Measure N 2020-2021 Education Improvement Plan Assessment

McClymonds High School

Checklist of Required Elements:

✓ Submitted Measure N Education Improvement Plan
✓ Submitted Measure N Budget

❏ Silver Certification Status (revisions pending)

Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?
(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
Evidence of Comprehensive Pathway Program (Measure N Self Assessment**)** ● Rigorous Academics Integrated in Pathway ● Integrated Students Supports ● Work Based Learning ● Industry Theme and CTE Sequence	**Score: 3** **Rationale:** ● Evidence of all four pillars of linked learning present in Engineering and Entrepreneurship pathways ● Clear CTE sequence in place for Engineering pathway; CTE sequence for Entrepreneurship pathway still depends on outside courses offered via Dual Enrollment through the Peralta Community College; this limits student access. ● Site has made progress on integration of pathway standards and themes in academic core classes via interdisciplinary projects ● Work-Based Learning opportunities for students are still being developed for students in Entrepreneurship pathway in alignment with pathway standards **Feedback for continued progress monitoring:** ● Align Integrated Student Support strategies more closely to pathway structures in order to further solidify students' pathway experience ● Develop CTE course sequence for Entrepreneurship that can be taught by McClymonds teachers and is accessible to all pathway students during the school day. ● Continue to identify and align WBL experiences for students in the Entrepreneurship pathway via increased collaboration with industry partners ● Continue to monitor and assess the quality of interdisciplinary			

	projects to ensure a rigorous academic experience for students in all grades; strengthen connection between Engineering and Entrepreneurship pathways via interdisciplinary projects.

Criteria 2: Quality of the Measure N Education Improvement Plan

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Root Cause Analysis *The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action* ● Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators. ● Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined. ● Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined	**Score: 3** **Rationale:** ● Thoughtful reflection and ownership over the reasons for 11% of students who do not graduate within 4 years ● Root cause identifies external factors as impacting student enrollment in linked learning pathways ● Unclear assessment of how teacher retention will impact 9th grade on-track rates **Feedback for continued progress monitoring:** ● Develop credit recovery planning structure with monitoring benchmarks and clear staff owners ● Identify plan of action to support students who transfer into McClymonds after 9th grade to matriculate into one of the two pathways offered within their first semester at the school ● Identify specific strategies for increasing access to A-G courses via credit recovery for students who are not on track to be A-G eligible (i.e. District Summer Academic Recovery, Intercessions taught by McClymonds teachers, Summer Bootcamps, etc.) as well as financial resources, if necessary ● Identify strategies and practices for 9th grade team to implement to monitor student grades throughout the year			
Pathway Quality Assessment *The school has thoughtfully analyzed the development of each Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillars*	**Score: 2.5** **Rationale:** ● Both pathways identify the need to strengthen collaboration			

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- Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the pillars
- Next steps that have been identified support the continuous quality improvement of the pathway(s)
- Self-assessment provides evidence such as concrete examples or references data
- Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies

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with industry partners as a strategy to increase rigor of content and student engagement via WBL; both pathways identify pathway-specific case management as a strategy to improve student outcomes
- Engineering pathway thoughtfully identifies the purpose for involving industry partners and how their involvement will impact student WBL outcomes; Engineering pathway also identifies a focus on deepening student WBL experiences via the WBL continuum
- Entrepreneurship pathway: unclear how or where CTE standards/themes are incorporated into the academic core; thoughtful consideration of how connecting with industry partners will support students to more deeply engage with all aspects of the WBL continuum

Feedback for continued progress monitoring:
- Develop specific targets for the number and/or type of WBL experiences desired from collaboration with industry partners
- Clarify how involvement by industry partners will impact student achievement
- Consider specific Rigorous Academic targets to set for each respective pathway to track along with WBL targets

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Strategic Goals
- Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year
- Alignment between schoolwide goals and Measure N priorities is evident
- For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other
- The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme
- The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation
- The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N

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Score: 2

Rationale:
- Both pathways are aligned on need to develop academic rigor based on industry standards and deepening access to work-based learning continuum
- Goals identify strategies that are aligned with best practices that support student outcome
- It is unclear how pathway goals complement school wide goals in the areas of cohort graduation/on-track, dual enrollment, and linked learning participation

Feedback for continued progress monitoring:
- Revise pathway goals to support school wide targets in focus areas like cohort graduation/on-track, dual enrollment, and linked learning participation

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Strategic Actions
- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars
- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar
- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar
- Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.
- Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies
- For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other

Score: 3

Rationale:
- Clear connection between root cause analysis for pathway participation and strategic action of developing a formal process to engage transfer students in pathways
- School wide strategic actions and expenditures support pathway strategic actions

Feedback for continued progress monitoring:
- Clarify how efforts around WBL support strategic goals of improving rigor of academic program, vertically aligned rubrics, and case management

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan

Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1

Budget

The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.

- Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan
- Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning
- Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N
- Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available
- Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school
- Expenditures are necessary due to the existence of Linked Learning pathways at the school site

Score: 3.5

Rationale:
- Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development
- School-wide Measure N budget expenditures are in support of and aligned with reflections and assessments and the goals outlined
- Proposed Measure N expenditures are supplemental; school wide strategic actions are also supported with other site-based and district funds
- Pathway expenditures are permissible; however, it is unclear how the Pathway lead teachers are directly connected to the strategic actions identified by the pathway team

Final Recommendation

Approved - Developing and Implementing

School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning pillars of Linked Learning, at minimum

School is actively developing the remaining pillars, the integration of all four pillars, and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan

Strengths:
- Alignment between school wide and pathway strategic actions
- Intentional focus on deepening WBL experiences for students
- Both pathways are focused on building industry partnerships to impact rigor of academic program and WBL opportunities for students

Key Questions:
- How will pathway teams focus on supporting all students, and your focus student population, to make progress on outcomes in all four linked learning pillars?
- How will you align your pathway-specific goals to support your school wide goals?

Budget Feedback:
- Clarify how pathway-specific expenditures (CTE Teachers) directly support school wide and pathway strategic goals and actions

Next Steps:

What	Suggested Lead	Deliverable	Date
Clarify how pathway-specific expenditures (Pathway Lead/CTE Teachers) directly support school wide and pathway strategic goals and actions	Pathway Coach Pathway Leads	Revised justification for Pathway Lead FTE	August 1, 2020
Clarify how pathway-specific goals will support school wide goals	Pathway Coach Pathway Leads	Revised Pathway Strategic Goals	August 1, 2020

2020-2021 MEASURE N BUDGET

School: **MCCLYMONDS HIGH SCHOOL**

Resource	Allocation	Total Expended	Total Remaining
Measure N	$290,700.00	$290,700.00	$0.00

Site #: **303**

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
303-1	Fund .29 FTE salary for the Pathway Coach to support pathway alignment, coordinate pathway recruitment, establish relationships with industry partners, solidify the Advisory board, and support teachers with rigorous, CTE-aligned instruction in the core and pathway courses (0.5 FTE from HSLLO, 0.21 FTE from McClymonds Measure G, and 0.29 FTE from McClymonds Measure N)	46869.54	2305	Classified Supervisors' and Administrators' Salaries	Pathway Coach	.29 FTE	
303-2	Fund a .29 FTE salary for the College and Career Readiness Manager to take the lead in further developing WBL systems across the school, including our Industry Expert Speaker Series, creating rigorous WBL learning experiences in 9th and 10th grade, and better aligning WBL experiences in 11th and 12th grade to support student interest and pathway themes (0.29 FTE from McClymonds Measure N, 0.71 FTE from McClymonds Supplemental. This position was previously funded by a grant from the Intel Foundation, which is sunsetting at the end of the 2019-2020 school year).	$38,659.67	2305	Classified Supervisors' and Administrators' Salaries	Classified Program Manager	.29 FTE	
303-3	Fund 1.00 FTE salary for the Engineering CTE teacher and Pathway Lead (salary + benefits). Teacher will serve as the point person for the pathway, will facilitate the Engineering Pathway PLC, and will teach 6 sections of Engineering CTE courses.	$93,164.72	1105	Certificated Teachers' Salaries	TCHR 1112	1.00 FTE	Engineering
303-4	Fund 1.00 FTE salary for the Entrepreneurship CTE Teacher and Pathway Lead (salary + benefits) Teacher serve as the point person for the pathway, will facilitate the Entepreneurship Pathway PLC, and will teach 6 sections of Entrepreneurship CTE courses.	$112,006.07	1105	Certificated Teachers' Salaries	TCHR 1112	1.00 FTE	Entrepreneurship

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.

School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	58.5%	41.5%	95.0%	85.8%	7.1%	4.5%	52.4%	36.9%	10.7%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	81.5%	0.3%	3.1%	7.7%	0.6%	0.6%	3.7%	0.3%	0.3%
Target Student Population	Which student population will you focus on in order to reduce disparities?				SpEd Students (RSP and Mild-Moderate) 9-12 21.4 %; 10-12 19.5%				

SCHOOL PERFORMANCE GOALS AND INDICATORS

Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	88.6%	Not Available	82%				
Four-Year Cohort Dropout Rate	5.7%	Not Available	4.0%				
A-G Completion	50.8%	Not Available	65.0%				
On Track to Graduate- 9th Grade	50.6%	Not Available	65.0%				
Percentage of students who participated in at least 1 Work-Based Learning activity	42.1%	0.0%	55%				
Percentage of students who have passed dual enrollment courses with a C- or better	98.10%	Not Available	98.0%				
Percentage of students in Linked Learning pathways	64.5%	73.3%	85%%				
Target Student Population Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)

Four-Year Cohort Graduation Rate	76.90%	Not Available	85.0%				
Four-Year Cohort Dropout Rate	7.7%	Not Available	5.0%				
A-G Completion	0.0%	Not Available	10.0%				
On Track to Graduate - 9th Grade	33.3%	20.0%	45.0%				
Percentage of students who participated in at least 1 Work-Based Learning activity	39.8%	Not Available	50.0%				
Percentage of students who have passed dual enrollment courses with a C- or better	90.0%	Not Available	90.0%				
Percentage of students in Linked Learning pathways	71.4%	73.5%	80.0%				

ROOT CAUSE ANALYSIS			
Indicator	*Strengths*	*Highest Leverage Challenge* *What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?*	*Root Cause Analysis* *What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?*

Four-Year Cohort Graduation Rate	12th grade teachers, COST team, and Case Managers work with individual students to ensure retention as well as to help connect students to community resources. This helps us retain many more of our students than most schools with similar socio-economic challenges. Our teachers also provide credit recovery opportunities during the year as well as during summer bootcamps. This helps our students stay on track or get back on track to graduation much more easily. Seniors are also partnered with College/Career case managers who support them in preparing for college, career and beyond. Over the past three years, the cohort graduation rate has increased from 76.5% to 88.6% while the dropout rate has decreased from 16.2% to 5.7%. We increased the number of students going to four year universities from 29.9% in 2017 to 38.3% in 2018.	11% of our students dont graduate. When we look at the data for our entire school and our target student population, we find that many of our students who are not graduating within 4 years have transferred to McClymonds after 9th grade, and when they arrive at McClymonds, they are already deficient in credits and off-track to graduation. We have also noticed that students who don't graduate within 4 years are also overwhelmingly not committed to one of our two pathways.	Students are coming in credit deficient to begin with; if we develop clear cut plans for credit recovery when they first arrive, that would help students get back on track to graduation. This would help a number of our students who are not on track. We also do not have a process in place to monitor student progress on their credit recovery plans, and historically, credit recovery plans for off-track students were not developed until students' 12th grade year. When we've waited until students' last year in high school, some are overwhelmed with everything they need to do and they lose motivation. Although we do have a system in place for Pathway orientation and selection for our 9th grade class during March Pathway Selection Month, we do not have a system in place to orient newly transfered students to our pathways and to have them select a pathway upon enrollment. This would help students have even more support structures and industry-based experiences that engage and motivate students toward graduation. We have students transfer almost daily and there needs to be a very intentional structured process in place to meet with these students and their families to orient them to the Pathways.

Four-Year Cohort Dropout Rate	Cohort dropout rate has consistently decreased since 2016 and is currently below 6%. We attribute this to our strong system of supports and connections to wrap around services for students.	If we were able to increase the number of support providers and case managers providing wrap around services for our students we could continue to decrease the dropout rate. As students advance, their motivation to engage learning diminishes. In addition to lacking support providers to counsel students to staying on track, we find students also ask for additional electives besides what we offer.	We have a limited of staff and therefore can only offer a limited number of electives. During the 4 year sequence, we find students become increasingly disengaged with learning because outside of the core content courses, there are not many other electives to choose from and provide a well rounded educational experience. By the time students reach their senior year, many of them have already completed all the electives offered. If we had the resources to provide more electives, i.e., arts, digital arts, music, etc., that supplement and enhance the pathway experience, we would have more students enrolled and more students staying in school to graduate.
A-G Completion	College and Career Readiness partners such as SPAAT, East Bay Consortium and High School Counselor monitor and advise students on which courses they need to complete or retake to meet A-G requirements.	In spite of our high graduation rate, we still see a discrepancy between students who graduate with and without the requisite courses to meet A-G. This puts many of our students at a disadvantage when it comes to helping them bridge successfully to any post-secondary opportunities. In addition, we have had a vacancy in chemistry for the last year that has railroaded the success of our students to meet the science requirement of A-G. In other words, we are limited to the teachers who are qualified to provide credit recovery in all A-G courses.	We have a limited number of teachers on staff who can provide credit recovery for students who have failed an A-G course. If we had more teachers available for credit recovery opportunities, we would be able to increase the percentage of SpEd students graduating with the requisite courses to meet A-G.

On Track to Graduate - 9th Grade	Our 9th grade On Track to Graduation percentage has been above 50% the last three years; our 9th grade team also has been supported by consultant who works consistently to provide student interventions to help students stay/get back on track. Every 6 weeks, prior to kicking off a new unit, our consultant to the 9th grade team, counselor and Pathway Coach pushes in to all 9th grade classrooms, including our target population to educate students on how to read their transcripts, building in a shared understanding of transcript language and what it means to be on track to graduate. Students then develop academic goals for the forecoming 6 week marking period.	In spite of the consistent collaborative efforts of the 9th grade team to provide student interventions to stay on track, there has been a rather high teacher turnover rate within the 9th grade team. Ensuring student success is very difficult to support with teacher turnover especially when you have to build the team over every year. In addition, all the 9th grade teachers minus two have been teaching under 3 years. Differentiation especially for our SpEd population is a skill set that comes with many years of professional teaching experience and lots of support. The challenge is to attract and strengthen the team of 9th grade teachers.	Many of our new teachers are also enrolled in credential programs. The demand of teaching in addition to fulfilling the credential requirements can be overbearing. Also, the cost of living in the Bay Area, existing off of a new teacher salary and affording a credential program is nearly impossible. If we could increase the retention rate of our ninth grade teachers, we would be able to increase the percentage of 9th graders who are On Track to Graduate.
Percentage of students who participated in at least 1 Work-Based Learning activity	The percentage of our SpEd students participants participating in at least one Work-based Learning Activity has increased from 18% in 2017-2018 to 39.8% in 2018-2019 school-year.	The challenge is we have not identified the key data points for our Pathway Team meetings around our SpEd population. Therefore we are not tracking what SpEd students are not taking advantage of the WBL opportunities, the reasons why and strategic actions to increase the number of SpEd studdents participating in WBL activities.	The challenge is we have not identified the key data points for our Pathway Team meetings around our SpEd population. Therefore we are not tracking what SpEd students are not taking advantage of the WBL opportunities, the reasons why and strategic actions to increase the number of SpEd studdents participating in WBL activities.
Percentage of students who have passed dual enrollment courses with a C- or better	The majority of students, including those with IEPs, do very well in Dual Enrollment courses, as demonstrated by the high pass rates. Students are motivated by the types of courses offered, and take advantage of the supports offered by the DE instructor and the DE teacher of record. McClymonds has been holding steadfast at 80% of th Dual Enrollment SpEd students earning a C- or better in their Dual Enrollment classes.	Chronic absenteeism is the greatest challenge for SpEd students. Our SpEd student comprise 8.3% of students enrolled in Dual Enrollment courses, but constiue 27.3% of chronically absent 11th and 12th graders. This 7% higher than General Ed students who are chronically absent.	82.2% of 11th and 12th grade SpEd students have either Unverified or Unexcused absences. McClymonds also has a stress factor ranking of 139 out of 145.

Percentage of students in Linked Learning pathways	100% of SpEd who students who come to McClymonds in the 9th grade are enrolled in a pathway.	SpEd and non SpEd students who transfer into McClymonds during the year have either been already enrolled at their former school in a pathway that is not offered at McClymonds and/or are not interested in Engineering and Entrepreneurship. Furthermore, 11th and 12th grade students that transfer in are usually only interested in having access to and passing the A-G requirements and not necessarily interested in a taking the Engineering or Entrepreneurship sequence at that point in their educational trajectory.	McClymonds High School is the smallest comprehensive high school in OUSD. We get a large number of students transfering in or being placed at the school by PEC. We need to ramp up our recruiting during the open enrollment period.

2020-2021: YEAR ONE ANALYSIS

Strategic Actions

Strategic Actions *What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?*	**What evidence will you look for to know you are successful?**
Developing, systemitizing the Advisory Board to support student projects in 11th and 12th Grade. Collaborative planning time to develop rubrics. Merging senior projects and backwards map the vertical articulation in 9-11.	We will have two Industry Board engagement events: schedule of meetings, running agenda and notes, contact list and 2 engagement events: One will include feedback to students that results in an increase in project completion. The other Industry Board engagement will include an authentic audience for Student Presentations. We will know we are successful when each grade level team completes a Student Project Rubric that is verticaly aligned to the culminating 12th grade Capstone Project. These rubrics include Oral Presentation, Field Research and Writing. Rubrics are great for students: they let students know what is expected of them, and demystify grades by clearly stating, in age-appropriate vocabulary, the expectations for a project. Rubrics also help teachers authentically monitor a student's learning process and develop and revise a lesson plan.
Fund a 1.0 FTE College and Career Readiness Manager to take the lead in further developing WBL systems across the school, including our Industry Expert Speaker Series, creating rigorous WBL learning experiences in 9th and 10th grade, and better aligning WBL experiences in 11th and 12th grade to support student interest and pathway themes.	We will know we are successful when students from each grade level can articulate their interests and identify at least one WBL experience that aligns to that interest. In 11th and 12th grades, students will be able to share at least 1 WBL experience that aligns with their college and career plans.
Develop a more intentional system for supporting chronically absent students, more specifically our SpEd students. Assign an Attendance Compliance Officer to monitor, support the SpEd Department.	Attendance Compliance Officer will meet with chronically absent student and their parent/guardian to develop a plan for success for the student. Conduct SART meetings and if necessary, confer with PEC to hold IEP meetings to identify barriers that prevents the students from attending school daily.
Continue to fund a 0.5 FTE Pathway Coach to support pathway alignment, coordinate pathway recruitment, establish relationships with industry partners, solidify the Advisory board, and support teachers with rigorous, CTE-aligned instruction in the core and pathway courses.	We will know we are successful when grade level Student Project Rubrics are implemented, Student Project Exhibitions are well attended and projects are rigorous and meet expectations. Advisory Boards for each pathway have convened at least two times, industry partners are supporting students with development of projects and serving as an authentic audience for Student Presentations. Enrollment overall increases because families are more inclined to attend McClymonds.

Developing and implementing an intentional formalized process to serve students transfering in during the school year to orient them and their families to the Pathways.	We will know we are successful because we will see more target population students enrolled in the pathway, on track to graduate and participating in at least one WBL experience.
Hiring Committee initiates the hiring process earlier in the year (January) in order to attract highly qualified teachers.	We will know we are successful because we will have less teacher turnover and as a result, can continue to build and strengthen our teacher teams. This will directly impact an increase in student engagement, higher graduation rates and A-G completion rates.

Budget Expenditures

2020-2021 Budget: Enabling Conditions Whole School

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Fund .29 FTE salary for the Pathway Coach to support pathway alignment, coordinate pathway recruitment, establish relationships with industry partners, solidify the Advisory board, and support teachers with rigorous, CTE-aligned instruction in the core and pathway courses (0.5 FTE from HSLLO, 0.21 FTE from McClymonds Measure G, and 0.29 FTE from McClymonds Measure N)	$46,869.54	2305	Classified Supervisors' and Administrators' Salaries	Pathway Coach	.29 FTE	
Fund a .29 FTE salary for the College and Career Readiness Manager to take the lead in further developing WBL systems across the school, including our Industry Expert Speaker Series, creating rigorous WBL learning experiences in 9th and 10th grade, and better aligning WBL experiences in 11th and 12th grade to support student interest and pathway themes (0.29 FTE from McClymonds Measure N, 0.71 FTE from McClymonds Supplemental. This position was previously funded by a grant from the Intel Foundation, which is sunsetting at the end of the 2019-2020 school year).	$38,659.67	2305	Classified Supervisors' and Administrators' Salaries	Classified Program Manager	.29 FTE	

ENGINEERING PATHWAY

Mission and Vision	Vision: McClymonds High School Engineering Pathway provides transformative learning experiences that empower students to personalize their pathways to success and take ownership of their education. Through engaging and rigorous engineering courses, students build connections with companies, colleges, and communities for hands-on experience in the workplace, experiential learning opportunities, and mentoring. Graduates are equipped with high demand skills that lead to opportunities for continued education and careers in competitive STEAM industries across the globe.

PATHWAY QUALITY ASSESSMENT

Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Engineering has been a longstanding pathway at McClymonds (for the last 8 years) due to a strong industry partner (Intel) and strong CTE teacher leadership. Project based learning coupled with industry standard engineering software and machinery (laser cutter, CNC router, 3D printers, etc) provides McClymonds scholars a competitive education. In addition, projects created collaboratively with the Engineering CTE teachers and the Core subject teachers allows for Engineering CTE standards to be present in core classes. Dedicated grade level planning during school year (2 times a month) have ensured thoughtful and rigorous projects that focus on solving real world issues. CTE course sequence includes Intro to Engineering, Principles of Engineering, Engineering Design and Development and electives (Woodshop/Crucible, CIS (Computer Information Systems) Dual Enrollment Classes). The Engineering pathway partnership with the Crucible (The Arts Incentive Grant) this last year gave our students the opportunity to make with wood, metal, glass and leather every week for a 3 hour block. This year we have also brought a team of Engineering and core class teachers to the Project Based Leadership Academy based in San Diego. This team has spearheaded this Springs Student Exhibition planning and execution with the entire staff.	The Engineering Pathway can grow by creating opportunities within core subjects that will allow students to authentically engage in engineering-related projects. We could also strengthen the rigor of our academic program if we had more consistent and meaningful collaboration with industry partners and the Entrepreneurship Pathway. Collaborating with industry partners through an advisory board would ensure that our curriculum stays relevant in an evolving field, in addition to provide students with engaging work-based learning, mentorship, and feedback from experts. By exploiting natural overlap between the work of entrepreneurs and engineers, we can build interdisciplinary projects that push student learning in both domains. Pathway collaboration will be crucial to implementing a rigorous interdisciplinary projects in students' junior years, preparing them for success during their senior projects. Finally, we hope to take advantage of collaborative planning to more intentionally integrate all of STEM, using engineering classes to strengthen and reinforce learning from math and science classes.	Our team has identified the following next steps: We will brainstorm more ways to collaborate between pathways in order to maximize resources to most effectively benefit student learning. This will include combining our meeting times, identifying goals for collaboration, strategic next steps and milestones in order to know we have achieved our goals. We will also align math grade level standards with grade level engineering and science courses. We understand that teacher time is valuable. Therefore we budgeted for paid and protected time for teacher collaboration to develop curriculum, perform classroom observations, and engage in pathway development administrative work. Research shows that project based learning deepends students understanding of real world issues as well as student motivation and engagement.

CTE (pages 3,4,5 of rubric)	The Engineering CTE teachers shared and supported the design process as part of the project based learning projects in all core classes. These projects were designed during the bi monthly teacher collaboration. We planned for the student presentations of their projects this spring. All Engineering students participate in the CTE aligned Engineering Scope and Sequence. The Engineering Team (including all CTE teacher, CCR Manager and Pathway Coach) meet weekly to ensure Goals and Strategic actions are met.	Pathway cohorting is a challenge given our small numbers and only having 1 content teacher per grade. As a small school, our priority is to meet all student needs. This means our priority has been to ensure students have access to all A-G courses. Cohorting sometimes conflicts with this priority. In addition, our 12th Grade Engineering Design and Development (Capstone) and 12th grade Entrepreneurship Capstone are not fully aligned. Historically, the Entreprenership Senior Project has been experienced as a rite of passage by McClymonds students. Given our EDD capstone is only 2 years old, it has been difficult to convince 12th graders to take this class over the tradition 12th Grade 'Senior Project'.	Our next steps as the Engineering Team is to develop the 11th grade integrated project that highlights both pathways. This will support the foundational skills needed to create and develop a rigorous industry standard senior project the following year in 12th grade. Instead of trying to cohort the 12th grade Engineering Capstone class and the 12th Grade Entrepreneurship Capstone Senior Project, we will work to align the 12th grade Capstone to capture the Student Learning Outcomes of both pathways.
WBL (page 6 of rubric)	The Engineering pathway provided an incredible plethora of WBL experiences that provide career awareness and exploration in the Engineering Industry. These experiences included a small partnership with SalesForce. The year kicked off with a career exploration visit to SalesForce, where the students engaged in a design thinking workshop, ideating side hustles and working them into real, 21st-century opportunities. As a collaboration with the Entrepreneurship Pathway, the Capstone Engineering CTE teacher led the students through the design process, through which they developed products using resin and sold the products at Jack London Square. Based on student passion for easing the homeless situation in Oakland, the Engineering CTE teacher lead the students through a design process to identify solutions to surviving on the streets. Students were tasked with engineering products and solutions to benefit the homeless. The WBL experience included visiting a homeless encampment, interviewing a community of homeless individuals and then modifying their ideas based on the feedback.	The Engineering Pathway does a great job of exposing students to a wide range of Engineering-related careers through visits and speakers. We need to grow our program to include a more personalized sequence of experiences for the 11th and 12th grade year in career preparation and career training. In addition, we need to identify reasons why some students have not taken advantage of the WBL opportunities.	Next year, we will hold two industry advisory board engagements. The first will focus on sharing the successes and goals of the engineering program, and inviting partners to participate in a range of support activities: job shadowing, mentoring, internships, feedback at student exhibitions, and more. The Advisory Board will provide input as to relevant skills and content from their workplace to align with our curriculum to ensure a relevant and rigorous engineering experience. The second convening will coincide with an end of year student exhibition, allowing advisory board members to engage with student learning as authentic audience members. Our team also needs to specifically identify career exploration visits that connect to each grade level project, 10-12. In order for our team to ensure that ALL students are taking advantage of WBL opportunities, we need to analyze WBL student data during weekly collaborative team meetings.

Comprehensive Student Supports (page 7 of rubric)	McClymonds HS has a strong COST (Coordination of Services Team) that meets weekly and monitors student needs. College Career Readiness Manager supports students in identifying career goals, aspirations and in creating an individualized 10 year college and career plan to reach those goals. This support also includes leading the 12th Grade Team which meets weekly to ensure students are on track to graduate, meeting their college and scholarship application deadlines and advising students during their internships.	As a team, we have not identified key data points that we are tracking for students in the Engineering Pathway. We also do not have coordination between the COST team and our Engineering team.	Our next steps is to Identify and set goals around the key data points for all students in pathway. Also, to Identify the team and/or funds to support the case management to ensure all students are participating in WBL opporutnties and the other key data points we have identified. Lastly, we need to align and coordinate student support services (COST and Engineering team) to the key data points for Engineering pathway.
Pathway Student Outcomes (page 2 of rubric)	McClymonds High School has strong Grade level PLCs (Professional Learning Communities) in which teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Identifying students who may not have access and ensuring they have access (1.0 Teacher Leader Coach)	The last three years, we have committed 2 Wednesdays a month to grade level collaboration with a grand goal to create, plan and implement interdisciplinary projects culminating in a student exhibition. Although we have celebrated small achievements of 2 or 3 teacher collaborations, we have yet to achieve a full grade level collaboration. This year we committed a small team to the Project Based Learning Leadership Academy. This team has lead our Wednesday collaboration meetings. Although we were successful in creating grade level interdisciplinary projects, we lack a vertical articulation of skills that can be articulated by students. We also lack the committment from industry partners to provide feedback to our students in the development of these projects in order to ensure real world relevancy and skill sets. It is also clear that students in the Engineering pathway cannot clearly articulate what differentiates their experience from the Entrepreneurship Pathway and being in a pathway in general.	Our next steps as the Engineering Team pathway is to focus on student leadership and WBL experiences that extend further in the continuum. This will support the culture and identity of the pathway. Additionally, by building strategic connections through the advisory board, we will be able to provide students a greater diversity of professional mentors, speakers, and possible supervisors. Increased diversity and strength of relationship should help students identify with the profession and make inroads towards meaningful work experiences in engineering fields.
with **2020-2021: YEAR ONE ANALYSIS**				

2020-2021: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	What evidence will you look for to know you are successful?
We will create a more rigorous academic program grounded in content expertise (CTE teacher) and industry expertise (Advisory Board and other industry partners).	We will have two Industry Board engagement events. One will include feedback to students that results in an increase in project completion. The other Industry Board engagement will include an authentic audience for Student Presentations. The board will represent professionals from both pathways.
Develop grade level rubrics that are vertically aligned with a culminating Capstone Rubric for 12th Grade Capstone Student Exhibition Project.	The grade level Student Project rubrics are developed and implemented. We know we will be successful because of an increase in student projects' meeting at least 'meeting expectations' on project rubric. With the implementation of the rubrics, students will have a better understanding of what is expected and what 'exemplary' work looks like in areas of Presentation, Field Research and Writing.

Develop a case management system and point person to monitor student success in the pathway and align student support services.	We know we will be successful because there will be an increase in number of students taking advantage of the WBL experiences from awareness to career training.

Pathway Strategic Actions

Strategic Action *What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?*	**What evidence will you look for to know you are successful?**
Teachers, Pathway Coach and College and Career Readiness Manager will develop and recruit Industry Partners to build and enhance our Advisory Board.	We will have two Industry Board engagement events: schedule of meetings, running agenda and notes, contact list and 2 engagement events: One will include feedback to students that results in an increase in project completion. The other Industry Board engagement will include an authentic audience for Student Presentations.
Continuing to support the 9th and 10th Grade systems WBL experiences by scheduling and promoting our Speaker Series and also aligning 11th and 12th grade WBL experiences to support student interest and learning.	Identify WBL experience for each unit of study in the 10th and 11th grade pathway courses.
Collaborative planning time to develop rubrics. Merging senior projects and backwards map the vertical articulation in 9-11.	Each grade level team completes a Student Project Rubric that is verticaly aligned to the culminating 12th grade Capstone Project. These rubrics include Oral Presentation, Field Research and Writing.

Pathway Budget Expenditures

2020-2021 Pathway Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME**
Fund 1.00 FTE salary for the Engineering CTE teacher and Pathway Lead (salary + benefits). Teacher will serve as the point person for the pathway, will facilitate the Engineering Pathway PLC, and will teach 6 sections of Engineering CTE courses.	$93,164.72	1105	Certificated Teachers' Salaries	TCHR 1112	1.00 FTE	Engineering

ENTREPRENEURSHIP PATHWAY

Mission and Vision	Mission: The McClymonds Entrepreneurship Pathway provides a personalized approach to support students' development of entrepreneurial thinking and 21st-century skills, while providing a practical understanding of "all aspects of the industry" and the impact of STEAM on entrepreneurial opportunities for success in college, career and community. Vision: McClymonds High School Entrepreneurship Pathway provides transformative learning experiences that empower students to personalize their pathways to success and take ownership of their education. Students engage in a rigorous and relevant program of study that include applied academics, mentoring and experiential learning opportunities to develop and apply knowledge and skills for entrepreneurial thinking needed for success in any industry sector in a 21st century global market.

PATHWAY QUALITY ASSESSMENT

Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Pathway Director leads weekly Entrepreneurship meetings that resulted in the planning and execution of two main goals: 1. engaging students in the design and creation of inventory to sell at the Black Joy Parade and 2. leverage our Advisory boards membership and other industry partners in a weekly speaker series. NFTE (Network for Teaching Entrepreneurship) curriculum and Dual enrollment courses have been vetted by industry partners and aligned to current industry standards.	Areas for growth in the Entrepreneurship Pathway include: Develop more meaningful opportunities for students to publicly present ideas and business concepts as well as their products or services. Although we did celebrate success in the creation and selling of products, there was definitely room for growth in terms of the quality and relevancy of the products. A lack of cohesiveness in the sequence of classes for 10th and 11th grade. Dual enrollment offerings and teaching staff are not always consistent and therefore our sequence suffers.	The Entrepreneurship team will formalize a public forum system for students to present ideas and business concepts that would allow students to receive feedback. We will also develop and implement a clear cut sequence of CTE courses for Entrepreneurship. Lastly, we will Introduce additional curriculum provided by NFTE (Network for Teaching Entrepreneurship) for the 10th-12th grade students that follows and supports the pathway sequence.
CTE (pages 3,4,5 of rubric)	The Entrepreneurship Team collaboration yielded student development of products to sell at public event.	Only a small group of students were able to take advantage of this opportunity from the beginning all the way to selling the products at the public event. We were only able to meet the planning to sell at one large public event.	In our team reflection, we concluded that we need to identify roles for all students to feel successful. For example, not all students felt engaged by coming up with an idea of a product. We will identify differentiated roles in each step of the process to reach a larger pool of students. We will also identify 3 large public events that differentiate in theme in order to expand student skill and experience.

WBL (page 6 of rubric)	Students have been involved in the entire work-based learning experience, from start to finish. Weekly Speaker series focused on innovative entrepreneurial careers and opportunities in the LIT Center to bring awareness to various career fields and inspire students to pursue their career dreams. Students further researched and explored their desired industry sector through intentional curricuum design in both their dual enrollment and non-dual enrollment business courses. Students visited a variety of local businesses to identify and observe first-hand the skills they have studied in the classroom. Students were taught how to use software to digitally design items. Applying this knowledge and experience, students then designed and fabricated items to sell in the Maker Space (students started from ideating, to design, to create and market), selling at the Black Joy Parade. In addition, students acquire and develop other skills relevant to work-based learning in their classes through various units intentionally woven into the curriculum. The career preparation provides an opportunity for students to receive support and preparation for internships, ideally during the summer.	There is a lack of student engagement in the career preparation and career training as part of the WBL continuum. These experiences generally exist in the 11th and 12th grade years.	We will formalize the engagement of the Industry Advisory Board and also ensure that we convene the Advisory Board at least two times during the year. During these engagements, we are gaining the commitment of our partners to provide job shadowing and internships that align with the 11th and 12th grade interests and project based learning planned by the 11th and 12th grade level teams. Ensure that ALL students are taking advantage of WBL opportunities by analyzing WBL student data during weekly collaborative team meetings.
Comprehensive Student Supports (page 7 of rubric)	We celebrate our high functioning COST team monitors, i.e., Principal, Community School Manager, Social Worker, Social Work interns, community partners, SpEd support staff who meet weekly to identify any student who is in need of support services to have a successful experience at school. Students are then referred to one of our community partners who can address the students' needs.	We have not identified key data points that we are tracking for students in the Entrepreneurship Pathway. There is a lack in collaboration between student support services. There is also a lack of parent communication and involvement in the pathway sequence.	Our team has identified the following next steps: -Identify and set goals around the key data points for all students in pathway -Identify the team and/or funds to support the case management to ensure all students are participating in WBL opporutnities and the other key data points we have identified. -Align existing student support services to the key data points for Entrepreneurship pathway. -Planning and implementing two Pathway Parent Engagement events, one in the Fall and one in the Spring

Pathway Student Outcomes (page 2 of rubric)	McClymonds High School has strong Grade level PLCs (Professional Learning Communities) in which teachers build horizontal leadership for building and implementing transformative learning experiences in all classes. Identifying students who may not have access and ensuring they have access (1.0 Teacher Leader Coach).	The last three years, we have committed 2 Wednesdays a month to grade level collaboration with a grand goal to create, plan and implement interdisciplinary projects culminating in a student exhibition. Although we have celebrated small achievements of 2 or 3 teacher collaborations, we have yet to achieve a full grade level collaboration. This year we committed a small team to the Project Based Learning Leadership Academy. This team has lead our Wednesday collaboration meetings. Although we were successful in creating grade level interdisciplinary projects, we lack a vertical articulation of skills that can be articulated by students. We also lack the committment from industry partners to provide feedback to our students in the development of these projects in order to ensure real world relevancy and skill sets. It is also clear that students in the Entrepreneurship pathway cannot clearly articulate what differentiates their experience from the Entrepreneurship Pathway and being in a pathway in general.	Our next steps as the Entrepreneurship team is to support WBL experiences that extend further in the continuum and support the culture and identity of the pathway. Additionally, by building strategic connections through the advisory board, we will be able to provide students a greater diversity of professional mentors, speakers, and possible supervisors. Increased diversity and strength of relationship should help students identify with the profession and make inroads towards meaningful work experiences in engineering fields.

2020-2021: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	What evidence will you look for to know you are successful?
Create more rigorous academic program grounded in content expertise (CTE teacher) and industry expertise (Advisory Board and other industry partners)	We will have two Industry Board engagement events. One will include feedback to students that results in an increase in project completion. The other Industry Board engagement will include an authentic audience for Student Presentations. The board will be comprised of professionals from both pathways.
Develop grade level rubrics that are vertically aligned with a culminating Capstone Rubric for 12th Grade Capstone Student Exhibition Project.	The grade level Student Project rubrics are developed and implemented. We know we will be successful because of an increase in student projects' meeting at least 'meeting expectations' on project rubric. With the implementation of the rubrics, students will have a better understanding of what is expected and what 'exemplary' work looks like in areas of Presentation, Field Research and Writing.
Develop a case management system and point person to monitor and support student success in the pathway.	An increase in number of students taking advantage of the WBL experiences from career awareness to career training wou

Pathway Strategic Actions

Strategic Action What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?	What evidence will you look for to know you are successful?
Teachers, Pathway Coach and College and Career Readiness Coordinator will develop and recruit Industry Partners to build and enhance our Advisory Board.	We will have two Industry Board engagement events: schedule of meetings, running agenda and notes, contact list and 2 engagement events: One will include feedback to students that results in an increase in project completion. The other Industry Board engagement will include an authentic audience for Student Presentations.

Continuing to support the 9th and 10th Grade systems WBL experiences, i.e., Speaker Series and align 11th and 12th grade WBL experiences to support career preparation and career training.	Identify WBL experience for each unit of study in the 10th and 11th grade pathway courses.
Collaborative planning time to develop rubrics. Merging senior projects and backwards map the vertical articulation in 9-11.	Each grade level team completes a Student Project Rubric that is verticaly aligned to the culminating 12th grade Capstone Project. These rubrics include Oral Presentation, Field Research and Writing.
We will Introduce additional curriculum provided by NFTE (Network for Teaching Entrepreneurship) for the 10th-12th grade students that follows and supports the pathway sequence.	The pathway sequence from 10th through 12th grades will include a curriculum that aligns with grade level student learning outcomes and the WBL continuum.

Pathway Budget Expenditures						
2020-2021 Pathway Budget						
Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME**
Fund 1.00 FTE salary for the Entrepreneurship CTE Teacher and Pathway Lead (salary + benefits) Teacher serve as the point person for the pathway, will facilitate the Entepreneurship Pathway PLC, and will teach 6 sections of Entrepreneurship CTE courses.	$112,006.07	1105	Certificated Teachers' Salaries	TCHR 1112	1.00 FTE	Entrepreneurship