partners to recruit highly-qualified teachers. We will assign each new teacher a mentor teacher and an Academic coach to provide a layer of support. The Admin team will maintain a group of teachers to regularly observe and provide feedback. In addition, we will equip all teachers with trauma informed practices through monthly PD. As a staff we will develop a PBIS structure to establish and hold positive culture though out the year.	Yes	Yes	Several PBIS strategies, including Mack Bucks and 6 week village meetings have been successful. Due to high teacher attrition rates students have experienced an inequitable experience from classroom to classroom in a positive and supportive environment.
Pathway Development Strategy:	All 9th Graders will participate in the STEAM Exploration Course to prepare for their selection of and participation in a pathway (Engineering or Entrepreneurship). This class is the introductory pathway class. All incoming 9th grades have the opportunity to participate in Summer Bridge.	Yes	Yes	All 9th grade students are enrolled in STEAM exploration. The class has been effective as a computer science class. About 60% of the 100 ninth graders attended Summer Bridge. Summer bridge impacted culture and climate more than pathway development
Design Feature #1 (New/Emerging):	The 9th Grade Academy provides an opportunity for intentional support through mentors, counselor, admin, personalized learning time, and advisory. The 9th grade teacher team will have designated common prep period to collaborate and co-construct integrated unit plans.	Yes	Yes	The Ninth Grade Academy teachers plan 8th period. However the common planning could have been better utilized for collaborative planning for the grade level.
Design Feature #2 (New/Emerging):	Each grade level will be required to participate in a level of work-based learning opportunity. 9/10th grade students will explore this options, while 11/12th grade students will engage in internship opportunities. Likewise, all students will participate in service learning opportunities. At the end of each semester, students will be required to share their experiences with their learning community through shared practices and rubrics.	No	Not Yet	Present: internships; not sure if all students are impacted Evidence: feedback from seminars, student engagement around internships Students presentd their summer experiences at the week one assemblies

Design Feature #3 (New/Emerging):	All 9th grade students will complete a STEAM exploration course so that they can make an informed decision at the end of second semester about their 10th grade pathway--Engineering or STEAM related to the summer bridge and extended through afterschool program.	Yes	Yes	All Ninth Grade students are enrolled in STEAM exploration and 60% participated in Summer Bridge.
Signature Element #1 (Established):	We will utilize both AVID and WICOR strategies to provide inquiry-based collaborative strategies in which students engage in rigorous lessons with the appropriate levels of support.	Not Yet	Not Yet	We will utilize both AVID and WICOR strategies (WCR) to provide inquiry-based collaborative strategies in which students engage in rigorous lessons with the appropriate levels of support. This should probably change as we need to focus on the basics for our teachers. Back to lesson planning and implementation. Reflected by the PD plan.
Signature Element #2 (Established):	The rotating block schedule allows time for students to take their required A-G courses, while taking advantage of the time to remediate and or excel their learning. In addition, it provides the site opportunity to offer a wider-range of courses in order to offer a competitive program for our students. Moreover, the 8 blocks provides time for work-based learning opportunities without jeopardizing A-G completion. Additionally, it offers teachers time to collaborate within the school day.	Yes	Yes	All students enrolled in a block schedule. Students are provided extended time to remediate and enrich
Signature Element #3 (Established):	Through weekly PD, teachers will engage in cycle of continuous improvement around the WICOR strategies and social/emotional competencies needed for collaborative structures. Specifically, grade level teams and departments will use student work to gauge and hone best practices in writing, inquiry, organization, reading, and collaboration.	Not Yet	Not Yet	**Barriers to implementation:** having time for admin to plan and involving ILT in the planning; structures not yet in place for teachers to conduct COIs (framework for analysis, include time in PD calendar, established expectations for implementation, observation dates, etc.); lack of expertise in-house on SEL strategies; access to external SEL experts within PD timeframes; focus on PD is too broad when focusing on 3 strategies; What rubics are we using to collect data; lack of teacher buy-in/mindset around purpose of grade-level team meetings. The capacity, will and skill of our ILT needs to be developed.

3. EQUITY IMPERATIVE FOR YOUR SITE
Complete this by: December 16, 2016

As you develop your Site Plan, it can be helpful to identify an equity imperative that will support your decision making as a leader. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)

Equity Imperative	What will be true in three years if you continue to focus on this imperative?
Increase support and engagment opportunities for girls as our boys are supported and are engaged at a higher rate than girls.	Increased graduation outcomes for girls (close the gender gap) as our boys graduate at a higher rate than girls.

4. ANNUAL SCHOOL GOALS
Complete this by: December 16, 2016

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

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	90% Graduation Rate by June 2020 (Males 90% and females 90%), 90% A-G completion rates, Ninth Grade On Track to Graduate 94%	Graduation Rate	All Students	65.0%	72.0%	78.0%	Increase student attendance
Post-Secondary Readiness	**50% of juniors are college ready as Identified by SAT** • 60% of 10-12 grade students are enrolled in 1 or more Advanced Placement classes. • 60% of the students who took the AP exam earned a score of 3 or better.	AP Course Performance	All Students	20.0%	30.0%	40.0%	Improve math and science skills for all students as measured by site, district or state measures and criteria.

Climate and Culture	**3% out of School Suspension rate by June 2020** • 3% out of school suspension rate for African Americans; • 3% out of school suspension rate for students with disabilities. **5% Chronic absences for all students by June 2020** • 6% Chronic absences for Special Education Students • 6% Chronic Absence for foster youth **70% teacher retention rate after 3 years**	Suspensions	All Students	16.8%	13.4%	9.9%	Increase student attendance
Rigorous Academics	By June 2020, 90% of students will meet A-G requirements with a C or better, 75% of juniors will meet or exceed standards on SBAC ELA, and 60% of juniors will meet or exceed standards on SBAC Math	A-G Completion	All Students	68.0%	73.5%	79.0%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
Pathway Development	By June 2020 100% of students will be enrolled in a pathway	Pathway Participation	All Students	48.0%	61.0%	74.0%	Increase student attendance

5. STRATEGIES	*Complete this by:*	**February 28, 2017**

Focused Annual Plan (FAP) Major Improvement Strategies		
Identify four major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.	**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Schoolwide Language & Literacy Improvement Strategy:	**Improve language and literacy through implementing a school wide approach to Data Driven Instruction (WASC goal #4)** • Implement PLC structures to foster teacher collaboration, data analysis and monitor student mastery of Content Language Objectives as outlined by Domain 1 in OETF. • Provide teachers weekly observation, feedback and coaching on instructional practice and lesson planning aligned to Domain 1 in OETF. • Provide ongoing job-embedded professional learning that strengthens adult practice with ELL, SpEd and foster youth aligned to Domain 1 in OETF that results in observable shifts.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Student Conditions
Schoolwide Mathematics Improvement Strategy:	**Implement a school wide approach to Data Driven Instruction (WASC goal # 1 & 4)** • Implement PLC structures to foster collaboration, data analysis and monitor student mastery of Content Language Objectives as outlined by Domain 1 in OETF. • Provide teachers weekly observation, feedback and coaching on instructional practice and lesson planning aligned to Domain 1 in OETF. • Provide ongoing job-embedded professional learning that strengthens adult practice with ELL, SpEd and foster youth aligned to Domain 1 in OETF that results in observable shifts.	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Teacher Conditions and student conditions
Culture & Climate/SEL Improvement Strategy:	**Implement schoolwide RTI practices to reduce chronic student absences and out of school suspensions** • Implement a personalized Ninth Grade Academy with wraparound social emotional supports • Implement a progressive and restorative behavior plan with social and emotional support • Implement comprehensive attendance plan with social and emotional supports	Personalized Student Support	Equity/Access/ Achievement
Pathway Development/ Implementation Strategy:	**Implement common planning and PLC structures for pathways to foster teacher collaboration and development, project planning, data analysis and coordinate supports** • Implement a rigorous and comprehensive course of study and Senior Capstone Project for the Engineering Pathway • Clearly articulate, integrate and align Entrepreneurship pathway standards and develop course of study to support student interests, increase student engagement and success rates	Program of Study & Master Scheduling	Work-Based Learning

Measure N Design Features		
Identify up to three Measure N design features that support your goals.	**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Measure N Design Feature #1: Develop Senior Capstone Project for Engineering Pathway	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
Measure N Design Feature #2: Develop an Entrepreneurship dual enrollment pathway program of study aligned to standards	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement

Measure N Design Feature #3	Implement common planning and PLC structures for pathways	School Leadership & School Vision	Personalized Student Support

Signature Elements (Established Practices)			
Identify up to three established signature elements that support your goals.		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established):	Engineering Pathway Internship and Mentoring program	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
Signature Element #2 (Established):	Ninth Grade Academy that includes a STEAM career exploration course to support pathway awareness and selection	Personalized Student Support	School Leadership & School Vision
Signature Element #3 (Established):	Project Lead The Way Curriculum for Engineering Pathway	Building a Rigorous Academic Core: Student Conditions	School Leadership & School Vision

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES	Complete this by:	February 28, 2017

Instructions:	*Task: Document strategic actions to support the school's major improvement strategies, design features, signature elements, and other planned activities.* *Target Student Group:* For each action, choose a primary student group that you expect to benefit. *Title I Requirements:* If this action addresses a Title I requirement, choose that requirement from the drop-down menu to help guide OAP's review of your plan for compliance. This drop-down shows OAP where to look to ensure that you have met all requirements. Please make sure that if you have selected a requirement from this list that the language in your practice reflects this (e.g., if you say this is Teacher PD, one of your practices in this line must describe PD for teachers). *REQUIRED: Every school must have at least one practice that addresses each of the Title I Schoolwide Program (SWP) requirements listed in the column on the right.*

Schoolwide Language & Literacy Improvement Strategy:	**Improve language and literacy through implementing a school wide approach to Data Driven Instruction (WASC goal #4)** • Implement PLC structures to foster teacher collaboration, data analysis and monitor student mastery of Content Language Objectives as outlined by Domain 1 in OETF. • Provide teachers weekly observation, feedback and coaching on instructional practice and lesson planning aligned to Domain 1 in OETF. • Provide ongoing job-embedded professional learning that strengthens adult practice with ELL, SpEd and foster youth aligned to Domain 1 in OETF that results in observable shifts.

Strategic Action	Associated LCAP Action Area *(required for all funded actions)*	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
1.0 Instructional Teacher Leader to support teacher develoment and literacy development	A3.4: Teacher Professional Development focused on Literacy	All Students	General Purpose Discretionary	$25,000.00		Improve language and literacy through implementing a school wide approach to Data Driven Instruction (WASC goal #4) • Implement PLC structures to foster teacher collaboration, data analysis and monitor student mastery of Content Language Objectives as outlined by Domain 1 in OETF. • Provide teachers weekly observation, feedback and coaching on instructional practice and lesson planning aligned to Domain 1 in OETF. • Provide ongoing job-embedded professional learning that strengthens adult practice with ELL, SpEd and foster youth aligned to Domain 1 in OETF that results in observable shifts.	Teacher PD

.6 Coordinator Classified (Teacher Librarian)	A2.3: Standards-Aligned Learning Materials	All Students	LCFF Supplemental	$70,000.00		Improve language and literacy through implementing a school wide approach to Data Driven Instruction (WASC goal #4) • Implement PLC structures to foster teacher collaboration, data analysis and monitor student mastery of Content Language Objectives as outlined by Domain 1 in OETF. • Provide teachers weekly observation, feedback and coaching on instructional practice and lesson planning aligned to Domain 1 in OETF. • Provide ongoing job-embedded professional learning that strengthens adult practice with ELL, SpEd and foster youth aligned to Domain 1 in OETF that results in observable shifts.	Extended Learning Time
English Langauage Arts Teacher to support literacy and reduce class sizes	A1.3: A-G Completion	Low-Income Students	LCFF Concentration	$77,000.00		MIS #1: Improve language and literacy through implementing a school wide approach to Data Driven Instruction (WASC goal #4) • Implement PLC structures to foster teacher collaboration, data analysis and monitor student mastery of Content Language Objectives as outlined by Domain 1 in OETF. • Provide teachers weekly observation, feedback and coaching on instructional practice and lesson planning aligned to Domain 1 in OETF. • Provide ongoing job-embedded professional learning that strengthens adult practice with ELL, SpEd and foster youth aligned to Domain 1 in OETF that results in observable shifts.	Targeted Support for Low-Income Students
Supplies	A1.3: A-G Completion			$57,000.00			

	Implement a school wide approach to Data Driven Instruction (WASC goal # 1 & 4) • Implement PLC structures to foster collaboration, data analysis and monitor student mastery of Content Language Objectives as outlined by Domain 1 in OETF. • Provide teachers weekly observation, feedback and coaching on instructional practice and lesson planning aligned to Domain 1 in OETF. • Provide ongoing job-embedded professional learning that strengthens adult practice with ELL, SpEd and foster youth aligned to Domain 1 in OETF that results in observable shifts.						
Schoolwide Mathematics Improvement Strategy:							
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Title 1 Requirement Addressed by Practices (if any)**
Instructional Teacher Leader to support teacher develoment and literacy development	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	General Purpose Discretionary	$25,000.00		Implement a school wide approach to Data Driven Instruction (WASC goal # 1 & 4) • Implement PLC structures to foster collaboration, data analysis and monitor student mastery of Content Language Objectives as outlined by Domain 1 in OETF. • Provide teachers weekly observation, feedback and coaching on instructional practice and lesson planning aligned to Domain 1 in OETF. • Provide ongoing job-embedded professional learning that strengthens adult practice with ELL, SpEd and foster youth aligned to Domain 1 in OETF that results in observable shifts.	Teacher PD

	Implement schoolwide RTI practices to reduce chronic student absences and out of school suspensions • Implement a personalized Ninth Grade Academy with wraparound social emotional supports • Implement a progressive and restorative behavior plan with social and emotional support • Implement comprehensive attendance plan with social and emotional supports						
Culture & Climate/SEL Improvement Strategy:							
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Title 1 Requirement Addressed by Practices (if any)**

Truancy Officer	A5.4: Root Causes of Chronic Absence	All Students	General Purpose: Unrestricted BASE	1 FTE		Implement schoolwide RTI practices to reduce chronic student absences and out of school suspensions • Implement a personalized Ninth Grade Academy with wraparound social emotional supports • Implement a progressive and restorative behavior plan with social and emotional support • Implement comprehensive attendance plan with social and emotional supports	Family Engagement
Attendance Clerk	A5.4: Root Causes of Chronic Absence	All Students	General Purpose: Unrestricted BASE	1 FTE		Implement schoolwide RTI practices to reduce chronic student absences and out of school suspensions • Implement a personalized Ninth Grade Academy with wraparound social emotional supports • Implement a progressive and restorative behavior plan with social and emotional support • Implement comprehensive attendance plan with social and emotional supports	
Restorative Justice	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	LCFF Supplemental	$25,000.00		Implement schoolwide RTI practices to reduce chronic student absences and out of school suspensions • Implement a personalized Ninth Grade Academy with wraparound social emotional supports • Implement a progressive and restorative behavior plan with social and emotional support • Implement comprehensive attendance plan with social and emotional supports	
.7 Behavioral Specialist	A2.2: Social Emotional Learning	All Students	Title I: Basic	$68,124.00		Implement schoolwide RTI practices to reduce chronic student absences and out of school suspensions • Implement a personalized Ninth Grade Academy with wraparound social emotional supports • Implement a progressive and restorative behavior plan with social and emotional support • Implement comprehensive attendance plan with social and emotional supports	

Assistant Principal	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	Other	1 FTE		Implement schoolwide RTI practices to reduce chronic student absences and out of school suspensions • Implement a personalized Ninth Grade Academy with wraparound social emotional supports • Implement a progressive and restorative behavior plan with social and emotional support • Implement comprehensive attendance plan with social and emotional supports	
.5 AAMA Manhood Development Facilitator	A5.1: School Culture & Climate (Safe & Supportive Schools)	African-American Males	General Purpose Discretionary	$46,182.00		Implement schoolwide RTI practices to reduce chronic student absences and out of school suspensions • Implement a personalized Ninth Grade Academy with wraparound social emotional supports • Implement a progressive and restorative behavior plan with social and emotional support • Implement comprehensive attendance plan with social and emotional supports	
1.0 Community Schools Manager	A1.6: After School Programs	All Students	General Purpose Discretionary	$15,000.00		Implement schoolwide RTI practices to reduce chronic student absences and out of school suspensions • Implement a personalized Ninth Grade Academy with wraparound social emotional supports • Implement a progressive and restorative behavior plan with social and emotional support • Implement comprehensive attendance plan with social and emotional supports	
PE Attendant	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	General Purpose Discretionary	1 FTE		Implement schoolwide RTI practices to reduce chronic student absences and out of school suspensions • Implement a personalized Ninth Grade Academy with wraparound social emotional supports • Implement a progressive and restorative behavior plan with social and emotional support • Implement comprehensive attendance plan with social and emotional supports	

	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code		Title 1 Requirement Addressed by Practices (if any)
Lifeguard	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students	General Purpose Discretionary	.5 FTE		Implement schoolwide RTI practices to reduce chronic student absences and out of school suspensions •　Implement a personalized Ninth Grade Academy with wraparound social emotional supports •　Implement a progressive and restorative behavior plan with social and emotional support •　Implement comprehensive attendance plan with social and emotional supports	

Pathway Development/Implementation Strategy:	Implement common planning and PLC structures for pathways to foster teacher collaboration and development, project planning, data analysis and coordinate supports •　Implement a rigorous and comprehensive course of study and Senior Capstone Project for the Engineering Pathway •　Clearly articulate, integrate and align Entrepreneurship pathway standards and develop course of study to support student interests, increase student engagement and success rates						
Strategic Action	**Associated LCAP Action Area**	**Primary Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Dollar Amount or FTE Allocation**	**Object Code**	**Which strategy does this practice support?**	**Title 1 Requirement Addressed by Practices (if any)**
1.0 FTE College and Career Manager	A1.1: Pathway Programs	All Students	Intel	$112,376.00	2205	Implement common planning and PLC structures for pathways to foster teacher collaboration and development, project planning, data analysis and coordinate supports •　Implement a rigorous and comprehensive course of study and Senior Capstone Project for the Engineering Pathway •　Clearly articulate, integrate and align Entrepreneurship pathway standards and develop course of study to support student interests, increase student engagement and success rates	Targeted Support for Low-Income Students
Engineering Pathway Director Stipend (Teacher leader with reduced load)	A1.1: Pathway Programs	All Students	Intel	$10,000.00		Implement common planning and PLC structures for pathways to foster teacher collaboration and development, project planning, data analysis and coordinate supports •　Implement a rigorous and comprehensive course of study and Senior Capstone Project for the Engineering Pathway •　Clearly articulate, integrate and align Entrepreneurship pathway standards and develop course of study to support student interests, increase student engagement and success rates	Teacher PD

AIA Parent Liaison	A6.1: Parent / Guardian Leadership Development	All Students	Intel	$10,000.00		Implement schoolwide RTI practices to reduce chronic student absences and out of school suspensions • Implement a personalized Ninth Grade Academy with wraparound social emotional supports • Implement a progressive and restorative behavior plan with social and emotional support • Implement comprehensive attendance plan with social and emotional supports	Family Engagement
STEAM After School Program Teachers (2- Stipend)	A1.1: Pathway Programs	All Students	Intel	$12,000.00		Ninth Grade Academy that includes a STEAM career exploration course to support pathway awareness and selection	Targeted Support for Low-Income Students
Pathway Experiential Field Trips (Colleges, industry)	A1.1: Pathway Programs	All Students	Intel	$8,000.00		Engineering Pathway Internship and Mentoring program	Extended Learning Time
Maker Faire, movie screenings, conferences, dinners, etc.	A1.1: Pathway Programs	All Students	Intel	$20,000.00		Engineering Pathway Internship and Mentoring program	Teacher PD
In-School WBL (Guest speakers, mock-interviews, skill workshops, WOMS mentoring (transportation))	A1.1: Pathway Programs	All Students	Intel	$5,000.00		Engineering Pathway Internship and Mentoring program	Extended Learning Time
Aspire tutors for engineering pathway students	A1.1: Pathway Programs	All Students	Intel	$55,000.00		Ninth Grade Academy that includes a STEAM career exploration course to support pathway awareness and selection	Extended Learning Time
Intel Mentor Program (Field trips, mentor training) Serving 25 12th graders	A1.1: Pathway Programs	All Students	Intel	$33,000.00		Engineering Pathway Internship and Mentoring program	Extended Learning Time
External Mentoring Program (Serving 70 11th graders)	A1.1: Pathway Programs	All Students	Intel	$30,000.00		Engineering Pathway Internship and Mentoring program	Targeted Support for Low-Income Students
Intel Internship Program (Serving 15 students)	A1.1: Pathway Programs	All Students	Intel	$58,000.00		Engineering Pathway Internship and Mentoring program	Targeted Support for Low-Income Students
Georgia Tech Summer Program (Serving 4 students)	A1.1: Pathway Programs	All Students	Intel	$2,400.00		Engineering Pathway Internship and Mentoring program	Extended Learning Time
STEAM After School Program (Materials, catering, events)	A1.1: Pathway Programs	All Students	Intel	$9,000.00		Ninth Grade Academy that includes a STEAM career exploration course to support pathway awareness and selection	Extended Learning Time
12th Grade Capstone Project (Supplies, exhibition venue, catering, graduation sash)	A1.1: Pathway Programs	All Students	Intel	$10,000.00		Develop Senior Capstone Project for Engineering Pathway	Differentiation for Low-Performing Students
Recruitment and Marketing (Posters, t-shirts, recruitment flyers, college flags)	A1.1: Pathway Programs	All Students	Intel	$10,000.00		Engineering Pathway Internship and Mentoring program	Family Engagement
Teacher PD Day (Buy Back Day at Intel)	A1.1: Pathway Programs	All Students	Intel	$3,000.00		Engineering Pathway Internship and Mentoring program	Teacher PD
Externship (Engineering pathway teacher externship day at Intel)	A1.1: Pathway Programs	All Students	Intel	$2,000.00		Engineering Pathway Internship and Mentoring program	Teacher PD
Family Engagement (Intel swag, Back to School Night, Homecoming, Winter Wonderland, Prom)	A1.1: Pathway Programs	All Students	Intel	$15,000.00		Engineering Pathway Internship and Mentoring program	Family Engagement

Club Membership and Sponsorship (NESBE)	A1.1: Pathway Programs	All Students	Intel	$3,000.00		Engineering Pathway Internship and Mentoring program	Targeted Support for Low-Income Students
Project Based Training for Pathway Teachers (Stipend, travel)	A1.1: Pathway Programs	All Students	Intel	$6,000.00		Engineering Pathway Internship and Mentoring program	Teacher PD
Instructional supplies for all engineering courses	A1.1: Pathway Programs	All Students	Intel	$10,000.00		Engineering Pathway Internship and Mentoring program	Targeted Support for Low-Income Students
Maker Space / Engineering Shop	A1.1: Pathway Programs	All Students	Intel	$18,000.00		Engineering Pathway Internship and Mentoring program	Targeted Support for Low-Income Students
Support reading improvements of 9th-10th graders (trip/prize incentive)	A1.1: Pathway Programs	All Students	Intel	$8,000.00		Engineering Pathway Internship and Mentoring program	Targeted Support for Low-Income Students
STEAM Teacher to teach STEAM Exploration and Intro to Computer Science for Career Exploration to support both Engineering and Entrepreneurship pathways	A1.1: Pathway Programs	All Students	Measure N	$92,363.00		Implement common planning and PLC structures for pathways to foster teacher collaboration and development, project planning, data analysis and coordinate supports • Implement a rigorous and comprehensive course of study and Senior Capstone Project for the Engineering Pathway • Clearly articulate, integrate and align Entrepreneurship pathway standards and develop course of study to support student interests, increase student engagement and success rates	Differentiation for Low-Performing Students
Engineering Teacher to teach Principles of Engineering and support the development of the engineering pathway including partnership with PLTW	A1.1: Pathway Programs	All Students	Measure N	$85,000.00		Implement common planning and PLC structures for pathways to foster teacher collaboration and development, project planning, data analysis and coordinate supports • Implement a rigorous and comprehensive course of study and Senior Capstone Project for the Engineering Pathway • Clearly articulate, integrate and align Entrepreneurship pathway standards and develop course of study to support student interests, increase student engagement and success rates	Teacher PD
Pathway Coach to work in Partnership with the College and Career Manager to provide leadership and support with designing and developing the Engineering and Entrepreneurship pathways. Building and providing Work Based Learning experiences, job shadows, college tours and internships. Build and sustain community partnerships and advisory board	A1.1: Pathway Programs	All Students	Measure N	$36,000.00		Implement common planning and PLC structures for pathways to foster teacher collaboration and development, project planning, data analysis and coordinate supports • Implement a rigorous and comprehensive course of study and Senior Capstone Project for the Engineering Pathway • Clearly articulate, integrate and align Entrepreneurship pathway standards and develop course of study to support student interests, increase student engagement and success rates	Teacher PD
			Other				

Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies)

Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)

Instructions:			KEY:			
Please complete this self-assessment for your school.			*1: Beginning & Designing*		*3: Meeting and Advancing*	
Click here for the full	*Measure N rubric.*					
			2: Developing & Approaching		*4: Excelling and Sustaining*	

1. SCHOOL LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	2	2			Strengths- strong, dedicated leadership to the sustainability of the pathway. Challenges- limited communication/meetings discussing the progress or efforts of team. Missing advisory board or	Limited time, multiple job titles, different agencies.
Leadership Configuration	2-	2				
Distributive Leadership	2-	3+				

2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	2	2+			Strengths- There is equitable access for all students. Challenge- effective recruitment strategies that engage both student and parent populations.	Ensuring that the master schedule allows for more access to mainstream courses for SPED students. In addition, we need to engage our EL population effectively.
Diverse Student Representation	4	2+				
Closing the Opportunity Gap	2	2+				

3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	2	3-			Strengths- Continued reflection and growth within the pre-engineering coursework. Challenges- dedicated team of core classes per grade level focused on integrating STEM. Common preps	Due to the need to remediate and recovery credit, and the limtied FTE allocation, it is a challenge to schedule students as a cohort. We are looking to explore modfiy block scheudle alternatives.
Integrated Core	2	1				
Cohort Scheduling	1	1				

4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning	2	2+			Strengths- Consistent pathway teachers are continuing to grow their practice around the curriculum, adapting PLTW curriculum to meet the needs of students, including pulling in community	5
Collaborative Learning	2	2+				

5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	2-	3-			Strengths- building the West Oakland STEM Corridor through professional learning times with West Oakland Middle School and the elementary pipeline. We have an experienced educator that	Again, staff members serve in a variety of capacity. This demand on their time limits collaboration time. We will continue to develop the master schedule with common planning as a priority. At the same time, we are shaping how partners (Intel) can support this
Collaboration Time	1	3-				
Professional Learning	1	3-				

6. WORK-BASED LEARNING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Types of Student Experiences	2	2+			Historically, pathway students have not scored high on AP exams in various subjects. No pathway students have received certification in any area related to their pathway. One capstone course is	Due to teacher turn-over, we have not been able to gain traction in pathway outcomes. We now have a clear vision for the pathway as it relates to college and career plans. Students matriculating to high school with FBB or BB test scores. Lack of CTE teachers and one
Pathway Outcomes	2+	1				
Pathway Evaluation	2-	2-				

7. PERSONALIZED STUDENT SUPPORT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Support of Student Needs	1	3-			College & career plans shared with teachers & on-campus partners to tailor instruction/opportunities for students based on their aspirations and	Lack of training/support around college & career plans going into the 2015-16 school year. No confirmation if californiacolleges.org will be the platform for college & career plans for 2016-17 school year.
College & Career Plan	1	3				

McClymonds High School

Ron Smith

School Demographics 2015-16

324 students

ELL: 5.2%	AA: 81.2%	ME: 0.9%
SWD: 11.7%	A: 3.7%	NA: 0.3%
LI: 83.3%	F: 0.6%	PI: 0.9%
	L: 7.4%	W: 3.1%

See below for abbreviation definitions & notes

Result Summary

Academic	Status	2.40
	Growth	3.25
Culture/Climate	Status	3.18
	Growth	4.18
Overall Tier		**3.16**

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

Color	Score
Blue	5+
Green	4
Yellow	3
Orange	2
Red	1

SPF — School Performance Framework

			Total Index Score		All Students				LPRG (lowest performing racial/ethnic group)					ELL (English Language Learners)				SWD (students with disabilities)				LI (low income)				Total Weight
Academic Status	30%		2.40		Result	N	Index Level	Points Earned	Group	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	
Academic Growth	30%		3.25																							

Academic Domain

				Result	N	Index Level	Points Earned	Group	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Total Weight
SBAC ELA (Smarter Balanced English/Language Arts)	status	1.94			27.0%	48	2	0.033 out of 0.083	AA	22.0%	37	1	0.008 out of 0.042		1		0.000 out of 0.000	n/a	3	n/a	0.000 out of 0.000	29.0%	38	2	0.017 out of 0.042	0.058 out of 0.167
	growth	6.00			+15.0 pp	49	5	0.083 out of 0.083	AA	+12.0 pp	41	5	0.042 out of 0.042	n/a	1		0.000 out of 0.000	n/a	4	n/a	0.000 out of 0.000	+20.0 pp	43	5	0.042 out of 0.042	0.167 out of 0.167
SBAC Math (Smarter Balanced Mathematics)	status	1.63			7.0%	46	2	0.033 out of 0.083	AA	0.0%	36	1	0.008 out of 0.042		1		0.000 out of 0.000	n/a	2	n/a	0.000 out of 0.000	5.0%	37	1	0.008 out of 0.042	0.050 out of 0.167
	growth	3.19			+2.0 pp	49	3	0.050 out of 0.083	AA	0.0 pp	41	2	0.017 out of 0.042	n/a	1		0.000 out of 0.000	n/a	5	n/a	0.000 out of 0.000	+3.0 pp	43	3	0.025 out of 0.042	0.092 out of 0.167
SRI (Scholastic Reading Inventory)	status	1.00			19.0%	293	1	0.017 out of 0.083	AA	18.0%	231	1	0.006 out of 0.028		17		0.000 out of 0.000	2.0%	41	1	0.006 out of 0.028	19.0%	236	1	0.006 out of 0.028	0.033 out of 0.167
	growth	1.00			-11.0 pp	279	1	0.017 out of 0.083	AA	-12.0 pp	225	1	0.006 out of 0.028	n/a	16		0.000 out of 0.000	-6.0 pp	34	1	0.006 out of 0.028	-12.0 pp	224	1	0.006 out of 0.028	0.033 out of 0.167
Graduation*	status	2.25			65.0%	62	2	0.033 out of 0.083	AA	68.0%	53	2	0.017 out of 0.042	n/a	4	n/a	0.000 out of 0.000	n/a	8	n/a	0.000 out of 0.000	71.0%	48	2	0.017 out of 0.042	0.067 out of 0.167
	growth	1.94			0.0 pp	56	2	0.033 out of 0.083	AA	0.0 pp	47	2	0.017 out of 0.042	n/a	3	n/a	0.000 out of 0.000	n/a	9	n/a	0.000 out of 0.000	-5.0 pp	37	1	0.008 out of 0.042	0.058 out of 0.167
A-G Completion*	status	3.81			68.0%	41	3	0.050 out of 0.083	AA	68.0%	37	3	0.025 out of 0.042	n/a	1	n/a	0.000 out of 0.000	n/a	0	n/a	0.000 out of 0.000	74.0%	34	4	0.033 out of 0.042	0.108 out of 0.167
	growth	6.00			+7.0 pp	36	5	0.083 out of 0.083	AA	+10.0 pp	33	5	0.042 out of 0.042	n/a	0	n/a	0.000 out of 0.000	n/a	5	n/a	0.000 out of 0.000	+11.0 pp	29	5	0.042 out of 0.042	0.167 out of 0.167
Pathway Participation	status	2.04			48.0%	191	2	0.033 out of 0.083	AA	46.0%	149	2	0.011 out of 0.028	n/a	13	n/a	0.000 out of 0.000	23.0%	26	1	0.006 out of 0.028	53.0%	156	2	0.011 out of 0.028	0.061 out of 0.167
	growth	5.58			+6.0 pp	199	5	0.083 out of 0.083	AA	+8.0 pp	169	5	0.028 out of 0.028	n/a	5	n/a	0.000 out of 0.000	+2.0 pp	24	3	0.017 out of 0.028	+8.0 pp	167	5	0.028 out of 0.028	0.156 out of 0.167
College Level Courses	status	4.44			20.0%	109	4	0.067 out of 0.083	AA	18.0%	90	3	0.025 out of 0.042	n/a	2	n/a	0.000 out of 0.000	n/a	17	n/a	0.000 out of 0.000	23.0%	87	4	0.033 out of 0.042	0.125 out of 0.167
	growth	3.50			+3.0 pp	104	3	0.050 out of 0.083	AA	+1.0 pp	91	2	0.017 out of 0.042	n/a	2	n/a	0.000 out of 0.000	n/a	11	n/a	0.000 out of 0.000	+5.0 pp	88	4	0.033 out of 0.042	0.100 out of 0.167
On Track 9th-10th Graders	status	1.00			32.0%	180	1	0.017 out of 0.083	AA	28.0%	136	1	0.006 out of 0.028	n/a	16	n/a	0.000 out of 0.000	23.0%	22	1	0.006 out of 0.028	33.0%	147	1	0.006 out of 0.028	0.033 out of 0.167
								0.017 out of 0.083					0.006 out of 0.028				0.000 out of 0.000				0.006 out of 0.000				0.006 out of 0.028	0.033 out of 0.167

			Result	N	Index Level		Group	Result	N	Index Level		Result	N	Index Level		Result	N	Index Level		Result	N	Index Level		
	growth	1.00	-16.0 pp	170	1	out of 0.083	AA	-18.0 pp	129	1	out of 0.028	n/a	14	n/a	out of 0.000	-3.0 pp	23	1	out of 0.028	-16.0 pp	131	1	out of 0.028	out of 0.167
On Track 11th-12th Graders	status	3.50	61.0%	109	3	0.050 out of 0.083	AA	61.0%	90	3	0.025 out of 0.042	n/a	2	n/a	0.000 out of 0.000	n/a	17	n/a	0.000 out of 0.000	66.0%	87	3	0.025 out of 0.042	0.100 out of 0.167
	growth	1.00	-24.0 pp	102	1	0.017 out of 0.083	AA	-24.0 pp	90	1	0.008 out of 0.042	n/a	2	n/a	0.000 out of 0.000	n/a	8	n/a	0.000 out of 0.000	-21.0 pp	88	1	0.008 out of 0.042	0.033 out of 0.167

N represents the count of students contributing to the result in the most recent year of data for status, or the prior year for growth.

School Performance Framework

SPF

See below for abbreviation definitions

			All Students				LPRG (lowest performing racial/ethnic group)					ELL (English Language Learners)				SWD (students with disabilities)				LI (low income)				Total Weight
Culture/Climate Status — 20%		3.18 Total Index Score	Result	N	Index Level	Points Earned	Group	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	
Culture/Climate Growth — 20%		4.18																							

Culture/Climate Domain

			Result	N	Index Level	Points Earned	Group	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Result	N	Index Level	Points Earned	Total Weight
Chronic Absence	status	4.54	10.5%	287	4	0.080 out of 0.100	AA	10.2%	226	4	0.027 out of 0.033		17		0.000 out of 0.000	25.0%	40	2	0.013 out of 0.033	8.6%	233	5	0.033 out of 0.033	0.153 out of 0.200
	growth	5.17	-1.5 pp	276	5	0.083 out of 0.100	AA	-2.4 pp	223	5	0.033 out of 0.033	0.0 pp	16		0.000 out of 0.000	+8.9 pp	31	1	0.007 out of 0.033	-4.5 pp	222	5	0.033 out of 0.033	0.173 out of 0.200
Suspensions	status	1.47	16.8%	364	1	0.020 out of 0.100	AA	19.8%	288	1	0.005 out of 0.025	4.8%	21	4	0.020 out of 0.025	22.0%	50	1	0.005 out of 0.025	18.0%	283	1	0.005 out of 0.025	0.055 out of 0.200
	growth	1.47	+1.2 pp	361	1	0.020 out of 0.100	AA	+2.1 pp	289	1	0.005 out of 0.025	+4.8 pp	24	4	0.020 out of 0.025	+3.6 pp	38	1	0.005 out of 0.025	+1.5 pp	273	1	0.005 out of 0.025	0.055 out of 0.200
Reclassification	status			9		0.000 out of 0.000									N/A									0.000 out of 0.000
	growth		0.0 pp	5		0.000 out of 0.000									N/A									0.000 out of 0.000
Culture/Climate Survey Student (64.8% participation rate)	status	2.25	47.0%	204	2	0.020 out of 0.050	ME	44.0%	34	2	0.020 out of 0.050					N/A								0.040 out of 0.100
	growth	1.00	-1.0 pp	74	1	0.020 out of 0.100	ME	n/a	7	n/a	0.000 out of 0.050					N/A								0.020 out of 0.100
Culture/Climate Survey Parent (29.9% participation rate)	status	6.00	86.0%	97	5	0.025 out of 0.025	AA	90.0%	60	5	0.025 out of 0.025					N/A								0.050 out of 0.050
	growth	6.00	+15.0 pp	116	5	0.025 out of 0.025	AA	+12.0 pp	73	5	0.025 out of 0.025					N/A								0.050 out of 0.050
Culture/Climate Survey Staff (100% participation rate)	status	3.50	64.0%	41	3	0.030 out of 0.050									N/A									0.030 out of 0.050
	growth	1.00	-6.0 pp	36	1	0.010 out of 0.050									N/A									0.010 out of 0.050
Social Emotional Learning Survey (64.8% participation rate)	status	2.88	50.0%	204	3	0.060 out of 0.100	L	48.0%	25	2	0.040 out of 0.100					N/A								0.100 out of 0.200
	growth	6.00	+13.0 pp	74	5	0.200 out of 0.200	L	n/a	8	n/a	0.000 out of 0.100					N/A								0.200 out of 0.200

Attendance Rate	status	**3.50**	96.4%	**3**	0.120 out of 0.200	N/A	0.120 out of 0.200
	growth	**6.00**	+1.5 pp	**5**	0.200 out of 0.200	N/A	0.200 out of 0.200

Notes: ppt = percentage point change from prior year rounded to the nearest 1ppt, ELL = English Learner, RE = Race/Ethicity, SWD = students with disability, AA = African American, A = Asian, F = Filipino, L = Latino, ME = Multiple ethnicity, PI = Pacific Islander, W = White, NA =Native American, LI = low income (qualified for free or reduced lunch), ES = elementary school, MS = middle school, HS = high school; School demographics were gathered on California Board of Education Data System (CBEDs) day 2015; N for growth is the N for the prior year of data; N is not shown for Attendance Rate because the denominator there corresponds to total sum of days enrolled for all students across the year for that site rather than the count of students. When the LPRG N for the prior year of data did not meet 20 students, results are suppressed for growth for that indicator.

Total Score = (total weight received/total weight out of)*5, rescaled to 1-6; The relative contributions of status and growth for each domain are shown next to the rolled up total scores, rounded to the nearest 1%; the Overall Tier is a value generated from the total weights and rescaled to 1-6; creation date = 10/11/16.

*Denotes indicators for which results are from 2014-15 rather than 2015-16 due to a one year delay in data reporting.