

Board Office Use: Legislative File Info.	
File ID Number	23-1646
Introduction Date	8/9/23
Enactment Number	23-1427
Enactment Date	8/9/2023 er



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for McClymonds High School

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for McClymonds High School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for McClymonds High School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: McClymonds High School
CDS Code: 1612590110189
Principal: Jeffrey Taylor
Date of this revision: 4/25/2023

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

Contact: Jeffrey Taylor	Position: Principal
Address: 2607 Myrtle Street Oakland, CA 94607	Telephone: 510-238-8607 Email: jeffrey.taylor@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/25/2023

The District Governing Board approved this revision of the SPSA on: 8/23/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

McClymonds High School

Site Number: 303

- | | | |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

The School Site Council (SSC) recommends this comprehensive School 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 EDC § 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 School 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 School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/25/2023

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

- | | | |
|-------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <input type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|-------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------|

Signatures:

Jeffrey Taylor

Principal

Miniimahe Young

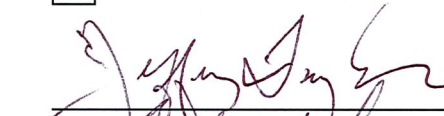


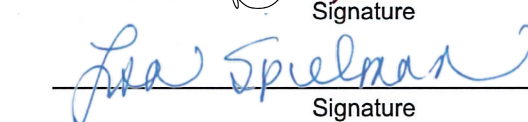
SSC Chairperson

Vanessa Sifuentes

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning

 _____ Signature	
 _____ Signature	
 _____ Signature	
 _____ Signature	

4/26/2023

Date

4/26/2023

Date

5/18/23

Date

5/23/23

Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/30/2023	Admin Team	Reviewed SPSA and discussed goals
2/27/2023	Admin Team	Reviewed SPSA and solicited input
3/14/2023	SSC Meeting	Reviewed SPSA for input
4/17/2023	Community Partners Meeting	Reviewed SPSA and received feedback for the MTSS Plan as well as the Community School Plan.
4/18/2023	Parents Coffee w/ the Principal	Reviewed SPSA and solicited input
4/19/2023	Faculty Meeting	Reviewed SPSA and solicited input from teachers
4/25/2023	SSC Meeting	Reviewed SPSA for approval

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$290,116.81
Total Federal Funds Provided to the School from the LEA for CSI	\$121,170.69
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$840,047.50

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$93,375	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,900	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,490	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$185,260	TBD
21st Century Community Learning Centers (Title IV #4124)	\$188,027	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$6,225	TBD	After School Education and Safety Program (ASES #6010)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$121,171	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$217,600.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$411,287.50	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$428,760.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$840,047.50
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL 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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
62.2%	37.8%	8.2%	0.3%	4.6%	1.4%	92.6%	22.7%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
75.6%	2.6%	10.2%	2.8%	0.3%	1.7%	0.0%	3.1%

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal for College, Career & Community Readiness: Increase the number of students reading at or above grade level so that our students are prepared for college, career, community, and beyond.

English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-65.9	n/a	-39.8	<i>not available until Fall 2023</i>	-55.0
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	0.0%	23.9%	<i>not available until Fall 2023</i>	33.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-180.2	n/a	-168.0	<i>not available until Fall 2023</i>	-150.0
CAST (Science) at or above Standard	All Students	4.6%	n/a	0.0%	<i>not available until Fall 2023</i>	5.0%
Graduation Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Four-Year Cohort Graduation Rate	All Students	92.0%	82.8%	88.2%	<i>not available until Fall 2023</i>	90%
On Track to Graduate: 9th Grade	All Students	52.1%	29.8%	53.2%	<i>not available until Fall 2023</i>	60%
On Track to Graduate: 11th Grade	All Students	44.2%	32.9%	38.8%	<i>not available until Fall 2023</i>	60%
A-G Completion	All Students	51.4%	50.7%	60.0%	<i>not available until Fall 2023</i>	55%
College/Career Readiness <i>*2018-19 baseline</i>	All Students	45.7%	n/a	n/a	<i>not available until Fall 2023</i>	55%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for Targeted Supports for Our focal students for the 2023-2024 school-year will be our **Focal Student Groups: African-American female students.**

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-122.1	n/a	-93.9	<i>not available until Fall 2023</i>	-100.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-66	n/a	-47.4	<i>not available until Fall 2023</i>	-50.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	0.0%	37.9%	<i>not available until Fall 2023</i>	50.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-212.4	n/a	-223.5	<i>not available until Fall 2023</i>	-175.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-179.9	n/a	-179.7	<i>not available until Fall 2023</i>	-150.0

Reclassification Measures & Annual Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	5.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	5.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for Student & Family Engagement: 100% of McClymonds students and families will feel welcomed at the school.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	0.0%	56.4%	44.3%	<i>not available until Fall 2023</i>	65.0%
Out-of-School Suspensions	All Students	10.9%	n/a	17.3%	<i>not available until Fall 2023</i>	10.0%
Out-of-School Suspensions	African American Students	12.7%	n/a	17.3%	<i>not available until Fall 2023</i>	10.0%
Out-of-School Suspensions	Special Education Students	16.7%	n/a	17.3%	<i>not available until Fall 2023</i>	10.0%
Chronic Absenteeism	All Students	25.2%	21.6%	57.1%	<i>not available until Fall 2023</i>	15.0%
Chronic Absenteeism	African American Students	23.7%	22.5%	55.3%	<i>not available until Fall 2023</i>	15.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal for High-Quality Staff: Recruit and retain teachers who are reflective of our student population who will provide rigorous instruction.

Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	76.0%	59.9%	63.3%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	<p>McClymonds has a strong graduation team who works dilligently to ensure that our students are prepared for college, career, and community. Students are required to complete a ten-year plan. McClymonds has also had great success with our seniors going to college and graduating. McClymonds in the only high school in OUSD with an endowment which provides our graduating seniors with a monetary merit award.</p>	<p>Graduation Team meets regularly to coordinate and implement data-informed supports for students. Graduation Team partners with outside college access organizations (East Bay & Solano County College Consortium; Destination College Advising Corps) as well as OUSD College & Career Readiness Specialist and College & Career Readiness Manager and Counselor to maximize resources and supports for students. Robust AAMA & AAFE programs support students throughout their career at McClymonds. Graduation requirements, college access, and career-related opportunities are consistently integrated throughout curriculum from grades 9-12.</p>
<i>LCAP Goal 2: Focal Student Group Supports</i>	<p>We are currently partnering with the Office of Equity's African American Female Excellence (AAFE) to provide "Mastering Cultural Identity" classes for our African American female students, which is facilitated by our Behavior Specialist (Title I).</p>	<p>We are partnering with community based organizations (CBOs) to provide additional supports for this focal population.</p>
<i>LCAP Goal 3: Student & Family Engagement</i>	<p>McClymonds has a rich history in West Oakland. Many of our students have family members who are alumni of McClymonds. It becomes a family tradition for these students to attend McClymonds. Title I Parent funds will be used to provide parent workshops.</p>	<p>McClymonds is also known as the "School of Champions." Our athletic success has helped to attract students as well.</p>
<i>LCAP Goal 4: Staff Supports</i>	<p>McClymonds is the smallest comprehensive high school in OUSD. This allows for a family atmosphere amongst the staff and faculty.</p>	<p>Approximately one-third of McClymonds' faculty and staff are alumni of McClymonds. This brings stability to our faculty and staff.</p>

Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	McClymonds experiences low parent engagement in general and at specific events (Back-to-School Night, Conferences, etc.). There are a high percentage of students who need credit recovery. Not every student participates in internships over their 4 years. We experience a lack of quality instruction among teachers. Students exhibit poor performance in core subjects.	Lack of engagement from parents/guardians cause challenges in communication and support around internships, credit recovery, A-G/grad requirements, FAFSA completion. Students transfer from out-of-district schools who are not A-G compliant. We have a high percentage of students who need credit recovery and miss out on summer internship opportunities. Lack of new teacher support causes lack of quality instruction. Students often matriculate to high school lacking foundational skills in ELA and math.
<i>LCAP Goal 2: Focal Student Group Supports</i>	The African American female students of McClymonds are engaging in many negative behaviors, some resulting in fights and suspensions. There have not been as many community based organizations looking to partner with us to support our African American female students.	The African American female students of McClymonds are reading multiple grades below grade level. This fact impacts their success in the rest of their core classes given the fact that they are not able to access the expository text in those classes.
<i>LCAP Goal 3: Student & Family Engagement</i>	Family engagement is an ongoing growth area for McClymonds. Students are not taking full advantage of the Extended Day program.	Many of our parents are working and have difficulty taking off work to come to school functions. Many of our students live outside of the McClymonds attendance area.
<i>LCAP Goal 4: Staff Supports</i>	Many of our support staff have been absent this year.	The majority of the support staff have had some health challenges this year which required them to be out for extended periods of time.

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Teacher vacancies staffed by substitutes impact the culture and climate of the school. The personnel committee will begin recruiting teachers after the end of the first semester.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: McClymonds High School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Despite the absence of our Community School Manager, multiple staff have stepped in to fill the void in the interim. Although parent engagement is an area for growth for McClymonds, we have had our most successful year with our SSC.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

We successfully partnered with the Office of Equity to support family engagement as well as African American Male Achievement and African American Female Excellence programs. We also added affinity groups for our Arabic and Pacific Island students.

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

These changes can be found in our MTSS Plan.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
Behavior Specialist (salary and benefits)	Student Connectedness to School	The Behavior Specialist meets with students who are disconnected to school and are not being successful. The Behavior Specialist also is a co-leader of the C.O.S.T. (Coordination of Services Team). The Behavior Specialist will also facilitate a Master Cultural Identity class to engage with our target population of African American female students.	We have been able to find success with placing our behaviorally challenged female students in the Mastering Cultural Identity class where they are learning strategies to improve their self advocacy skills. Self Advocacy is one area where this target group often get in trouble. There has been a dramatic decrease in the number of incidents involving female students.	We will continue to group the ninth graders together and not place them with upper class students. We will create opportunities for the upper class students to mentor the under class students to develop harmony between the grade levels.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: McClymonds High School

School ID: 303

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

LCAP Goal 1: All students graduate college, career, and community ready.

School Priority:	100% of McClymonds students will engage with curriculum, opportunities, and interdisciplinary projects that integrate the acquisition and application of real-world skills and competencies to provide students with a rigorous, 21st-century experience that gives students exposure to and preparation for post-secondary success.
School Theory of Change:	If we implement interdisciplinary projects across content areas and across grade-levels, then students will receive meaningful exposure to college and career readiness competencies that will help them engage successfully with post-secondary opportunities.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Implementing interdisciplinary projects.	Provide professional development opportunities for teachers to collaborate with our Industry partners from both Engineering and Entrepreneurship Pathways in order to ensure real world relevancies manifest through soft skill development and design thinking strategies.	Completed projects that will be presented at our student showcase.		Tier 1

1-2	Provide relevant learning opportunities connected to individual curriculum (speaker series, produce/sell merch and curriculum learning) and real world opportunities as evidenced by feedback from industry partners	Seek and allow for opportunities with industry partners to interact with teachers/students, feedback on curriculum/projects and space for this through consistent and frequent collaborations in organized and unorganized spaces. Use industry partner relationships and results of work with those partners to tap into their networks to gain new partnerships	Frequent and collaborative interactions with industry partners with opportunities for formalized feedback (surveys, Q&A sessions)		Tier 1
1-3	Develop measures of success (rubrics) that allow students to know and understand clearly and allow for vertical articulation throughout grade levels and content areas	Provide professional development time for teachers to collaborate in diverse ways, including grade level PLC's, content depts, etc.	Completed measures of success (rubrics) that assess the students' ability to demonstrate their mastery of the content.		Tier 1
1-4	Provide scaffolds and interventions to support students' academic growth and development	Provide extended day opportunities for students to receive peer tutoring	Increase in the number of students earning a 2.00 or greater.		Tier 2

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority:	Increase student engagement and overall school wide experience for our Students With Disabilities by providing teachers with professional development to improve their pedagogy in regards to deescalation strategies and also supporting students who are in need of additional supports.
School Theory of Change:	Students With Disabilities who are not able to engage in the mainstream academic program are acting out to get sent out of class. If teachers become better equipped in utilizing deescalation strategies with our Students With Disabilities, this student population will have a greater chance to find success with their mainstream academic program.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers implement school-wide annotation strategies for understanding grade-level texts.	Teachers will be trained on AVID strategies (annotation) school-wide.	Students are using AVID strategies in all academic classes.		Tier 1
2-2	Teachers implement scaffolds to support students explaining their understanding using academic conventions.	Leadership will clear a path for teacher learning around supporting students using academic conventions. Leadership will provide ongoing coaching and walkthroughs for monitoring and ongoing support.	Feedback from teachers as well as data collected from learning walks.		Tier 1
2-3	Teacher will facilitate Mastering Cultural Identity classes that are focused on growth and development of coping and self-regulation skills that allow them to achieve more classroom learning time leading to growth.	Leadership will clear the way for the functions necessary for the success of the class and support the class with resources including supporting pulling in community partners to accompany the learning.	Decrease in D's and F's amongst the African American students.		Tier 2
2-4	Teachers offer supplementary support in Math and English support classes for students who perform below grade level. Teachers will facilitate development in foundational skills in addition to the grade-level instruction that students receive in their regular courses.	Leadership will continue to include supplementary support classes in English and Math in the master schedule.	Decrease in D's and F's in Math and English classes.		Tier 2

2-5		Admin complete and submit School Site Safety Response Plan, Discipline Matrix and plan for Police Free Guidance	Completed plans		Tier 1
-----	--	-----------------------------------------------------------------------------------------------------------------	-----------------	--	--------

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority:	African-American Females will show growth in literacy acquisition indicated by an increase in SRI scores and by the accumulation of credits in humanities classes.
School Theory of Change:	As a result of our implementation of a comprehensive school-wide approach to literacy instruction that is aligned to Common Core Standards students will experience improvements in reading and writing.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Implementing interdisciplinary projects.	Provide professional develop opportunities for teachers to collaborate with our Industry partners from both Engineering and Entrepreneurship Pathways in order to ensure real world relevancies manifest through soft skill development and design thinking strategies.	Completed student projects.	Increase the number of students reading at or above grade level so that our students are prepared for college, career, community, and beyond.	Tier 1

3-2	Provide relevant learning opportunities connected to individual curriculum (speaker series, produce/sell merch and curriculum learning) and real world opportunities as evidenced by feedback from industry partners	Seek and allow for opportunities with industry partners to interact with teachers/students, feedback on curriculum/projects and space for this through consistent and frequent collaborations in organized and unorganized spaces. Use industry partner relationships and results of work with those partners to tap into their networks to gain new partnerships	Student capstone projects, products produced for sell, feedback from industry partners, increased number of students participating in internships and our graduation rate.	Recruit and retain teachers who are reflective of our student population who will provide rigorous instruction.	Tier 1
3-3	Develop measures of success (rubrics) that allow students to know and understand clearly and allow for vertical articulation throughout grade levels and content areas	Provide professional development time for teachers to collaborate in diverse ways, including grade level PLC's, content depts, etc.	Completed student friendly rubrics	Increase the number of students reading at or above grade level so that our students are prepared for college, career, community, and beyond.	Tier 1
3-4	Provide scaffolds and interventions to support students' academic growth and development	Provide extended day opportunities for students to receive peer tutoring	Decrease in D's and F's	Our focal students for the 2023-2024 school-year will be our African-American female students.	Tier 2

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Priority:	Develop systems that support and encourage teachers to remain at McClymonds.
School Theory of Change:	If we provide staff with coaching, support and professional development, the teachers are more likely to remain at McClymonds.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Veteran teachers will mentor teachers who are new to the school to help them become acclimated to the school and to navigate through the schoolwide procedures and expectations.	Leadership hosts monthly luncheon for new teachers to provide support and community.	CHKS surveys	Recruit and retain teachers who are reflective of our student population.	Tier 1
4-2	Teachers will take advantage of professional development opportunities that will in turn improve their pedagogy.	Provide professional development opportunities for all teachers.	Improved pedagogy as witnessed by classroom observation.	Increase the number of students reading at or above grade level so that our students are prepared for college, career, community, and beyond.	Tier 1
4-3	Ongoing professional development in use of technology to support instruction in the classroom across all departments.	Administration will work to provide teachers with up to date technology to enhance their classroom instruction.	Increased use of technology incorporated in teachers daily pedagogy as evidenced in walkthroughs by administrators, ILT and parents.	Recruit and retain teachers who are reflective of our student population who will provide rigorous instruction.	Tier 1
4-4	Teachers will take advantage of opportunities to be teacher leaders.	Administration will rotate the roles of the ILT to give teachers an opportunity to help develop the agenda and lead the team.	ILT Running Agenda	Recruit and retain teachers who are reflective of our student population who will provide rigorous instruction.	Tier 1

CONDITIONS FOR BLACK STUDENTS (instructions & resources)

School Priority:	Academically Prepared
School Theory of Change:	If we provide opportunities for Black students to experience academic success by implementing culturally responsive curriculum and an individualized learning plan for graduation and beyond our students will engage with the curriculum and increase thier grade point average. As a result of professional learning communities teachers will create culturally responsive curriculum for students to learn about their culture and history.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Engage Black students with grade-level texts and tasks everyday, providing meaningful opportunities to apply thier learning.	Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	Decrease in D's and F's as well as a decrease in chronically truant students.	Recruit and retain teachers who are reflective of our student population who will provide rigorous instruction.	Tier 2
5-2	Teach culturally relevant pedagogy with differentiated instruction.	Offer Mastering Cultural Identity classes (AAMA & AAFE) for African American male and female students. Provide PD encompassing cultural competency.	Decrease in D's and F's as well as a decrease in chronically truant students.	Recruit and retain teachers who are reflective of our student population who will provide rigorous instruction.	Tier 2
5-3	Share learning targets and set goals with Black students analyze formative assessments and other data to differentiate instruction for Black student needs.	Manage systems of tiered support including master schedules, assessment calenders, staffing, and data analysis and monitoring in teams.	Decrease in D's and F's as well as a decrease in chronically truant students.	Increase the number of students reading at or above grade level so that our students are prepared for college, career, community, and beyond.	Tier 2

5-4	Grounding in language of committment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	Professional Learning Communities: Build cultures of trust and committment that enable adults to engage in evidence-based collaboration.	Decrease in D's and F's as well as a decrease in chronically truant students.	Recruit and retain teachers who are reflective of our student population who will provide rigorous instruction.	Tier 2
-----	--------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	--------

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (see Stages of ELD instructions and resources)	
School Priority:	To provide English Language Learners with systematic ELD instruction and weave ELD strategies throughout school wide structures as a support for ELL's and other struggling learners alike. As a result of this instruction, 100% of our Newcomers and LTELs will demonstrate improvements in reading and writing by May 2023.
School Theory of Change:	As a result of intensive, systematic ELD instruction 10% of our ELLs will be reclassified and all of our ELLs will demonstrate an increase on their SRI score of 300 points.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Expand learning through pre/post school year development opportunities and implement effective strategies throughout units of study and in skill development (through classroom offerings) to improve achievement and reading outcomes for ELL's and LTEL's.	Build in strategies in pre and post school year development sessions to ensure teachers are equipped with toolbox of strategies, look-fors and collaboration opportunities in an effort to support and improve opportunities for ELL's and LTEL's. Assess effectiveness of pre/post school year instruction by completing learning walks, sharing data with stakeholders and adjusting strategies, where necessary, for positive outcomes	Data from learning walks will show teachers are creating accesses into the learning opportunities available to ELL's through scaffolding and adjusting general education instruction to allow for equitable learning outcomes. Other evidence will come from ELPAC results and reclassification of both ELL's and LTEL's which will show increases in proficiency, improvements in SRI scores and generally in the amount of credits ELL's/LTEL's are able to achieve.	Increase the number of students reading at or above grade level so that our students are prepared for college, career, community, and beyond.	Tier 1
6-2	Continue to provide differentiated instruction and learning support for all English Language Learner students.	Provide professional development to increase consistency of differentiated EL instructional strategies being used across the curriculum, development of standards-based grade level and content level activities, and projects which provide increased access to core content, language acquisition, and academic achievement.	Teacher awareness around the importance and need for differentiation will increase as evident by pedagogical choices like intentional grouping, alternative methods of assessments and other intentional scaffolding efforts built into lesson structures/planning.	Increase the number of students reading at or above grade level so that our students are prepared for college, career, community, and beyond.	Tier 2

6-3	Introduce AVID skills and strategies into ELD classes.	Administration will continue to support AVID program.	Improved content acquisition/mastery reflected in more students being on track to graduate, A-G completion increases for ELL's and ELL's better organized to reflect personal growth	Increase the number of students reading at or above grade level so that our students are prepared for college, career, community, and beyond.	Tier 2
6-4	ELD teacher will make sure all ELL students complete ELPAC testing.	Administrators will provide teacher with the necessary supports to ensure that all ELL students complete the ELPAC.	Completion rates will increase to reflect a greater percentage of students taking the assessment and possibly a number of reclassifications.	Increase the number of students reading at or above grade level so that our students are prepared for college, career, community, and beyond.	Tier 2

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 303

School: McClymonds High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Contract Services over \$25K	\$163,027	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide relevant learning opportunities connected to individual curriculum (speaker series, produce/sell merch and curriculum learning) and real world opportunities as evidenced by feedback from industry partners	303-1
Contract Services first \$25K	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Provide relevant learning opportunities connected to individual curriculum (speaker series, produce/sell merch and curriculum learning) and real world opportunities as evidenced by feedback from industry partners	303-2
12-Month Community School Manager	\$160,277	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8043	12-Month Community School Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Seek and allow for opportunities with industry partners to interact with teachers/students, feedback on curriculum/projects and space for this through consistent and frequent collaborations in organized and unorganized spaces. Use industry partner relationships and results of work with those partners to tap into their networks to gain new partnerships	303-3
To be allocated in Fall 2023.	\$64,723	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Seek and allow for opportunities with industry partners to interact with teachers/students, feedback on curriculum/projects and space for this through consistent and frequent collaborations in organized and unorganized spaces. Use industry partner relationships and results of work with those partners to tap into their networks to gain new partnerships	303-4
Counselor	\$66,086	Comprehensive Support & Improvement (CSI) Grant	1205	Certificated Pupil Support Salaries	240	Counselor	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	Manage systems of tiered support including master schedules, assessment calendars, staffing, and data analysis and monitoring in teams.	303-5

Specialist, Behavior	\$53,948	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	1467	Specialist, Behavior	0.35	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Offer Mastering Cultural Identity classes (AAMA & AAFE) for African American male and female students. Provide PD encompassing cultural competency.	303-6
To be allocated in Fall 2023.	\$1,137	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated	n/a	n/a	n/a	n/a	A-G Completion	Teach culturally relevant pedagogy with differentiated instruction.	303-7
To be allocated in Fall 2023.	\$15,000	Educator Effectiveness Grant	4399	Unallocated	n/a	n/a	n/a	n/a	Staff Satisfaction with Professional Development	Teachers will take advantage of professional development opportunities that will in turn improve their pedagogy.	303-8
STIP Teacher	\$84,954	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	9244	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Leadership will clear the way for the functions necessary for the success of the class and support the class with resources including supporting pulling in community partners to accompany the learning.	303-9
Supplies	\$19,900	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Implementing interdisciplinary projects.	303-10
Copier maintenance	\$6,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Leadership will continue to include supplementary support classes in English and Math in the master schedule.	303-11
11-Month Teacher	\$8,515	LCFF Supplemental	1105	Certificated Teachers' Salaries	4709	11-Month Teacher	0.10	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Develop measures of success (rubrics) that allow students to know and understand clearly and allow for vertical articulation throughout grade levels and content areas	303-12
Extended contract plus benefits	\$10,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	Teachers will take advantage of opportunities to be teacher leaders.	303-13

Specialist, Behavior	\$7,707	LCFF Supplemental	2205	Classified Support Salaries	1467	Specialist, Behavior	0.05	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Provide scaffolds and interventions to support students' academic growth and development	303-14
supplies	\$20,485	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	Administration will work to provide teachers with up to date technology to enhance their classroom instruction.	303-15
12-Month Classroom Teacher on Special Assignment (TSA)	\$138,554	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8340	12-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Teachers will take advantage of opportunities to be teacher leaders.	303-16
Coordinator, Classified	\$104,383	Measure G, Library Support	2305	Classified Supervisors' and Administrators' Salaries	277	Coordinator, Classified	0.50	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Teachers will take advantage of opportunities to be teacher leaders.	303-17
11-Month Teacher	\$82,163	Measure N	1105	Certificated Teachers' Salaries	6899	11-Month Teacher	0.55	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Implementing interdisciplinary projects.	303-18
11-Month Teacher	\$135,363	Measure N	1105	Certificated Teachers' Salaries	4006	11-Month Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide relevant learning opportunities connected to individual curriculum (speaker series, produce/sell merch and curriculum learning) and real world opportunities as evidenced by feedback from industry partners	303-19
Coordinator, Classified	\$104,383	Measure N	2305	Classified Supervisors' and Administrators' Salaries	277	Coordinator, Classified	0.50	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	303-20
To be allocated in Fall 2023.	\$15,013	Measure N	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	Implementing interdisciplinary projects.	303-21

Parent workshops	\$2,490	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	303-22
Specialist, Behavior	\$92,482	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	1467	Specialist, Behavior	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	303-23
To be allocated in Fall 2023.	\$893	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	A-G Completion	Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	303-24
Para Prof Dev		Title I, Part A Schoolwide Program	5220	Conference Expense	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	303-25
To be allocated in Fall 2023.	\$6,225	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	A-G Completion	Teachers will be trained on AVID strategies (annotation) school-wide.	303-26



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

McClymonds High School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Monthly "Coffee with the Principal" meetings for parents and families.
- Meetings with teachers during their office hours by appointment.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Back to School Night
- Monthly SSC meetings

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Parent Climate and Culture Walkthroughs

The school communicates to families about the school's Title I, Part A programs by:

- Posting the agenda according to the Greene Act.
- Robo calls
- School's website

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Back to School Night
- School website

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Posting the agenda according to the Greene Act.
- Robo calls
- School's website

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Monthly "Coffee with the Principal" meetings for parents and families.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Weekly parent workshops

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Professional Development workshops

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Monthly SSC meetings

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Monthly SSC meetings

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Monthly SSC meetings
- Weekly parent workshops

The school provides support for parent and family engagement activities requested by parents by:

- Monthly “Coffee with the Principal” meetings for parents and families
- Parent Culture and Climate walkthroughs

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Weekly parent workshops

If a Title I Schoolwide Plan is not satisfactory to parents, a parent can submit any comments on the school plan for student achievement (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was jointly developed and adopted by the McClymonds High School Site Council on September 27, 2022 and will be in effect for the period August 8, 2022 through May 25, 2023.

The school will distribute this policy to all parents on or before September 30, 2022.



Jeffrey Taylor, Principal



School-Parent Compact

2022-23

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2022-23 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

Teachers will provide standards-based instruction. Students will enroll in a pathway by their tenth grade year. The ninth grade students will participate in the project-based Summit Learning Platform.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

McClymonds will maintain office hours and will be available for parent teacher conferences upon request from the parent. The AVID program will conduct a family engagement night at the beginning of the school-year. Cash for College Night will be conducted in the Fall for our senior class. McClymonds will host a Pathway Selection meeting for our families in the Spring.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Parents will be provided with two interim progress grades prior to issuing a semester grade. Parents will also be able to monitor their student's academic progress through the AERIES Parent Portal.

4) Provide parents reasonable access to staff.

All parents are welcome to schedule conferences with the student's teacher and or counselor.

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents are encouraged to volunteer at McClymonds. Once the parents have registered with Oakland Ed Fund and have completed the background check and fingerprinting, they are welcome to join our team.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

We are partnering with the Adult Ed program housed at McClymonds to offer educational support for our parents.

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

Teachers and staff will receive professional development around parent engagement.

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

We will provide translation services for our parents when requested.

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Student Responsibilities

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by McClymonds, and will be in effect for the period of August 8, 2022 to May 25, 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2022.



Jeffrey Taylor, Principal



Strategic Resource Planning (SRP)

McClymonds High School
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Jacqueline Hutton
Vice Chairperson:	Miniimahe Young
Secretary:	Tierra Barker

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Jeffrey Taylor	X					
Jacqueline Hutton		X				1st
Dr. LuPaulette Taylor		X				1st
Floresa Vaughn		X				1st
Adetokunbo Fajemirokun		X				1st
Alberta Smith			X			1st
Miniimahe Young				X		1st
Gerika Frison				X		2nd
Tierra Barker				X		1st
Raven Robinson					X	2nd
Sarai Parker					X	2nd
Cedric Patterson					X	2nd

SSC Meeting Schedule: (Day/Month/Time)	Second Tuesday of the month at 6:00 pm
--------------------------------------------------	----------------------------------------

SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s); and
- Parents/community members cannot be OUSD employees at the site.

1 Principal

4 Classroom Teachers

1 Other Staff

AND

3 Parents/Community Members

3 Student (at least)