

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

June 27, 2018

Legislative File ID No: 18-1323  
Introduction Date: 6/27/18  
Enactment No.: 18-1126  
Enactment Date: 6/27/18  
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**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 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
- After School Education and Safety (ASES)
- 21<sup>st</sup> Century Learning

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for McClymonds High School.



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

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## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** McClymonds High School  
**CDS Code:** 1612590110189  
**Principal:** Jarod Scott  
**Date of this revision:** 5/14/2018

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:

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

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

School Site: McClymonds High School

Site Number: 303

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program          | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |   |
| <input type="checkbox"/> Title I Targeted Assistance Program            | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input checked="" type="checkbox"/> 21st Century        |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        | <input type="checkbox"/> 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: 5/31/18

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  
Jarod Scott, School Principal

[Signature]  
Signature

5/31/18  
Date

H. S. Zulu  
Name of SSC Chairperson

[Signature]  
Signature

5/31/18  
Date

Preston Thomas  
Preston Thomas, Network Superintendent

[Signature]  
Signature

5/5/18  
Date

Marla Williams  
Marla Williams, Officer, State and Federal Programs

[Signature]  
Signature

6/5/18  
Date

## 2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/5/18, 9am-10am	School Leadership Team	Reflect on "Enabling Conditions" tab 2: School wide Enabling Conditions
2/12/18, 9-10am		Review and provide feedback on tab 1: Needs Assessment
2/26/18, 9-10am		
2/5/18, 3:45-5pm 2/7/18, 3-5pm 2/12/18, 3:45-5pm	Pathway Development LeadershipTeam	Provide input on school wide strategies for: Tab 1: Needs Assessment Tab 2: School wide Enabling Conditions Tab 3: Language & Literacy Tab 4: Rigorous Academics Tab 5: Work-Based Learning Tab 6: Comprehensive Student Supports
2/13/18, 5:30pm	School Site Council	Provide input on needs assessment, priorities, and tentative resource allocations
3/16/2018	Engineering Pathway Team	Conducted a planning time with team to review data of last 4 years, determine strengths and challenges

**2018-2019 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$130,800.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$278,241.00	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$100,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$509,041.00</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$86,794.00	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,135.00	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$194,441.00	TBD
<b>TOTAL:</b>	<b>\$283,370.00</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** McClymonds High School

**School ID:** 303

#### School Description

McClymonds High School offers an academically rigorous, grade 9-12 early college educational model that puts all students on a path to complete at least one year of college in four years and gives all students the opportunity to graduate with an Associate degree or certification. At McClymonds, every 9th grade student takes a career Exploration course that introduces the concepts and opportunities embedded within both Engineering and Entrepreneurship Pathway. At the end of 9th grade - and with the support of their mentor and advisor - students will decide which pathway they will pursue, either Engineering or Entrepreneurship. In addition, each student creates a profile that includes strengths, areas for improvement, personality and interest inventories, and college and career goals. The plan serves as a guide for the student's work with opportunities for review and adjustment as needed.

#### School Mission and Vision

##### Mission

At McClymonds High School, students create and implement 10-year STEAM (Science, Technology, Engineering, the Arts and Math) personalized pathways in a supportive climate that embraces individuality while fostering respect for others. By taking ownership of their education, students embark on a journey of self discovery, become more responsible, are held accountable so that they graduate college, career and community ready.

##### Vision

McClymonds High School is a premiere, transformative learning environment, building on the legacy of community activism in West Oakland, and empowering students to personalize their education pathways to become college, career, and community-ready graduates.

#### Family & Student Engagement

McClymonds will increase family and student engagement through many ways. The parent coordinator, partner agencies and the school will increase communication through monthly newsletters, a summer parent institute, Monthly Fireside Chats with the Principal, School Site Council Meetings, twitter and Facebook, as well as on site meetings and events.

### SCHOOL DATA SLIDES

[McCLYMONDS DATA SLIDES](#)

**1B: 18-19 NEEDS ASSESSMENT**

State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
<b>Graduation Rate</b>	2016 (42 total seniors) 81% or (34 students) Graduated 7.1% or (3 students) still enrolled, 11.9% or 5 students coded as drop out	2016 (42 students) 73% female graduation rate (12% points lower than male graduation rate) 20% female drop out rate (12% points higher than the male dropout rate) • The school has not yet implemented consistent systems for collecting and using academic and performance data to track and monitor student progress over time, drive improvement of learning and inform credit recovery placement to meet the varying academic needs of students • Inconsistent support for and opportunities to engage African American females • High teacher attrition and turnover has decreased classroom rigor, eroded student-to-teacher relationships and impacted the fidelity of systems implementation and diminished student morale and engagement.	1. Clear and consistent systems and structures for collecting and reviewing data in PLCs that inform instructional practice and unit and credit recovery. 2. Implement a systematic RTI process that routinely collects and uses data to monitor student academic progress over time and immediately intervenes at the first sign of student struggle. 3. Establish additional co-curricular and extra-curricular clubs and organizations to support female engagement.
<b>On Track to Graduate (11th Grade)</b>	43.6% of females on-track to graduate	37.8 (31 juniors) are on-track to graduate. 62.2% (51 juniors are off-track to graduate) • The school has not yet implemented consistent systems for collecting and using academic and performance data to track and monitor student progress over time, drive improvement of learning and inform credit recovery placement to meet the varying academic needs of students • The school has not yet implemented comprehensive and individualized academic plans for all students. • High teacher attrition and turnover has diminished classroom rigor and student to teacher relationships and impacted systems implementation and student morale and engagement.	1. Clear and consistent systems and structures for collecting and reviewing data in PLCs that inform instructional practice and unit and credit recovery. 2. Implement a systematic RTI process that uses data to monitor student academic progress over time and immediately intervenes at the first sign of student struggle. 3. Establish additional co-curricular and extra-curricular clubs and organizations to support female engagement.
<b>A-G Completion</b>	52.8% met A-G requirements	47.2% did not meet A-G requirements • The school has not yet implemented consistent systems for collecting and using academic and performance data to track and monitor student progress over time, drive improvement of learning and inform credit recovery placement to meet the varying academic needs of students • Lack of school-wide systems and structures to transition and support English language learners and students with special needs. • Inconsistent systems and structures established to develop teacher quality, retention and continued development which correlates with student interests and engagement.	1. Clear and consistent systems and structures for collecting and reviewing data in PLCs that inform instructional practice and unit and credit recovery. 2. Implement a systematic RTI process that uses data to monitor student academic progress over time and immediately intervenes at the first sign of student struggle. 3. Teacher quality: Improve teacher development and retention through targeted teacher coaching, job embedded professional learning, frequent observation and feedback and implementing and monitoring data informed instructional practices.

<p><b>SBAC ELA</b></p>	<p>30% Met or exceeded standards in ELA Cycles of Inquiry (within Professional Learning Communities)</p>	<ul style="list-style-type: none"> <li>• The school has not yet implemented consistent systems for collecting and using academic and performance data to track and monitor student progress over time, to drive improvement of learning to inform credit recovery placement and meet the varying academic needs of students</li> <li>• Inconsistent implementation of rigorous writing tasks that require high cognitive student engagement as required by Common Core Standards</li> <li>• Inconsistent support for and emphasis on literacy and language instruction</li> <li>• High teacher attrition and turnover has decreased classroom rigor, eroded student-to-teacher relationships and impacted the fidelity of systems implementation and diminished student morale and engagement.</li> </ul>	<p>1. Teacher quality: Improve teacher development and retention through targeted teacher coaching, job embedded professional learning, frequent observation and feedback and implementing and monitoring data informed instructional practices. 2. Student support: tutoring. 3.School wide instructional focus on literacy.</p>
<p><b>SBAC Math</b></p>	<p>Math Coach and Cycles of Inquiry (within Professional Learning Communities)</p>	<p>1.4% of students Met standards in Math</p> <ul style="list-style-type: none"> <li>•The school has not yet implemented consistent systems for collecting and using academic and performance data to track and monitor student progress over time, drive improvement of learning and inform credit recovery placement to meet the varying academic needs of students</li> <li>• Inconsistent implementation of rigorous performance tasks that require high cognitive student engagement as required by Common Core Standards</li> <li>• Inconsistent support for and emphasis on literacy and language instruction</li> <li>• High teacher attrition and turnover has decreased classroom rigor, eroded student-to-teacher relationships and impacted the fidelity of systems implementation and diminished student morale and engagement.</li> </ul>	<p>1. Teacher quality: Improve teacher quality and retention through targeted teacher coaching, job embedded professional learning, frequent observation and feedback and implementing and monitoring data informed instructional practices. 2. Student support: tutoring and math strategy classes.</p>
<p><b>AP Pass Rate/Dual Enrollment Pass Rate</b></p>	<p>69 students took an AP classes and 67 students (97%) recieved a C or higher in the class. Out of 57 seats in dual enrollement classes, 57 students recieved a C or better in the college courses.</p>	<ul style="list-style-type: none"> <li>• Student AP exam success rate. Whereas nearly 100% of students pass the Advanced Placement class, nearly 100% of students fail the AP assessment.</li> <li>• High Advanced Placement teacher attrition and turnover has decreased classroom rigor, eroded student-to-teacher relationships and impacted the fidelity of systems implementation and diminished student morale and engagement.</li> </ul>	<p>Teacher quality: Improve teacher quality and retention through targeted teacher coaching, job embedded professional learning, frequent observation and feedback and data informed instructional practices.</p>
<p><b>Pathway Participation/CTE Enrollment*</b></p>	<p>55.4% (154 students enrolled in pathways) 73.3% (88 sophomores enrolled in pathway)</p>	<p>8 students enrolled in the pathway capstone class. The school has not established recruiting and marketing strategies designed to recruit highly qualified teachers in engineering and entrepreneurship and coach/support them in order to stay.</p>	<p>Teacher quality: Improve teacher quality and retention through targeted teacher coaching, job embedded professional learning, frequent observation and feedback and data informed instructional practices.</p>



<b>English Learner Progress</b>	87.50% reclassification rate, hired a translator for our Arabic speaking students and families.	Highly trained qualified teachers in ELL strategies	<p>1. Teacher quality: Improve teacher quality and retention through targeted teacher coaching, job embedded professional learning, frequent observation and feedback and implementing and monitoring data informed instructional practices.</p> <p>2. Student support: tutoring and math strategy classes.</p> <p>3. Focused ELL strategies in PD Year long scope and sequence.</p> <p>4. Continue with Arabic translator/family liaison.</p>
<b>Suspension Rate</b>	Reduced suspension rate for African American Males	<p>13.2% Schoolwide suspension rate. 18.3% of eleventh grade students suspended. Eleventh graders account for 39% of Out of School Suspension incidents. Females account for 44% of the population and 56% of out of school suspension</p> <ul style="list-style-type: none"> <li>• The school has not implemented a clear and consistent discipline plan that clearly articulates and delineates offenses that constitute detention, ISS, and OSS and that can be articulated by all stakeholders.</li> <li>• The school has not implemented a strategic schoolwide Trauma informed Positive Behavior Support System that is culturally responsive and restorative and is understood by all students and staff.</li> <li>• The school has not implemented a systematic RTI system with clearly defined and tiered system of interventions and support.</li> </ul>	<p>1. Implement a robust Response To Intervention (RTI) system with a focus on early intervention.</p> <p>2. Teacher quality: Improve teacher quality and retention through targeted teacher coaching, job embedded professional learning focused on Climate and Culture, frequent observation and feedback and implementing and monitoring data informed instructional practices.</p>

**1C: STUDENT PERFORMANCE GOALS & TARGETS**

	<b>June 2021 Goal</b>	<b>Related LCAP Goal</b>	<b>Target Student Group</b>	<b>2016-17 Baseline</b>	<b>2017-18 Target</b>	<b>2018-19 Target</b>	<b>Related WASC Goal</b>
<b>Graduation Rate</b>	90% Graduation Rate (Males 90% and females 90%)	Goal 1: Graduates are college and career ready	All Students	83%	85%	87%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
<b>On Track to Graduate (11th Grade)</b>	90% Eleventh Grade On-Track to Graduate	Goal 2: Students are proficient in state academic standards	All Students	74%	75%	78%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
<b>A-G Completion</b>	90% of students will meet A-G requirements with a C or better	Goal 2: Students are proficient in state academic standards	All Students	49%	75%	78%	Increase family engagement
<b>SBAC ELA</b>	75% of juniors will meet or exceed standards on SBAC ELA	Goal 2: Students are proficient in state academic standards	All Students	30%	35%	40%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
<b>SBAC Math</b>	60% of juniors will meet or exceed standards on SBAC Math	Goal 2: Students are proficient in state academic standards	All Students	1.40%	5%	10%	Expand the use of performance data as a means of informing and driving curriculum and instruction.
<b>AP Pass Rate</b>	85% of students enrolled in Advanced Placement class pass with C or better.	Goal 1: Graduates are college and career ready	All Students	0.40%	2%	5%	Expand the use of performance data as a means of informing and driving curriculum and instruction.
<b>Dual Enrollment Pass Rate</b>	95% of students enrolled in concurrent enrollment class pass with C or better.	Goal 1: Graduates are college and career ready	All Students	100.00%	100%	100%	Expand the use of performance data as a means of informing and driving curriculum and instruction.
<b>Pathway Participation/ CTE Enrollment*</b>	100% of students will be enrolled in a pathway	Goal 5: Students are engaged in school everyday	All Students	53.10%	78%	83%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
<b>English Learner Progress</b>	100% reclassification of ELs	Goal 4: English learners are reaching English fluency	All Students	87.50%	90%	93%	Expand the use of performance data as a means of informing and driving curriculum and instruction.

<b>Suspension Rate</b>	6% out of School Suspension rate by June 2021	Goal 5: Students are engaged in school everyday	All Students	14.60%	16%	12%	Increase student attendance
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<b>School: McClymonds High School</b>	<b>School ID: 303</b>
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**2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

<b>Instructions:</b> Please complete this self-assessment for your school. <a href="#">Click here for the full Measure N rubric.</a>	<b>KEY:</b> 1: Not at all      3: Mostly 2: Somewhat      4: Completely
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1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<b>School Leadership:</b> To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	EVERY meeting includes mission and vision and work is framed in terms of mission and vision Professional Development focused on implementation of Pathways. Pathways are central learning for school improvements.	Ensuring the message is permeating to all stake holders and is evident throughout planning, implementation and the foundation of our systems and structures.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	4: Completely	Highly effective Pathway Development Team that planned and executed a year long scope and sequence of professional learning that ties the school wide goals to Pathway Development and the School's Mission and Vision.	Building capacity of teachers to make deeper connections between Mission and Vision/Pathway Development and their content.
<b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	The majority of school leaders understand and support Pathways as a core driver.	Deepen the understanding of all school leaders to act as change agents (within their roles) with pathways as the core driver.
<b>School Leadership &amp; Vision Goal for 2018-19:</b>	School Leadership will partner with district leaders, community and business partners, post-secondary partners, families and stakeholders to assure that conditions are in place to establish and sustain pathway quality. Through partnerships with local businesses and post-secondary partnerships, pathways will serve as a personalized and interest based approach to engage students in rigorous and relevant learning, that will extend student learning beyond the school and provide rich and meaningful learning experiences where students can apply the knowledge and skills acquired in the classroom to external opportunities.		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
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<b>Staffing Structure Aligned to Purpose:</b> To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	3: Mostly	The school is organized around 2 pathways and structured into 6 core teams: 1. Special Education Team, 2. Pathways Development Team, 3. Culture and Climate Team, 4. Post-Secondary Readiness Team, 5. Attendance Team and 6. Ninth Grade Team. All teams meet weekly or bi-weekly and have representation on the School Leadership Team which meets weekly to monitor the school site plan, pathway implementation and to progress monitor student outcomes and assure that conditions are in place to establish and sustain pathway quality. The two pathways engage their respective advisory boards quarterly which serves as an organizing structure to effectively engage a core of stakeholders, including business, postsecondary, and community partners.	We have the structures, we need to build greater alignment and collaboration among teams, i.e. counseling, leadership, culture and climate, etc. to support the pathway vision. We have some SPED students participating in internships as well as collaborating with pathway teachers to complete modified pathway projects but there needs to be work around setting up that standard for all SPED students.
<b>Alignment and Coherence of Leadership Bodies</b> To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	3: Mostly	With the development of the School Leadership Team, which consists of representatives of all the school teams, we have begun to align our work more effectively to pathways. Ensuring pathway development as ongoing agenda items on all of our community engagement mechanisms, i.e., Fireside Chat with the Principal, SSC, PTSA and Facilities Oversight Committee.	We have the structures, we need to build greater alignment, communication, and collaboration among teams, i.e. counseling, leadership, culture and climate, etc. to support the pathway vision.

<b>Decision-Making Structure:</b> To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	3: Mostly	Regular scheduled meetings are in place to ensure all stakeholders are informed and have a shared understanding of pathways.	We need to develop, communicate and implement a well defined communication system.
<b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	3: Mostly	The master schedule currently reflects common planning for 9th and 10th grade teachers. Additionally, resources are allocated to support afterschool planning for the Pathway Development Team on the 2nd and 4th Mondays. Additionally teachers collaborate every Wednesday either in Grade Level Teams, Content Teams or Pathway Teams.	To develop common planning time for all grade levels in order to support the Professional Learning Plan that is aligned to the School's Mission and Vision/Pathway Development. To ensure that we have quality teachers with career and technical experiences related to the pathway.
<b>Equity Stance:</b> To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	3: Mostly	During School Leadership Team meetings, an overall objective is to identify root causes of inequity of access and develop effective policies moving forward to ensure equity of access for all students and their families.	Developing effective policies and practices to ensure equity of access for all students and their families.
<b>Systems &amp; Structures Goal for 2018-19:</b>	Our goal is to establish high functioning systems and structures aligned to our school's mission and vision, to increase student engagement and excellerate student outcomes through quality and equitable pathway experiences. The Specific systems include: RTI within the pathways, student pathway selection, onboarding and supporting new teachers, collaborative pathway planning and culture and climate.		

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
.68 Pathway Coach to support pathway development and implementation	All Pathways	All Students	Measure N	\$103,474.60	2305	CCLASS0011	Building the Conditions	A1.1 Pathway Programs
1.0 TSA Literacy Coach to improve teacher practice and increase teacher retention through developing and instructional strategies that address rigor and engagement (funded by Central)	Whole School	Students with Disabilities	Central Resources	Funded Centrally	1105	TBD	Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy
1.0 TSA Math Coach to improve teacher practice and increase teacher retention through developing and instructional strategies that address rigor and engagement	Whole School	All Students	Central Resources	\$75,361.96	1105	NH0-395	Rigorous Academics	A2.4 Teacher Recruitment & Retention
1.0 College and Career Manager. The College and Career Manager will organize work based learning opportunities and college and career readiness programs for all students. They will also support the Engineering Pathway to provide opportunities for STEM college and careereexploration in alignment with the objectives of the Intel Project. These efforts will include the organization of college field trips, tutoring and other wrap around services students, a summerbridge program for incoming 9th graders and a mentorship program in partnership with Intel employees	Whole School	All Students	Intel	\$111,343.00	2305	PMGCLA0031	Work-Based Learning	A1.1 Pathway Programs
1.0 Teacher to teach classes including those for African American Males and case manage student progress	Whole School	African American Males	LCFF Supplemental	\$88,422.25	2205	NH0-396	Building the Conditions	A2.9 Targeted School Improvement Support

School Design Consultant to work in Partnership with the Pathway Coach, College and Career Manager to provide leadership and support with designing and developing the Entrepreneurship pathway and the Ninth Grade Career and Pathway Exploration Class. Building and providing Work Based Learning experiences, job shadows, college tours and internships. Build and sustain community partnerships and advisory board.  <b>*Funds for this consultant will come from 2017-2018 Carry Forward</b>	All Pathways	All Students	Measure N	\$30,000.00	5825		Building the Conditions	A1.1 Pathway Programs
Parent Liaison	All Pathways	All Students	Intel	\$10,000.00			Building the Conditions	A6.5 Academic Parent-Teacher Communication & Workshops
Family Engagement	All Pathways	All Students	Intel	\$15,000.00			Building the Conditions	A3.3 Family Engagement focused on Literacy Development
Consultant contract with East Bay Consortium to provide mentoring and college/career guidance to students via College & Career Center at McClymonds.	Whole School	All Students	Measure N	\$13,750.00	5825		Building the Conditions	A1.3 A-G Completion
Ninth Grade Summer Bridge summer 2018	Grade Level Team	Low-Performing Students	Intel	\$30,000.00			Comprehensive Student Supports	A1.1 Pathway Programs
Equipment Maintenance Agreement	Whole School	All Students	General Purpose Discretionary	\$10,000.00	5610		Building the Conditions	A1.3 A-G Completion
Dues & Memberships	Whole School	All Students	General Purpose Discretionary	\$5,500.00	5300		Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS
Facility Rentals	Whole School	All Students	General Purpose Discretionary	\$5,000.00	5624		Building the Conditions	A5.3 School Facilities
Non-Contract Services	Whole School	All Students	General Purpose Discretionary	\$4,000.00	5826		Building the Conditions	A2.9 Targeted School Improvement Support
Postage	Whole School	All Students	General Purpose Discretionary	\$2,000.00	5910		Building the Conditions	A3.3 Family Engagement focused on Literacy Development
Front Office Clerk (0.5 FTE)	Whole School	All Students	General Purpose Discretionary	\$14,070.34	2405	CLERK0016	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)
Contract with Maker Consultant to build meaningful maker experiences into classroom projects	All Pathways	All Students	Intel	\$20,000.00	5825		Building the Conditions	A1.1 Pathway Programs
School Security Officers	All Pathways	All Students	Central Resources	\$249,208.00	5704		Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)

## LANGUAGE & LITERACY

*What strategic actions are you taking to improve language and literacy outcomes for students this year?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
This school year, we implemented strategic actions that include improving language and literacy through implementing a school wide approach to Data Driven Instruction, implementing robust Professional Learning systems and structures that include frequent observation and feedback cycles, instructional coaching and collaborative PLC structures around cycles of inquiry and data analysis, providing 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. While the Library Innovation Technology Center closed to construction in mid November, we did include Library service orientation for 9th and 10th graders and push in Information Literacy clinics for 11th and 12 graders up until closing.	Partially Implemented	Somewhat Effective	We saw evidence of impact of strategic actions from this last school year in the following: an increase by 11% in SRI scores in the 9th grade. This is due to a strong and collaborative 9th grade PLC who share a common planning period and engage in cycles of inquiry, data analysis and a strong assessment culture. This upcoming year, we want to mirror these conditions in the other grade levels and share promising practices in order to see complimentary growth in 10th-12th grades. We also saw an increase in information literacy skills in 11th and 12th grades seen in research projects and more aligned and calibrated assessments within grade levels, especially with writing, as a result of strong PLC structures and cycles of inquiry.

### Benchmark

## IMPLEMENTATION GOALS

*Identify two 2018-19 implementation goals related to Language & Literacy.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading Level	75% of all students will increase their reading levels, as measured by SRI scores, by at least two grade levels from the Fall of 2018 to the Spring of 2019. By the winter of 2018, 19,5% of the students had increased their scores on SRI.  Other formative and summative assessments that we will use are think-pair share, 3-2-1, Socratic Seminar, exit tickets, teacher-made exams, ACT, SAT, SBAC, and Summit Content Assessments and diagnostic quizzes.	All Students	20.7%	19.5%	30%	Expand the use of performance data as a means of informing and driving curriculum and instruction.
Common Core	Implement a comprehensive school-wide literacy program aligned to Common Core Standards using select AVID strategies that focus on writing in all content areas.  Reading: CCR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCW1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  Daily writing across the curriculum- do now, exit ticket, Cornell Notes, Before-During-After, AVID WICOR Strategies, Learning Logs, Gallery Walks, lab reports, projects, presentations, benchmarks, etc.	All Students	ELA: 30% standard met or exceeded Math: 1.4% standard met or exceeded	SBAC 2017: ELA: 30% standard met or exceeded Math: 1.4% standard met or exceeded	SBAC 2018 ELA 45% standard met or exceeded Math: 15% standard met or exceeded	Improve math and science skills for all students as measured by site, district or state measures and criteria.

THEORY OF ACTION				
<b>Theory of Action</b>	If we implement a comprehensive school-wide approach to literacy, aligned to Common Core Standards and using research-based AVID strategies that focus on reading, writing and collaborating in all content areas, then we will increase student growth in reading and writing and increase college and career readiness levels.			
<b>How are you supporting English Language Learners?</b>	ELD classes, Data Driven and Standards Based Instruction, i.e, PLCs are engaged in ongoing cycles of inquiry in which specific strategies (vocabulary instruction, cooperative graphing, visual representations to name a few) are identified in order to support ELLs. We will provide professional learning opportunities specific to ELL strategies.			
<b>How are you building conditions for students and adult learning?</b>	Our robust professional learning plan includes strategies for integrating language and literacy skills into all content areas which are the WICOR (writing, inquiry, collaboration, organization, reading) strategies as part of AVID. Our professional learning plan for teachers includes ongoing professional development that includes AVID sponsored summer and regional conferences. Our professional learning scope and sequence for the year includes direct instruction of WICOR strategies as well as modeling these strategies in lesson plans, integrated projects and promising practices. Walk thrus, artifacts and PDs all reflect these strategies across the board. We have also identified WICOR conditions for the classroom that are to be reflected across the board such as board configuration, graphic organizers, physical collaborative configurations, word walls, universal vocabulary, etc.			
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>
	Completed	Completed	Completed	Completed

STRATEGIC ACTIONS							
Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
1.0 TSA literacy to support implementation of literacy strategies across all content areas and improve teacher practice and increase teacher retention through developing instructional strategies that address rigor and engagement	English Learners	Central Resources	Centrally Funded	1119	TBD	Rigorous Academics	A2.4 Teacher Recruitment & Retention
Summer Professional Learning Opportunities (AVID Conference-Aug 1-3, 2018 for up to 4 new teachers).  Funds for this training will come from 2017-2018 Measure N Carryforward.  Cost for this strategic action captured in RA tab, row 42	All Students	Measure N	N/A			Rigorous Academics	Rigorous Academics
Licensing Agreements	Low-Income Students	General Purpose Discretionary	\$3,000.00	5846		Rigorous Academics	Rigorous Academics
Teacher Librarian	All Students	Measure G: School Libraries	TBD		TBD	Comprehensive Student Supports	Integrated Student Supports
Build Literacy and Math intervention courses into the master schedule to support students with low skills and students with disabilities and ensure their success in courses with historically high failure rates (English, Algebra 1).	Students with Disabilities					Rigorous Academics	



## RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

### RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	3-	3	4	In a multi-year collaborative process that included students, staff, families and community stakeholders and partners, the Design Team realized that the majority of Mack students live in the attendance area. Most of the businesses listed in West Oakland are small and represent urban manufacturing, construction, design, engineering, clean technology, digital media, audio/visual/film and biotechnology. Our goal is to provide relevant educational opportunities to our youth and prepare them for the trending businesses in the community.
Integrated Core	1	3	3	Our Pathway Development Team developed an aligned Professional Learning plan to pathway development. Specifically integrating pathway themes (Engineering and Entrepreneurship Student Learning Outcomes) into core content themes and projects.
Cohort Scheduling	1	3-	2	During the 2017-18 school year, all Ninth Graders were cohorted in the Ninth Grade Academy and tenth through twelfth grade students were cohorted by CTE/Pathway class. During the 2018-19 school year, students will be cohorted by CTE/Pathway class and Math class.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2+	2	2+	Through the development of our PLC structure, we have developed and implemented one interdisciplinary project for each pathway for each grade level. At the end of the 2016-17 school year, our pathway teams attended the district sponsored PBL training at Oakland High. Impacted by teacher attrition, we implemented grade level cognitive skills and PBL strategies in the development of our interdisciplinary projects.
Collaborative Learning	2+	2	4	We have a robust and pathway aligned professional learning scope and sequence. Our professional learning structure is based on highly effective professional learning communities (PLC) embracing a cycle of inquiry to inform best instructional strategies.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	3-	3	4	Our Professional Learning Communities engage in ongoing cycles of inquiry which establishes the conditions for sharing best practices and calibrating around rigorous student learning.
Collaboration Time	3-	3	3	We have a professional learning schedule that supports teacher collaboration 4 Wednesdays a month and common planning time for 9th and 10th grade teams.
Professional Learning	3-	2	4	Our Pathway Development Team created, communicated and implemented a year long Professional Learning scope and sequence that is aligned with our schools mission and vision/pathway development.

**SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION**

*What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
The strategic actions we took this year are: 1. Implement common planning and PLC structures for pathways to foster teacher collaboration, project planning and coordinate student supports 2. Implement a rigorous and comprehensive course of study and Senior Capstone Project for the Engineering Pathway 3. Clearly articulate, integrate and align Entrepreneurship pathway standards and develop course of study to support student interests, increase student engagement and success rates	Fully Implemented	Effective	We have dedicated every Wednesday to Pathway Team collaboration and as result we have strong collaborative PLCs in which teachers are creating and implementing interdisciplinary projects for both pathways. They are also engaged in the Cycle of Inquiry in order to calibrate around rigor and high quality instruction. However, high teacher turnover and teacher vacancies has made it difficult to have consistent high quality instruction and equity of access for students.

**IMPLEMENTATION GOALS**

*Identify three 2018-19 implementation goals related to Rigorous Academics.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Standards Based Instruction/ Project-Based Learning</b>	Each student will complete at least one interdisciplinary project designed by their respective pathway team and aligned to their pathway experience. Ninth Graders will complete an interdisciplinary project that exposes them to both pathways. Students in grades 10-12 will complete an interdisciplinary project aligned to their pathway experiences. Our goal is to plan and implement at least one interdisciplinary project per grade level (9-12). 10-12 will plan and implement 2 interdisciplinary projects, one for each pathway, Entrepreneurship and Engineering.	All Students	N/A	All students will complete at least 1 interdisciplinary project. 50% of students will master grade level standards and cognitive skills as evidenced through project assessment rubric	All students will complete at least 1 interdisciplinary project. 83% of students will master grade level standards and cognitive skills as evidenced through project assessment rubric	Improve math and science skills for all students as measured by site, district or state measures and criteria.
<b>Graduate Capstone/Culminating Experience</b>	Engineering: Engineering: 80% of seniors demonstrate proficiency or mastery on at least 80% of PLTW Engineering Design and Development (EDD) course standards. Entrepreneurship: Our goal is to develop the Entrepreneurship Capstone Plan (Project Description and Pacing Guide).	All Students	N/A			Expand the use of performance data as a means of informing and driving curriculum and instruction.
<b>Course Passage Rates</b>	For English, increase the course passage rate (C or better) by 10% points. For Math, increase the course passage rate (C or better) by 15% points.	All Students	English: 79.2% Math: 72.7%	Mid-Semester ELA 82% & Math 72.9%	ELA 92% & Math 88%	Expand the use of performance data as a means of informing and driving curriculum and instruction.

**THEORY OF ACTION**

<b>Theory of Action</b>	If we, in partnership with stakeholders, provide cognitively rigorous, relevant and personalized learning experiences for all students that culminates in performance based and standards driven interdisciplinary projects, in supportive, caring and culturally relevant environments, then students will engage more deeply as active learners, communicate more effectively, and be college, career ready.
<b>How are you supporting English Language Learners?</b>	In addition to tier I Data Driven and Standards Based Instruction within Lanagauge Arts classes, English Language Learners are supported through English Language Development classes, and direct langauge instruction. PLCs are engaged in ongoing cycles of inquiry in which specific reading, writing, listen, and speaking strategies are identified, shared and taught in order to support ELLs.

<b>How are you building conditions for students and adult learning?</b>	To address conditions for adult learning we have established a comprehensive job-embedded Professional Learning Plan based on choice, flexibility, small steps, support and accountability. The plan is inclusive of 1. Schoolwide professional development that includes sustained inquiry cycles around Personalized and Project Based Learning, Classroom Management, Trauma-Informed Social Emotional Learning and Literacy Across all Content Areas. 2. Collaborative planning and PLC development 3. Personalized Coaching 4. Classroom observation and feedback cycles and 5. Common grading that includes cognitive skills and content standards.			
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Pathway Development Leadership Team (PWL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>
	Ongoing communication and engagement School Site Council January, February and March	First and Third Monday of the Months	Ongoing communication and engagements the 2nd and 4th Wednesdays of the Month	Ongoing communication and engagements the 1st and 3rd Wednesdays of the Month

### STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
1.0 FTE Engineering teacher to teach Introduction to Engineering and support the development of the engineering pathway	All Students	Measure N	\$92,834.44	1119	C11TSA0348	Rigorous Academics	A1.1 Pathway Programs
1.0 Entrepreneurship Pathway Teacher to teach the Introduction to Entrepreneurship and Introduction to Career Pathways	All Students	Measure N	\$79,461.74	1105	TCHR110037	Rigorous Academics	A1.1 Pathway Programs
.42 FTE Engineering teacher to teach Principles of Engineering and support the development of the engineering pathway including partnership with PLTW	All Students	Measure N	\$31,644.97	1105	TCHR110036	Rigorous Academics	A1.1 Pathway Programs
1.0 Math teacher to reduce class size and provide acceleration opportunities to math students	Low-Performing Students	LCFF Concentration	\$91,537.34	1105	C11TSA0347	Rigorous Academics	A2.7 Class Size Reduction
Teacher Leader Stipends for Engineering Director and Director of integrated porojects	All Students	Intel	\$20,000.00	1120		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Travel and conference fees for up to 4 new teachers to attend AVID Summer Conference and other professional learning experiences that will then be shared via professional learning sessions with teachers who did not attend the same trainings.	All Students	Measure N	\$5,000.00	5220		Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS
Stipends to compensate teachers to plan and deliver professional learning sessions for other teachers based on learnings from AVID and other summer conferences. As such, teachers who did not attend these conferences will still benefit from those learnings and implement focus strategies in their classrooms.	Foster Youth	Measure N	\$2,000.00	1120		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Teacher Salaries Stipends	Foster Youth	LCFF Supplemental	\$24,767.40	1120		Rigorous Academics	A2.10 Extended Time for Teachers
Classified Support Salary Overtime	All Students	LCFF Supplemental	\$8,668.59	2225		Comprehensive Student Supports	A2.9 Targeted School Improvement Support
Surplus	All Students	LCFF Supplemental	\$52,422.86	4399		Building the Conditions	A2.9 Targeted School Improvement Support
Supplies	All Students	LCFF Concentration	\$8,462.66	4310	Chevron Grant	Rigorous Academics	A1.3 A-G Completion

Project Lead the Way Training for IED and EDD Funded by Chevron Grant	All Students	Other	\$10,000.00	5200		Career Technical Education	A1.1 Pathway Programs
Supplies	All Students	General Purpose Discretionary	\$60,845.96	4310		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Classified Support Salaries: Overtime		General Purpose Discretionary	\$7,430.22	2225		Rigorous Academics	A5.1 School Culture & Climate (Safe & Supportive Schools)
Books Other Than Textbooks		General Purpose Discretionary	\$6,000.00	4200		Rigorous Academics	A1.1 Pathway Programs
Textbooks		General Purpose Discretionary	\$3,000.00	4100		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Stipends for teachers to develop CTE-aligned interdisciplinary projects and curriculum tied to pathway themes.	All Students	Measure N	\$9,434.25	1120		Rigorous Academics	A1.1 Pathway Programs
Support incoming 9th graders as they transition from middle school to high school via the 9th grade house structure. All 9th graders will participate in a cohorted block schedule where they will receive academic and social-emotional guidance from teachers, and administrators specifically assigned to 9th grade, with a goal of increasing the number of students on-track to graduate at the end of 9th grade.	Low-Performing Students					Rigorous Academics	A1.3 A-G Completion
Support the acceleration of Gifted and Talented Students (GATE) through dual enrollment college courses and advanced placement options; GATE students should be able to graduate from Castlemont with multiple college credits and college academic preparation through dual enrollment and advanced placement.	Gifted and Talented (GATE) students					Rigorous Academics	A1.3 A-G Completion

## WORK-BASED LEARNING

### WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2+	2	2+	Based on the WBL continuum, we are providing every 9th and 10th grade student a personalized experience with career speakers, career inventories and career exploration visits. While the 11th and 12th grades are exposed to internships, job-shadowing, summer opportunities, they do not have a personalized sequence that culminates in career preparation.
Pathway Outcomes	1	2	3	This year, our WBL plan did include students across all grade levels that integrate academic and technical coursework in ways that support interdisciplinary experiences and learning outcomes. Specifically with our 9th and 10th graders. Because we have experience with high teacher turnover and leadership turnover, we wanted to first establish strong Pathway Team PLCs. So this was a main focus. Our work has included developing interdisciplinary projects for each pathway and a cycle of inquiry. Moving forward is to deepen the bridge between the interdisciplinary projects and our WBL experiences for all students. We will provide strategic sequence of WBL experiences at each grade level that reflect the WBL continuum.
Pathway Evaluation	2-	2	2+	Currently, we evaluate our WBL experiences once a year and determined areas for improvement using the WBL continuum criteria to measure effectiveness. We have established both Engineering and Entrepreneurship Advisory Boards and have convened twice this year. We have shared our pathway plans and moving into next year, will leverage our relationship to have our business and engineering partners assess the effectiveness of WBL experiences as well as authenticity of activities embedded in the interdisciplinary projects across all grades.

## SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

*What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
9th Grade Career Speaker Series with a focus on careers in the two pathways offered at our school Engineering and Entrepreneurship; Mentorship Program for Engineering Pathway students with Intel; Internships at various sites such as Intel; Industry Site Visits with local (ie 11 West Partners, Port of Oakland) and larger community (PG&E, Intel) partners; Career Exploration Days, Pathway Week, Job Shadow Days; Family Information Nights (on Internships, Summer Engineering Opportunities, Pathway Night); Entrepreneurship Pathway Inaugural Event	Fully Implemented	Somewhat Effective	For 9th and 10th grades, we have provided lots of opportunities for scholars to learn about work. Through the 2 day Career Awareness Event for 9th grade, we built awareness around a variety of careers focused on engineering and entrepreneurship in order to roaden student awareness of related fields. Students were able to articulate how the careers they learned about are related to their interests and training and education required for that career field. This work was done in the classroom. At the beginning of second semester, we had 9th graders retake the career inventory and based on the data, organized a Pathway World Cafe. Students shared that this was a formidable experience and asked for follow up activities with the career speakers they met. Where we need improvement is to build better coordination between interdisciplinary projects and work based learning experiences, especially around 11th grade. Right now students and teachers do not see a connection between learning in the pathway related projects and work related activities outside the classrooms. In addition, we need to keep up-to-date site/District partnership databases to provide reports on business and community and student participation in work-based learning; maintain database of student and partner work-based learning experiences and partnerships with school.

## IMPLEMENTATION GOALS

*Identify three 2018-19 implementation goals related to Work-Based Learning.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	100% of 9th and 10th graders will participate in select work-based learning experiences (i.e. study tours, job shadows) including these events in the Fall: 2 Day Career Exploration Event including morning career speakers and afternoon career exploration visits, 'Lunch with a Millionaire' Event including lunch and speaking event with at least 10 engineer and entrepreneur millionaires of color. In the Spring, we host March Pathway Month that includes Pathway World Cafe (career speaker series), Pathway Night with Families to share information about these events and the pathway selection process. The selection process includes a commitment letter signed by both parent and student.	All Students	70%	80%	100%	Improve math and science skills for all students as measured by site, district or state measures and criteria.

<b>Career Exploration</b>	100% of 11th graders will participate in select work-based learning experiences (i.e. study tours, job shadows). Complete at least THREE career exploration visits 1 per 11th grade level with a set preparation and follow up activities. The job shadows will align to interdisciplinary projects in the core classes.	All Students	70% / 50%	80% / 60%	100% / 80%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
<b>Career Preparation</b>	90% of on track 12th graders will have completed an internship by graduation. The internships will be aligned with intensive internship experiences, supported and monitored by school staff who know students well, are powerful means of ensuring that students graduate high school ready for college, career, and community life. Internships provide young adults skills, knowledge, relationships and social capital that can support them for the rest of their lives. They also build relevance into schooling. For disengaged students, internships show the relationship between school and the “real world” that awaits them no matter what choices they make during high school. For students already engaged in school, internships can challenge them to build the social skills and confidence that are necessary components of success and get early exposure to skills and networks that set them ahead on their path. The internships will be year long and each student will be assigned a mentor staff person to support the communication and relationship between the student and point of contact at internship.	All Students	50%	60%	90%	McClymonds should continue to work at increasing A-G eligibility and increase female graduation rate to achieve parity with male student graduation rate.

**THEORY OF ACTION**

<b>Theory of Action</b>	If students apply learning through practical experience and interaction with professionals from industry and the community, they will extend and deepen their understanding of classroom work while preparing them with college- and career-readiness knowledge and skills.
<b>How are you supporting English Language Learners?</b>	ELD classes, Data Driven and Standards Based Instruction, i.e, PLCs are engaged in ongoing cycles of inquiry in which specific strategies (vocabulary instruction) are identified in order to support ELLs. We will provide professional learning opportunities specific to ELL strategies. We will intentionally seek out internships that meet the needs of ELL families.
<b>How are you building conditions for students and adult learning?</b>	Our robust professional learning plan includes strategies for integrating workbased learning preparation into content areas (i.e. resume writing, interview techniques, goal setting, WBL reflections). An internship coordinator works with staff, students, and WBL partners to extend and deepen the classroom experience.

<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>
	Ongoing communication and engagement School Site Council January, February and March	First and Third Monday of the Months	Ongoing communication and engagements the 2nd and 4th Wednesdays of the Month	Ongoing communication and engagements the 1st and 3rd Wednesdays of the Month

**STRATEGIC ACTIONS**

<b>Strategic Actions</b>	<b>Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC</b>	<b>Which Linked Learning pillar does this support?</b>	<b>Associated LCAP Action Area</b>
Career Exploration Visits (i.e. job shadows, field trips)	All Students	Measure N	\$5,000.00	5880		Work-Based Learning	A1.1 Pathway Programs
Summer Internships for juniors and seniors	All Students	Measure N	\$13,000.00	5835		Work-Based Learning	A1.1 Pathway Programs
Makerspace supplies	All Students	Intel	\$6,000.00	4310		Work-Based Learning	A1.1 Pathway Programs
ECCO Internships for 11th and 12th graders	All Students	Measure N	\$8,000.00	5825		Work-Based Learning	A1.1 Pathway Programs
Transportation for work-based learning and career exploration visits	All Students	Intel	\$1,000.00	5880		Work-Based Learning	A1.1 Pathway Programs
Refreshments for Speakers Series	All Students	Measure N	\$2,000.00	4311		Work-Based Learning	A1.1 Pathway Programs
Supplies for WBL activities such as panels and interviews with guest speakers, industry partners, and other community members where students interact, gather information, and process learning related to their pathway themes/standards (i.e. name tags, notebooks, paper, pens, markers, poster boards, stamps, etc.)	All Students	Measure N	\$5,000.00	4310		Work-Based Learning	A1.1 Pathway Programs
Engineering Pathway Mentoring Program (Intel)	African American Students	Intel	\$60,000.00	5200		Work-Based Learning	A1.1 Pathway Programs
Intel Summer Internship Program	African American Students	Intel	\$63,000.00	5825		Work-Based Learning	A1.1 Pathway Programs
Georgia Tech Summer Engineering Institute	African American Students	Intel	\$8,000.00	5200		Rigorous Academics	A1.1 Pathway Programs
Sophomore Trip to Intel	All Students	Intel	\$2,000.00	5880		Work-Based Learning	A1.1 Pathway Programs
Capstone Consultant	All Students	Intel	\$22,000.00	5825		Career Technical Education	A1.1 Pathway Programs
Infrastructure	All Students	Intel	\$18,000.00			Career Technical Education	A1.1 Pathway Programs



0.14 FTE College Career Readiness Manager to coordinate work-based learning experiences across pathways	All Students	LCFF Supplemental	\$18,125.61	2305	PMGCLA0031	Work-Based Learning	A1.1 Pathway Programs
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## COMPREHENSIVE STUDENT SUPPORTS

### COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3-	3	3	Reduced chronic attendance rates by 8%. Reduced referrals and out of school suspension rates for African American Males.
College & Career Plan	3	3	3	2016 (42 total seniors) 81% or (34 students) Graduated 7.1% or (3 students) still enrolled, 11.9% or 5 students coded as drop out. College & career plans shared with teachers & on-campus partners to tailor instruction/opportunities for students based on their aspirations and interests. Personalized support to students from East Bay Consortium and Senior Success Team to support students in their applications, testing opportunities, scholarships, and deadlines. Routine workshops held to support students in their college & career preparation, depending on their needs.

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

*What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Adopted Restorative practices philosophy that included a Positive Behavior Intervention Support system and focused on trauma informed and social emotional supports. Introduced 6 week grade relection protocols within the Ninth Grade Academy so students reflect, plan and monitor their progress over a six week period. Weekly Coordination of Service Team (COST) meetings designed to review student referrals and assign each student case to the appropriate program and/or service provider. Implemented monthly grade level team meetings to increase student communication, student celebrations and recognitions. Student Programming for Academic Athletic Transitioning (SPAAT), i.e., tutoring, SAT prep, college exposure, Life Experience Training, transcript evaluations (NCAA). In addition, Catholic Charities provides a Clinical Case Manager, La Familia provides two Substance Abuse Counselors and Tobacco Youth Prevention Program (TUPE) provides one Case Manager.	Partially Implemented	Somewhat Effective	Reduced chronic attendance rates by 8%. Reduced referrals, increase in African American Male graduation rates. Increased out of school suspension rate from 14.6 to 16%.

## IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Decrease the number of out of suspensions by 6%. Implement a comprehensive schoolwide Response-To-Intervention (RTI) system with a focus on early intervention, restorative practices, social emotional supports, Positive Behavior Interventions to increase student engagement and decrease out of school suspensions.	All Students	14.6%	16%	10%	Increase student attendance
College Access	Increase the graduation of African-American Girls by 12% and close the gender graduation gap	African American Students	50%	73%	85%	Improve math and science skills for all students as measured by site, district or state measures and criteria.
Differentiated Interventions	Increase teacher retention rates over a 3 year period from 15% to 30% through implementating a comprehensive and tiered teacher development and retention plan to intentionally recruit, develop, support and retain teachers.	Students with Disabilities	45% yearly retention rate	55% yearly retention rate	75% yearly retention rate	Expand the use of performance data as a means of informing and driving curriculum and instruction.

## THEORY OF ACTION

<b>Theory of Action</b>	If we, in partnership with stakeholders, provide cognitively rigorous, relevant and personalized learning experiences for all students while proactively teaching, celebrating and recognizing positive student interactions and behaviors, in supportive, caring, culturally relevant and restorative environments, then we will build student confidence and self efficacy, and students will engage more deeply as active learners, communicate more effectively, and be college, career and community ready. Additionally, engaging students with interests based clubs, teams, extracurricular and cocurricular activities could increase student engagement and positively influence student behavior.					
<b>How are you supporting English Language Learners?</b>	In addition to Data Driven and Standards Based Instruction within their Lanagauge Arts classes, English Language Learners are supported through English Language Development classes, and direct langauge instruction. PLCs are engaged in ongoing cycles of inquiry in which specific reading, writing, listen, and speaking strategies are identified, shared and taught in order to support ELLs.					
<b>How are you building conditions for students and adult learning?</b>	To address conditions for adult learning we have established a comprehensive job-embedded Professional Learning Plan based on choice, flexibilty, small steps, support and accountability. The plan is inclusive of 1. Schoolwide professional development that include sustained inquiry cycles around Personalized and Project Based Learning, Classroom Management, Trauma-Informed Social Emotional Learning and Literacy Across all Content Areas. 2. Collaborative planning and PLC development 3. Personalized Coaching 4. Classroom observation and feedback cycles.					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>		
	Ongoing communication and engagement School Site Council January, February and March	First and Third Monday of the Months	Ongoing communication and engagements the 2nd and 4th Wednesdays of the Month	Ongoing communication and engagements the 1st and 3rd Wednesdays of the Month		

## STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
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1.0 Restorative Justice Coordinator to support climate and culture	All Students	LCFF Supplemental	\$50,000.00	5736		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
2.0 Truancy Officers to decrease chronic absenteeism and improve culture and climate	All Students	Central Resources	\$99,067.97	2205	STACOF0017, NH0-394	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Surplus	Homeless Youth	Title I: Basic	\$86,793.72			Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
.28 Behavior Support Specialist to support case management for at-risk populations, including homeless/foster youth, incarcerated youth, African American Girls, as well as professional learning for staff around effective trauma-informed and SEL practices	Foster Youth	LCFF Supplemental	\$35,834.05	2305	SPECBH0006	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Aspire tutors for engineering pathway students, Math and Science, and students in the Ninth Grade Academy	Low-Income Students	Intel	\$70,000.00	5825		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Meeting Refreshments	All Students	General Purpose Discretionary	\$5,000.00	4311		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Classified Support Salaries: Stipends	All Students	General Purpose Discretionary	\$4,953.48	2220		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Consultants - after school program	Foster Youth	21st Century	\$194,441.20	5825		Comprehensive Student Supports	Integrated Student Supports
Surplus	Low-Income Students	Title I: Parent Participation	\$2,134.62	4399		Comprehensive Student Supports	Integrated Student Supports
Partner with Alternatives in Action and other community-based organizations to provide translation services for Arabic-speaking Newcomer students and families and provide access to information about the Engineering/Entrepreneurship career pathways in their home language.	English Learners					Comprehensive Student Supports	A4.3 Newcomer Programs

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET**

**School:** McClymonds High School

**School ID:** 303

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	Budget Action Number
Build Literacy and Math intervention courses into the master schedule to support students with low skills and students with disabilities and ensure their success in courses with historically high failure rates (English, Algebra 1).	Students with Disabilities					Rigorous Academics		303-1
Support incoming 9th graders as they transition from middle school to high school via the 9th grade house structure. All 9th graders will participate in a cohorted block schedule where they will receive academic and social-emotional guidance from teachers, and administrators specifically assigned to 9th grade, with a goal of increasing the number of students on-track to graduate at the end of 9th grade.	Low-Performing Students					Rigorous Academics	A1.3 A-G Completion	303-2
Support the acceleration of Gifted and Talented Students (GATE) through dual enrollment college courses and advanced placement options; GATE students should be able to graduate from Castlemont with multiple college credits and college academic preparation through dual enrollment and advanced placement.	Gifted and Talented (GATE) students					Rigorous Academics	A1.3 A-G Completion	303-3
Partner with Alternatives in Action and other community-based organizations to provide translation services for Arabic-speaking Newcomer students and families and provide access to information about the Engineering/Entrepreneurship career pathways in their home language.	English Learners					Comprehensive Student Supports	A4.3 Newcomer Programs	303-4
Consultants - after school program	Foster Youth	21st Century	\$194,441.20	5825		Comprehensive Student Supports	Integrated Student Supports	303-5
1.0 TSA Literacy Coach to improve teacher practice and increase teacher retention through developing and instructional strategies that address rigor and engagement (funded by Central)	Students with Disabilities	Central Resources		1105	TBD	Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy	303-6
1.0 TSA Math Coach to improve teacher practice and increase teacher retention through developing and instructional strategies that address rigor and engagement	All Students	Central Resources	\$75,361.96	1105	NH0-395	Rigorous Academics	A2.4 Teacher Recruitment & Retention	303-7

1.0 TSA literacy to support implementation of literacy strategies across all content areas and improve teacher practice and increase teacher retention through developing instructional strategies that address rigor and engagement	English Learners	Central Resources		1119	TBD	Rigorous Academics	A2.4 Teacher Recruitment & Retention	303-8
2.0 Truancy Officers to decrease chronic absenteeism and improve culture and climate	All Students	Central Resources	\$99,067.97	2205	STACOF0017, NH0-394	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)	303-9
School Security Officers	All Students	Central Resources	\$249,208.00	5704		Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)	303-10
Classified Support Salaries: Stipends	All Students	General Purpose Discretionary	\$4,953.48	2220		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)	303-11
Classified Support Salaries: Overtime		General Purpose Discretionary	\$7,430.22	2225		Rigorous Academics	A5.1 School Culture & Climate (Safe & Supportive Schools)	303-12
Front Office Clerk (0.5 FTE)	All Students	General Purpose Discretionary	\$14,070.34	2405	CLERK0016	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)	303-13
Textbooks		General Purpose Discretionary	\$3,000.00	4100		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	303-14
Books Other Than Textbooks		General Purpose Discretionary	\$6,000.00	4200		Rigorous Academics	A1.1 Pathway Programs	303-15
Supplies	All Students	General Purpose Discretionary	\$60,845.96	4310		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	303-16
Meeting Refreshments	All Students	General Purpose Discretionary	\$5,000.00	4311		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)	303-17

Dues & Memberships	All Students	General Purpose Discretionary	\$5,500.00	5300		Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS	303-18
Equipment Maintenance Agreement	All Students	General Purpose Discretionary	\$10,000.00	5610		Building the Conditions	A1.3 A-G Completion	303-19
Facility Rentals	All Students	General Purpose Discretionary	\$5,000.00	5624		Building the Conditions	A5.3 School Facilities	303-20
Non-Contract Services	All Students	General Purpose Discretionary	\$4,000.00	5826		Building the Conditions	A2.9 Targeted School Improvement Support	303-21
Licensing Agreements	Low-Income Students	General Purpose Discretionary	\$3,000.00	5846		Rigorous Academics	Rigorous Academics	303-22
Postage	All Students	General Purpose Discretionary	\$2,000.00	5910		Building the Conditions	A3.3 Family Engagement focused on Literacy Development	303-23
Parent Liaison	All Students	Intel	\$10,000.00			Building the Conditions	A6.5 Academic Parent-Teacher Communication & Workshops	303-24
Family Engagement	All Students	Intel	\$15,000.00			Building the Conditions	A3.3 Family Engagement focused on Literacy Development	303-25
Infrastructure	All Students	Intel	\$18,000.00			Career Technical Education	A1.1 Pathway Programs	303-26
Ninth Grade Summer Bridge summer 2018	Low-Performing Students	Intel	\$30,000.00			Comprehensive Student Supports	A1.1 Pathway Programs	303-27
Teacher Leader Stipends for Engineering Director and Director of integrated projects	All Students	Intel	\$20,000.00	1120		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS	303-28

1.0 College and Career Manager. The College and Career Manager will organize work based learning opportunities and college and career readiness programs for all students. They will also support the Engineering Pathway to provide opportunities for STEM college and career exploration in alignment with the objectives of the Intel Project. These efforts will include the organization of college field trips, tutoring and other wrap around services students, a summerbridge program for incoming 9th graders and a mentorship program in partnership with Intel employees	All Students	Intel	\$111,343.00	2305	PMGCLA0031	Work-Based Learning	A1.1 Pathway Programs	303-29
Makerspace supplies	All Students	Intel	\$6,000.00	4310		Work-Based Learning	A1.1 Pathway Programs	303-30
Georgia Tech Summer Engineering Institute	African American Students	Intel	\$8,000.00	5200		Rigorous Academics	A1.1 Pathway Programs	303-31
Engineering Pathway Mentoring Program (Intel)	African American Students	Intel	\$60,000.00	5200		Work-Based Learning	A1.1 Pathway Programs	303-32
Contract with Maker Consultant to build meaningful maker experiences into classroom projects	All Students	Intel	\$20,000.00	5825		Building the Conditions	A1.1 Pathway Programs	303-33
Capstone Consultant	All Students	Intel	\$22,000.00	5825		Career Technical Education	A1.1 Pathway Programs	303-34
Intel Summer Internship Program	African American Students	Intel	\$63,000.00	5825		Work-Based Learning	A1.1 Pathway Programs	303-35
Aspire tutors for engineering pathway students, Math and Science, and students in the Ninth Grade Academy	Low-Income Students	Intel	\$70,000.00	5825		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)	303-36
Transportation for work-based learning and career exploration visits	All Students	Intel	\$1,000.00	5880		Work-Based Learning	A1.1 Pathway Programs	303-37
Sophomore Trip to Intel	All Students	Intel	\$2,000.00	5880		Work-Based Learning	A1.1 Pathway Programs	303-38
1.0 Math teacher to reduce class size and provide acceleration opportunities to math students	Low-Performing Students	LCFF Concentration	\$91,537.34	1105	C11TSA0347	Rigorous Academics	A2.7 Class Size Reduction	303-39
Supplies	All Students	LCFF Concentration	\$8,462.66	4310	Chevron Grant	Rigorous Academics	A1.3 A-G Completion	303-40



Teacher Salaries Stipends	Foster Youth	LCFF Supplemental	\$24,767.40	1120		Rigorous Academics	A2.10 Extended Time for Teachers	303-41
1.0 Teacher to teach classes including those for African American Males and case manage student progress	African American Males	LCFF Supplemental	\$88,422.25	2205	NH0-396	Building the Conditions	A2.9 Targeted School Improvement Support	303-42
Classified Support Salary Overtime	All Students	LCFF Supplemental	\$8,668.59	2225		Comprehensive Student Supports	A2.9 Targeted School Improvement Support	303-43
0.14 FTE College Career Readiness Manager to coordinate work-based learning experiences across pathways	All Students	LCFF Supplemental	\$18,125.61	2305	PMGCLA0031	Work-Based Learning	A1.1 Pathway Programs	303-44
.28 Behavior Support Specialist to support case management for at-risk populations, including homeless/foster youth, incarcerated youth, African American Girls, as well as professional learning for staff around effective trauma-informed and SEL practices	Foster Youth	LCFF Supplemental	\$35,834.05	2305	SPECBH0006	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)	303-45
Surplus	All Students	LCFF Supplemental	\$52,422.86	4399		Building the Conditions	A2.9 Targeted School Improvement Support	303-46
1.0 Restorative Justice Coordinator to support climate and culture	All Students	LCFF Supplemental	\$50,000.00	5736		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)	303-47
Teacher Librarian	All Students	Measure G: School Libraries			TBD	Comprehensive Student Supports	Integrated Student Supports	303-48
Summer Professional Learning Opportunities (AVID Conference-Aug 1-3, 2018 for up to 4 new teachers). Funds for this training will come from 2017-2018 Measure N Carryforward. Cost for this strategic action captured in RA tab, row 42	All Students	Measure N				Rigorous Academics	Rigorous Academics	303-49
.42 FTE Engineering teacher to teach Principles of Engineering and support the development of the engineering pathway including partnership with PLTW	All Students	Measure N	\$31,644.97	1105	TCHR110036	Rigorous Academics	A1.1 Pathway Programs	303-50

1.0 Entrepreneurship Pathway Teacher to teach the Introduction to Entrepreneurship and Introduction to Career Pathways	All Students	Measure N	\$79,461.74	1105	TCHR110037	Rigorous Academics	A1.1 Pathway Programs	303-51
1.0 FTE Engineering teacher to teach Introduction to Engineering and support the development of the engineering pathway	All Students	Measure N	\$92,834.44	1119	C11TSA0348	Rigorous Academics	A1.1 Pathway Programs	303-52
Stipends to compensate teachers to plan and deliver professional learning sessions for other teachers based on learnings from AVID and other summer conferences. As such, teachers who did not attend these conferences will still benefit from those learnings and implement focus strategies in their classrooms.	Foster Youth	Measure N	\$2,000.00	1120		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS	303-53
Stipends for teachers to develop CTE-aligned interdisciplinary projects and curriculum tied to pathway themes.	All Students	Measure N	\$9,434.25	1120		Rigorous Academics	A1.1 Pathway Programs	303-54
.68 Pathway Coach to support pathway development and implementation	All Students	Measure N	\$103,474.60	2305	CCLASS0011	Building the Conditions	A1.1 Pathway Programs	303-55
Supplies for WBL activities such as panels and interviews with guest speakers, industry partners, and other community members where students interact, gather information, and process learning related to their pathway themes/standards (i.e. name tags, notebooks, paper, pens, markers, poster boards, stamps, etc.)	All Students	Measure N	\$5,000.00	4310		Work-Based Learning	A1.1 Pathway Programs	303-56
Refreshments for Speakers Series	All Students	Measure N	\$2,000.00	4311		Work-Based Learning	A1.1 Pathway Programs	303-57
Travel and conference fees for up to 4 new teachers to attend AVID Summer Conference and other professional learning experiences that will then be shared via professional learning sessions with teachers who did not attend the same trainings.	All Students	Measure N	\$5,000.00	5220		Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS	303-58
ECCO Internships for 11th and 12th graders	All Students	Measure N	\$8,000.00	5825		Work-Based Learning	A1.1 Pathway Programs	303-59
Consultant contract with East Bay Consortium to provide mentoring and college/career guidance to students via College & Career Center at McClymonds.	All Students	Measure N	\$13,750.00	5825		Building the Conditions	A1.3 A-G Completion	303-60

School Design Consultant to work in Partnership with the Pathway Coach, College and Career Manager to provide leadership and support with designing and developing the Entrepreneurship pathway and the Ninth Grade Career and Pathway Exploration Class. Building and providing Work Based Learning experiences, job shadows, college tours and internships. Build and sustain community partnerships and advisory board.  *Funds for this consultant will come from 2017-2018 Carry Forward	All Students	Measure N	\$30,000.00	5825		Building the Conditions	A1.1 Pathway Programs	303-61
Summer Internships for juniors and seniors	All Students	Measure N	\$13,000.00	5835		Work-Based Learning	A1.1 Pathway Programs	303-62
Career Exploration Visits (i.e. job shadows, field trips)	All Students	Measure N	\$5,000.00	5880		Work-Based Learning	A1.1 Pathway Programs	303-63
Project Lead the Way Training for IED and EDD Funded by Chevron Grant	All Students	Other	\$10,000.00	5200		Career Technical Education	A1.1 Pathway Programs	303-64
Surplus	Homeless Youth	Title I: Basic	\$86,793.72			Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)	303-65
Surplus	Low-Income Students	Title I: Parent Participation	\$2,134.62	4399		Comprehensive Student Supports	Integrated Student Supports	303-66



## **Title I School Parental Involvement Policy 2017-18**

(Blue fonts indicate an area that needs to be completed)

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:  
(Name of school)

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title I Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title I Plan.  
(In the box below, briefly describe or bullet how this happens at your school.)

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.  
(In the box below, briefly describe or bullet how this happens at your school.)

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.  
(In the box below, briefly describe or bullet how this happens at your school.)

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.  
(In the box below, briefly describe or bullet how this happens at your school.)

McClymonds High School will use the School Messenger telephone system for outreach to parents, provide refreshments, and raffle gift cards to increase parent participation. These meetings will explain strategies used as authorized under Title 1, i.e. 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.  
(In the box below, briefly describe or bullet how this happens at your school.)

McClymonds High School will provide parents a description and explanation of 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 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.  
(In the box below, briefly describe or bullet how this happens at your school.)

McClymonds High School holds a regular monthly, evening parents meetings, the principal and other staff will attend and communicate with parents the academic progress of their student(s).

### School-Parent Compact

(Name of school) 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. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



## Building Parent Capacity for Involvement

(Name of school) 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

(In the box below, briefly describe or bullet how this happens at your school.)

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.

(In the box below, briefly describe or bullet how this happens at your school.)

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.

(In the box below, briefly describe or bullet how this happens at your school.)

McClymonds High School staff 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.

(In the box below, briefly describe or bullet how this happens at your schools.)

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.

(In the box below, briefly describe or bullet how this happens at your school.)

McClymonds High School will provide information to parents in the form of fliers, mailers, school calendars, teacher telephone calls, and School Messenger.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

McClymonds High School will hold a flexible number of meetings at varying times, refreshments will be provided as well as child care. We also will 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.

(In the box below, briefly describe or bullet how this happens at your school.)

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 be 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 **(Name of School)** McClymonds High School School Site Council on **(Date)** 11/14/2017 and will be in effect for the 2017-18 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. The **(Name of school)** 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.

  
\_\_\_\_\_  
(Principal's Signature)

11/14/2017  
\_\_\_\_\_  
(Date)



**McClymonds High School**      **Secondary School Compact**  
\_\_\_\_\_  
School Name

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

**Student Pledge:**

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

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

\_\_\_\_\_  
Student signature

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

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

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

\_\_\_\_\_  
Parent/Guardian or Family member signature

**Teacher Pledge:**

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

- 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\_\_\_\_\_.



**2017-2018**

**School Site Council Membership Roster – High School**

School Name: McClymonds High School

Chairperson : Shur'Na Griffin
Vice Chairperson: Huruma Zulu
Secretary: Destiny Shabazz

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Shur'Na Griffin				X	
Huruma Zulu				X	
Taloni King				X	
Destiny Shabazz					X
Tamia Holmes					X
Angelo Edgerly					X
Denise Oliver		X			
Jacqueline Hutton		X			
Dr. Lupaulette Taylor		X			
Leah Jensen		X			
Jarod Scott	X				
Cleveland McKinney			X		

Meeting Schedule (day/month/time)	<b>Second Tuesday of the Month at 5:30</b>
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**SSC Legal Requirements: (Ed. Code 52852)**

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. There must be an equal number of students and parent/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