OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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
> ➢ Measure N
> ➢ 21st Century Learning

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for McClymonds High School.

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

2017-2018 Single Plan for Student Achievement (SPSA)

School:	**McClymonds High School**
CDS Code:	1612590110189
Co-Principals:	Jarod Scott & Plashan McCune
Date of this revision:	6/7/2017

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 Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

Contact:	Jarod Scott	**Position:**	Co-Principal
Address:	2607 Myrtle Street	**Telephone:**	510-238-8607
	Oakland, CA 94607	**Email:**	jarod.scott@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

School Site: McClymonds High School   **Site Number:** 303

X	Title I Schoolwide Program	X	Local Control Funding Formula (LCFF) Base Grant		
	Title I Targeted Assistance Program	X	LCFF Supplemental Grant	X	21st Century
	After School Education & Safety Program (ASES)	X	LCFF Concentration Grant		School Improvement Grant (SIG)

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:
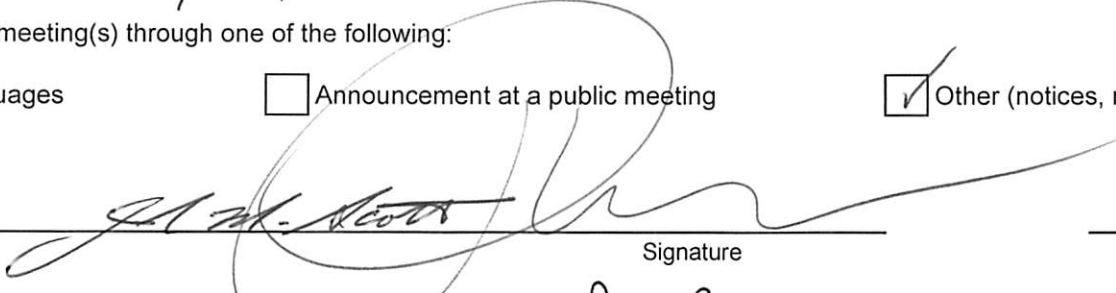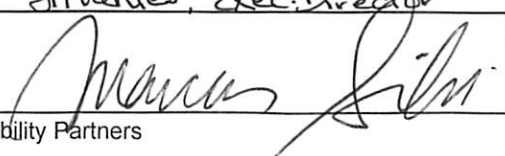
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.

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 09, 2017_

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

    ☑ Flyers in students' home languages   ☐ Announcement at a public meeting   ☑ Other (notices, media announcements, etc.)

Signatures:

Jarod Scott & Plashan McCune		5-23-17
School Principal	Signature	Date
Pernell Bailey	Pernell Bailey	5-23-2017
Print name of SSC Chairperson	Signature	Date
Ron Smith Vanessa Sifuentes, Exec. Director		5/23/17
Network Superintendent	Signature	Date
Marcus Silvi		5/25/17
Coordinator, Office of Accountability Partners	Signature	Date

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: McClymonds High School   **Site Number:** 303

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
January 5	School Leadership/Design Team	Begin the development of the 2017-18 Single Plan for Student Achievement by reviewing SPF data, current data and identifying priorities
January 10	School Site Council	Begin the development of the 2017-18 Single Plan for Student Achievement by reviewing SPF data, current data and identifying priorities
February 2	School Leadership/Design Team	Continue the development of the 2017-18 Single Plan for Student Achievement by reviewing SPF data, current data and identifying priorities
February 14	School Site Council	Continue the development of the 2017-18 SPSA
February 21	School Site Council	Budget updates for the 2017-18 SPSA budget and priorities
March 14	School Site Council	2017-18 SPSA budget and priority presentation, meeting and discussion
March 28	Community Engagement Meeting	SPSA budget and priorities update and work session
April 10	Student Meeting	Update students on budget and SPSA prioroties
April 11	School Site Council	2017-18 SPSA budget and priority meeting, revisions and discussion
April 13	School Leadership/Design Team	Begin the development of the 2017-18 Single Plan for Student Achievement by reviewing SPF data, current data and identifying priorities
April 14	Student Meeting	Begin the development of the 2017-18 Single Plan for Student Achievement by reviewing SPF data, current data and identifying priorities
April 24	Communithy Engagement Meeting	Update families and community on budget and SPSA priorities
May 4	School Leadership/Design Team	2017-18 SPSA budget and priority meeting, revisions, discussion and approval
May 8	School Site Council	2017-18 SPSA budget and priority meeting, revisions, discussion and approval

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant **… General Purpose Discretionary #0000**	$119,700.00	TBD
Local Control Funding Formula Supplemental Grant **… LCFF Supplemental #0002**	$455,198.74	TBD
Local Control Funding Formula Concentration Grant **… LCFF Concentration #0003**	$100,000.00	TBD
After School Education and Safety Program **… ASES #6010**	$0.00	TBD
TOTAL:	**$674,898.74**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program **… Title I Resource #3010**	$68,124.16	TBD
Title I, Part A: Parent Engagement Activities **… Title I Resource #3010**	$2,281.39	TBD
21st Century Community Learning Centers **… Title IV Resource #4124**	$214,783.28	TBD
TOTAL:	**$285,188.83**	**$0.00**

PART 1: ABOUT THE SCHOOL

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 Goal:	Associated LCAP Goal:
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.

2A. Schoolwide Strengths and Challenges

Focal Area	Strengths	Challenges
Graduate Outcomes	• 81% Graduation rate (16% point increase) • Ninth Grade On Track to Graduate 63% (53% point increase) • 85% Male graduation rate	• 70% Graduation rate for females and 20% drop out rate • 38% Graduation rate for Special Education students and 37.5% drop out rate • 53% school-wide A-G completion C or better • 29% A-G completion C or better Special Education students • 32% Tenth Grade On-Track to Graduate rate • 38% Tenth Graders with C or better in Math and 47% in ELA. • 30% Eleventh Grade On-Track to Graduate rate • 48% Eleventh Grade with C or better in Math and 44% C in ELA
Post-Secondary Readiness	• 20% of students enrolled in college level courses (2015-16) • Increased Internship opportunity (OUSD Pathway 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 students 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

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.
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
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.

2B. Schoolwide Root Cause Analysis of Highest Leverage Challenges

Focal Area	Highest Leverage Challenge	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	32% Tenth Grade On-Track to Graduate rate	• 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	• 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

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.

PART 3: ANNUAL SCHOOL GOALS

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	65.00%	72.00%	84.00%	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	20.00%	30.00%	40.00%	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	16.80%	13.35%	9.90%	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	68.00%	73.50%	79.00%	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	48.00%	61.00%	74.00%	Increase student attendance

PART 4: STRATEGIES		
Major Improvement Strategies	1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria

		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide <u>Language & Literacy</u> 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: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Schoolwide <u>Mathematics</u> 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: 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, comprehensive and vertical 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	Personalized Student Support

Measure N Design Features		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

		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
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)		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

PART 5: STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

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	**Strategy This Action Supports**	**Associated LCAP Action Area** *(for funded actions)*	**Primary Target Student Group for This Action**

Instructional Teacher Leader to support teacher develoment and literacy development and differentiation. 0.25 FTE is paid for by the site; 0.75 FTE will be covered by Central.	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.	A3.4: Teacher Professional Development focused on Literacy	All Students

Teacher Librarian to support literacy development with reading groups and literacy clubs and support Makerspace learning. These groups will support differentiation for students at multiple levels, including GATE students.	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.	A2.3: Standards-Aligned Learning Materials	All Students

English Language Arts Teacher to support literacy development, reduce class sizes and support English Langauage Learners and Newcomers through ELD class.	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.	A1.3: A-G Completion	English Learners

Supplies which will include a stipend for a New Teacher Coach to build capacity and improve instructional practice of new teachers to address varying needs of all students, including low income, Foster Youth, Spedial Eduaction students and Language Learners	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.	A1.3: A-G Completion	Low-Income Students

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.*		
Strategic Action	**Strategy This Action Supports**	**Associated LCAP Action Area *(for funded actions)***	**Primary Target Student Group for This Action**

Instructional Teacher Leader to support teacher develoment, data analysis and differentiation to address the varying needs of all students including students with disabilities, Language Learners, and Gifted and Talented. 0.25 FTE is paid for by the site; 0.75 FTE will be covered by Central.	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.	A1.3: A-G Completion	Students with Disabilities

Supplies which will include a stipend for a New Teacher Coach to build capacity and improve instructional practice of new teachers to address varying needs of all students, including low income, Foster Youth, Spedial Eduaction students and Language Learners	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.	A2.3: Standards-Aligned Learning Materials	Students with Disabilities

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***

Strategic Action	**Strategy This Action Supports**	**Associated LCAP Action Area** *(for funded actions)*	**Primary Target Student Group for This Action**

Truancy Officer	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	A5.4: Root Causes of Chronic Absence	All Students
Attendance Clerk	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	A5.4: Root Causes of Chronic Absence	All Students

Restorative Justice Manager	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	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
.7 Behavioral Specialist	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	A2.2: Social Emotional Learning	All Students

	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	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	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
.5 AAMA Manhood Development Facilitator	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	A5.1: School Culture & Climate (Safe & Supportive Schools)	African-American Males

1.0 Community Schools Manager	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	A1.6: After School Programs		All Students
PE Attendant	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	A5.2: Health and Wellness (Mental & Physical Health)		All Students

	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		
Lifeguard		A5.2: Health and Wellness (Mental & Physical Health)	All Students

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, comprehensive and vertical 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	**Strategy This Action Supports**	**Associated LCAP Action Area *(for funded actions)***	**Primary Target Student Group for This Action**
1.0 FTE College and Career Manager	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs	All Students
Engineering Pathway Director Stipend	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs	All Students
AIA Parent Liaison	Develop Senior Capstone Project for Engineering Pathway	A6.1: Parent / Guardian Leadership Development	All Students

STEAM After School Program Teachers (2- Stipend)	Ninth Grade Academy that includes a STEAM career exploration course to support pathway awareness and selection	A1.1: Pathway Programs	All Students
Pathway Experiential Field Trips (Colleges, industry)	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs	All Students
Maker Faire, movie screenings, conferences, dinners, etc.	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs	All Students
In-School WBL (Guest speakers, mock-interviews, skill workshops, WOMS mentoring (transportation))	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs	All Students
Aspire tutors for engineering pathway students	Ninth Grade Academy that includes a STEAM career exploration course to support pathway awareness and selection	A1.1: Pathway Programs	All Students
Intel Mentor Program (Field trips, mentor training) Serving 25 12th graders	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs	All Students
External Mentoring Program (Serving 70 11th graders)	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs	All Students
Intel Internship Program (Serving 15 students)	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs	All Students
Georgia Tech Summer Program (Serving 4 students)	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs	All Students
STEAM After School Program (Materials, catering, events)	Ninth Grade Academy that includes a STEAM career exploration course to support pathway awareness and selection	A1.1: Pathway Programs	All Students
12th Grade Capstone Project (Supplies, exhibition venue, catering, graduation sash)	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs	All Students

Recruitment and Marketing (Posters, t-shirts, recruitment flyers, college flags)	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs	All Students
Teacher PD Day (Buy Back Day at Intel)	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs	All Students
Externship (Engineering pathway teacher externship day at Intel)	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs	All Students
Family Engagement (Intel swag, Back to School Night, Homecoming, Winter Wonderland, Prom)	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs	All Students
Club Membership and Sponsorship (NESBE)	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs	All Students
Project Based Training for Pathway Teachers (Stipend, travel)	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs	All Students
Instructional supplies for all engineering courses	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs	All Students
Maker Space / Engineering Shop	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs	All Students
Support reading improvements of 9th-10th graders (trip/prize incentive)	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs	All Students

STEAM Teacher to teach STEAM Exploration and Intro to Computer Science for Career Exploration to support both Engineering and Entrepreneurship pathways	Implement common planning and PLC structures for pathways to foster teacher collaboration and development, project planning, data analysis and coordinate supports • Implement a rigorous, comprehensive and vertical 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	A1.1: Pathway Programs	All Students
Engineering Teacher to teach Principles of Engineering and support the development of the engineering pathway including partnership with PLTW	Implement common planning and PLC structures for pathways to foster teacher collaboration and development, project planning, data analysis and coordinate supports • Implement a rigorous, comprehensive and vertical 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	A1.1: Pathway Programs	All Students

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	Implement common planning and PLC structures for pathways to foster teacher collaboration and development, project planning, data analysis and coordinate supports • Implement a rigorous, comprehensive and vertical 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	A1.1: Pathway Programs	All Students

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
$214,783.28	21st Century Learning	Contract with Alternatives in Action	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	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825				303-1
$270.18	Call for Quality Schools	Surplus to be allocated in Fall 2017.	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	A2.6: Teacher Evaluation	4399				303-2
$129,404.82	Call for Quality Schools	Assistant Principal	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	A5.1: School Culture & Climate (Safe & Supportive Schools)		10APRH	10APRH9999	0.95	303-3
$47,968.17	General Purpose Discretionary	Supplies to support overall school operation	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.	A1.3: A-G Completion	4310				303-4

$10,000.00	General Purpose Discretionary	Copier maintenance agreement to support overall school operation	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.	A1.3: A-G Completion	5610				303-5
$22,147.84	General Purpose Discretionary	Life Guard	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	A5.2: Health and Wellness (Mental & Physical Health)		LIFEGU	LIFEGU0004	0.50	303-6
$39,583.99	General Purpose Discretionary	PE Attendant	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	A5.2: Health and Wellness (Mental & Physical Health)		PEATTN	PEATTN0030	1.00	303-7
$5,032.74	LCFF Concentration	Surplus to be allocated in Fall 2017.	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.	A1.3: A-G Completion	4399				303-8

$18,791.50	LCFF Concentration	Contract for services to support academic acceleration	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.	A1.3: A-G Completion	5825				303-9
$76,175.76	LCFF Concentration	English teacher	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.	A1.3: A-G Completion		TCHR11	TCHR110033	1.00	303-10
$10,000.00	LCFF Supplemental	Supplies to support academic acceleration	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.	A2.9: Targeted School Improvement Support	4310				303-11
$42,612.42	LCFF Supplemental	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				303-12

$46,182.00	LCFF Supplemental	African American Male Achievement Manhood Development Facilitator	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	A5.1: School Culture & Climate (Safe & Supportive Schools)	5733				303-13
$25,000.00	LCFF Supplemental	Restorative Justice	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	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736				303-14
$9,967.26	LCFF Supplemental	Contract for services to support academic acceleration	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.	A2.9: Targeted School Improvement Support	5825				303-15
$41,082.81	LCFF Supplemental	Student Support Specialist	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	A5.1: School Culture & Climate (Safe & Supportive Schools)		SPECBH	SPECBH0006	0.38	303-16
$35,878.25	LCFF Supplemental	Engineering teacher	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs		TCHR11	TCHR110036	0.50	303-17
$19,950.00	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				303-18

$54,208.50	Measure N	Consultant Contract for pathway development support (A. Whitehurst)	Implement common planning and PLC structures for pathways	A1.1: Pathway Programs	5825				303-19
$84,767.14	Measure N	Engineering Teacher	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs		C11TSA	C11TSA0348	1.00	303-20
$75,977.74	Measure N	Teacher librarian	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.	A3.4: Teacher Professional Development focused on Literacy		CCLASS	CCLASS0011	0.55	303-21
$88,318.37	Measure N	Business Teacher	Ninth Grade Academy that includes a STEAM career exploration course to support pathway awareness and selection	A1.1: Pathway Programs		TCHR11	TCHR119999	1.00	303-22
$35,878.25	Measure N	Engineering Teacher Pathway Coach	Implement common planning and PLC structures for pathways	A1.1: Pathway Programs		TCHR11	TCHR110036	0.50	303-23
$9,145.84	Supplemental Program Investment	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				303-24
$6,810.78	Supplemental Program Investment	Assistant Principal	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	A5.1: School Culture & Climate (Safe & Supportive Schools)		10APRH	10APRH9999	0.05	303-25
$17,958.38	Supplemental Program Investment	Teacher Librarian	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.	A3.4: Teacher Professional Development focused on Literacy		CCLASS	CCLASS0011	0.13	303-26

$1,094.31	Title I Basic	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				303-27
$67,029.85	Title I Basic	Student support coordinator	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	A2.2: Social Emotional Learning		SPECBH	SPECBH0006	0.62	303-28
$2,281.39	Title I Parent Participation	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				303-29
$112,376.00	Intel	1.0 FTE College and Career Manager	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs					303-30
$10,000.00	Intel	Engineering Pathway Director Stipend (Teacher leader with reduced load)	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs					303-31
$10,000.00	Intel	AIA Parent Liaison	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs					303-32
$12,000.00	Intel	STEAM After School Program Teachers (2- Stipend)	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs					303-33
$8,000.00	Intel	Pathway Experiential Field Trips (Colleges, industry)	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs					303-34
$20,000.00	Intel	Maker Faire, movie screenings, conferences, dinners, etc.	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs					303-35
$5,000.00	Intel	In-School WBL (Guest speakers, mock-interviews, skill workshops, WOMS mentoring (transportation))	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs					303-36
$55,000.00	Intel	Aspire tutors for engineering pathway students	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs					303-37
$33,000.00	Intel	Intel Mentor Program (Field trips, mentor training) Serving 25 12th graders	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs					303-38
$30,000.00	Intel	External Mentoring Program (Serving 70 11th graders)	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs					303-39
$58,000.00	Intel	Intel Internship Program (Serving 15 students)	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs					303-40
$2,400.00	Intel	Georgia Tech Summer Program (Serving 4 students)	Engineering Pathway Internship and Mentoring program	A1.1: Pathway Programs					303-41
$9,000.00	Intel	STEAM After School Program (Materials, catering, events)	Ninth Grade Academy that includes a STEAM career exploration course to support pathway awareness and selection	A1.1: Pathway Programs					303-42
$10,000.00	Intel	12th Grade Capstone Project (Supplies, exhibition venue, catering, graduation sash)	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs					303-43

$10,000.00	Intel	Recruitment and Marketing (Posters, t-shirts, recruitment flyers, college flags)	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs					303-44
$3,000.00	Intel	Teacher PD Day (Buy Back Day at Intel)	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs					303-45
$2,000.00	Intel	Externship (Engineering pathway teacher externship day at Intel)	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs					303-46
$15,000.00	Intel	Family Engagement (Intel swag, Back to School Night, Homecoming, Winter Wonderland, Prom)	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs					303-47
$3,000.00	Intel	Club Membership and Sponsorship (NESBE)	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs					303-48
$6,000.00	Intel	Project Based Training for Pathway Teachers (Stipend, travel)	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs					303-49
$10,000.00	Intel	Instructional supplies for all engineering courses	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs					303-50
$18,000.00	Intel	Maker Space / Engineering Shop	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs					303-51
$8,000.00	Intel	Support reading improvements of 9th-10th graders (trip/prize incentive)	Develop Senior Capstone Project for Engineering Pathway	A1.1: Pathway Programs					303-52

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students.

School Site Council Membership Roster – High School

School Name: McClymonds High School   **School Year:** 2016-17

Chairperson : Pernell Bailey	**Vice Chairperson:** Annette Miller
Email: iq2040@gmail.com **Phone:**	**Email:** **Phone:**
Secretary: Alberta Smith	**LCAP Parent Advisory Nominee:** Pernell Bailey
Email: Alberta.Smith@ousd.org **Phone:**	**Email:** **Phone:**
LCAP EL Parent Advisory Nominee:	**LCAP Student Nominee:** Brionna Bailey
Email: **Phone:**	**Email:** Brionna.Bailey@ousd.us **Phone:**

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Jarod M. Scott		X				
Pernell Bailey					X	
Annette Miller					X	
Donetha Prince					X	
Kanya Ellington			X			
Lupaulette Taylor			X			
Jacqueline Hutton			X			
Denise Oliver			X			
Alberta Smith				X		
Aixa Fuller						X
Dazhane Labat						X
Brionna Bailey						X

Meeting Schedule (day/month/time)	

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

AND

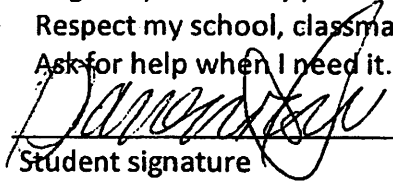3-Parent/Community
3-Students

Revised 8/22/2016

McClymonds H.S. Secondary School Compact

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:

- 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 _____ day of _____ , 20_____ .

Title 1 School Parental Involvement Policy 2016 - 2017

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.

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 1 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 1, 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.

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.

Jarod Scott   October 11, 2016

(Principal's Signature)   **(Date)**