

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H –
College & Career Readiness Commission**

David Kakishiba, Chair
kakishiba@gmail.com

Marc Tafolla, Vice Chair
marctafolla@gmail.com

Katy Nuñez-Adler, Secretary
katynunez.adler@gmail.com

James. Harris, Member
james@510media.com

Gary Yee, Member
Yeega125@gmail.com

Board Office Use: Legislative File Info.	
File ID Number	24-0726
Introduction Date	5/21/24
Enactment Number	
Enactment Date	

Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date

Subject 2024-2025 Measure N/Measure H Education Improvement Plan & Assessment
Services For: McClymonds High School 303

**Action Requested and
Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2024-2025 Measure N/Measure H Education Improvement Plan and Assessment for McClymonds High School as “Approved,” with a base allocation of \$204,000.00 and a strategic carryover of \$7,213.25 for a total allocation not to exceed \$211,213.25.

Background

(Why do we need these services? Why have you selected this vendor?)

Competitively Bid

Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N
Measure H

Attachments

- 2024-2025 Measure N/Measure H Education Improvement Plan - McClymonds
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment – McClymonds

2024-2025 MEASURE H BUDGET

Effective: July 1, 2024 - June 30, 2025

Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$204,000.00	\$204,000.00	\$0.00

**Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (240) multiplied by the per pupil amount of \$850.*

School: MCCLYMONDS HIGH SCHOOL

Site #: 303

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
303-1	Teacher Salaries: Hire an Engineering CTE Teacher, at 1.0 FTE. The teacher will serve as the point person for the pathway (Pathway Director), will facilitate the Engineering Pathway PLC, and will teach 6 sections of Engineering CTE courses. Intro to Engineering (10th Grade) is foundational to the Engineering pathway and provide exposure to the Engineering industry. Principles of Engineering (11th Grade) is a deeper understanding of industry grade software such as Computer Aided Design (CAD) and industry tools used in the manufacturing industry. As the Pathway Director, work based learning experiences are aligned to the learning and deepen the understanding of the Engineering pathway. Teacher leads the support, planning and execution of student (9 - 12th grades) product development to showcase and sell at 3 main events a year. PCN 4006 - Clayton Evans (Salary and Benefit costs included)	\$138,984.27	1105	Teacher Salaries	Teacher 11 Month 12 Pay	1.00	Engineering
303-2	Teacher Salaries Stipends: Extended Contracts for 1 Teacher to participate in the Exploring College, Career and Community Options (ECCCO) Program for summer 2025, through June 30, 2025. Teacher will provide a weekly check in with students (approximately 25 rising 10-12 graders) to support their internships at respective sites. They also visit every site of every student every 2 weeks to ensure site is in compliance and that both parties are supported and successful. Teacher leads a weekly workshop that has work based learning curriculum, facilitating the final, culminating project for the internship. Teacher also attends professional development sessions to learn latest promising practices, soft skill development training for students and relevant industry trends. Budget: 176 hours at \$38.50 hourly rate + 25% Benefit Costs = \$8,470.00. (Salary and Benefit Costs Included)	\$8,470.00	1120	Teacher Salaries Stipends			Engineering
303-3	Consultant Contract: East Bay Consortium (EBC) to support our post-secondary work by increasing students' access to post-secondary educational opportunities, through June 30, 2025. Consultant contract with East Bay Consortium to provide mentoring and college/career guidance to students via College & Career Center at McClymonds. EBC will provide College Advisors to assist students in 12th grade with college applications, FAFSA, and college and career exploration. This expenditure supports students by ensuring increased access for students to explore career and college programs. It also supports the our goals to reduce academic outcome disparities for LCAP focal students groups by ensuring all students have access to college and career advising in their core classes. (Admin Fees Included)	\$50,286.75	5825	Consultant Contracts			Engineering

303-4	<p>Consultant Contracts: Contract with the Oakland Public Ed Fund to pay-out the student internship stipends for participating in the Exploring College, Career and Community Options (ECCCO) for summer 2025, through June 30, 2025.</p> <p>15 students in internships at sites around the Bay Area that align with their pathways and interests, yielding real-life application of pathway curriculum and increasing engagement from students in their respective pathways. These real-world internships provide students with increased exposure to various fields related to their pathways so students can actively envision themselves in their chosen career path. This addresses the need for students to have relevant, real-world experience, to which they can apply what they've learned in the classroom. These experiences make learning come alive for students, and they are able to make connections outside of the classroom.</p> <p>Budget: 6 full-time internships at \$1,000/per student. 6,000 + (15%) \$258.98 = \$6258.98. (Admin Fees Included)"</p>	\$6,258.98	5825	Consultant Contracts			Engineering
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2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: MCCLYMONDS HIGH SCHOOL

Site #: 303

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	\$217,600.00	\$217,600.00	\$0.00

**Funding Allocation is based on school's 2022-23 student enrollment count, Oakland Residents only (256) multiplied by the per pupil amount of \$850.*

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
303-1	<p>Teacher Salaries: Hire an Engineering CTE Teacher, at 1.0 FTE. The teacher will serve as the point person for the pathway (Pathway Director), will facilitate the Engineering Pathway PLC, and will teach 6 sections of Engineering CTE courses. Intro to Engineering (10th Grade) is foundational to the Engineering pathway and provide exposure to the Engineering industry. Principles of Engineering (11th Grade) is a deeper understanding of industry grade software such as Computer Aided Design (CAD) and industry tools used in the manufacturing industry. As the Pathway Director, work based learning experiences are aligned to the learning and deepen the understanding of the Engineering pathway. Teacher leads the support, planning and execution of student (9 - 12th grades) product development to showcase and sell at 3 main events a year.</p> <p>PCN 4006 - Clayton Evans (Salary and Benefit costs included)</p>	\$135,363.17	1105	Teacher Salaries	TCHR 1112	1.0 FTE	Engineering Pathway
303-2	<p>Teacher Salaries: Hire an Engineering CTE Teacher, at .45 FTE. The CTE teacher teaches two sections of Capstone Engineering Design and Development Course (EDD) to 12th grade students. He will also provide tutoring every Wednesday after school to support students to be competitive in engineering-specific programs in colleges and careers. He will also collaborate with high schools in Palo Alto to compete in robotics competition.</p> <p>This position will also include duties of the Pathway Coach in which he will serve as the New Teacher Support which includes weekly check ins, observations and feedback, as part of the cycle of inquiry, curriculum and lesson plan development, alignment of standards based assessments and vertically aligned rubrics. Measure N/H will fund a total of 0.55 FTE of this salary with 0.1 FTE coming from Strategic Carryover Funds.</p> <p>PCN 6899 - Satoshi Suga (Salary and Benefit costs included)</p>	\$67,224.35	1105	Teacher Salaries	TCHR 1113	.45 FTE	Engineering Pathway

303-3	<p>Computers: Purchase 10 Surface Pro Laptops for students to be able to use required industry-specific software (Adobe Suite) to complete unit/quarter projects for Entrepreneurship and Engineering classes. Surface Pro Laptops are required to run industry-specific software for both pathways, as well as to run the design software and drivers for the manufacturing equipment). Students will be able to design and create projects using industry grade software. This expenditure will allow us to build work-based learning opportunities that extend beyond the awareness and exploration parts of the work-based learning continuum. Having production quality equipment will allow class activities (supported by industry mentors) that require students to plan and execute workflows and project management similar to the professional world. This specific expenditure addresses a gap in our current production capabilities: equipment to support the most popular projects our students pursue for capstone projects (textiles and digital fabrication). Budget Calculation: Surface Pro Laptop, \$1,020.14 + \$29.50 (Integration services) + \$4.00 (eWaste) = \$1,053.64 each x 10 qty = \$10,536.40.</p>	\$10,536.40	4420	Computers			Engineering
303-4	<p>Supplies & Materials: Purchase supply of hardwood and plywood for students to design and create small homes. These projects also allow students to demonstrate mastery of engineering CTE standards. This expenditure will allow us to build work-based learning opportunities that extend beyond the awareness and exploration parts of the WBL continuum. This specific expenditure addresses a gap in our current production capabilities: supplies to support the most popular projects our students pursue for capstone projects. The expenditures will support the Engineering Design and Development as part of the Engineering Pathway. All students participating in Engineering pathway Capstone EDD class will be able to utilize lumber for projects, approximately 130 students. Qty. 90, 8 foot 4x8x1/2" @ \$24.01 each + 10.75% taxes = \$2,393.20 + delivery fee \$480.20 = \$2873.40 Qty. 100, 8 foot 4x4s @ \$12.69 each + 10.75% taxes = \$1,405.42 + delivery fee \$253.80 = \$1,602.68 Total Costs = \$4476.08</p>	\$4,476.08	4310	Supplies and Materials			Engineering

School Name:	McClymonds High School	Site #:	303
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Pathway Name(s):	Engineering and Entrepreneurship
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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

2023-24 Total Enrollment Grades 9-12									265	% Current Newcomers
Special Populations	% Male	% Female	% Oakland Residents	% LCHF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe	
	57.7%	42.3%	90.6%	92.5%	4.9%	4.5%	11.3%	5.7%		
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported	
	73.2%	0.4%	1.9%	13.2%	0.4%		2.3%	4.2%	2.3%	
Focal Student Population	Which student population will you focus on in order to reduce disparities?					African American - Female				

SCHOOL PERFORMANCE GOALS AND INDICATORS

Please refer to this [Data Dictionary](#) for definitions of the Indicators.

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	88.2%	86.3%	90.0%	TBD	92.0%		95.0%
Four-Year Cohort Dropout Rate	11.8%	11.0%	4.0%	TBD	3.0%		2.0%
A-G Completion Rate (12th Grade Graduates)	60.0%	60.3%	65%	TBD	70.0%		75.0%
On Track to Graduate - 9th Graders	53.2%	68.6%	65%	52.2%	70.0%		75.0%
9th Graders meeting A-G requirements	38.0%	56.9%	60%	44.8%	65.0%		70.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	4.5%	3.8%	55%	TBD	60.0%		62.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better.	52.4%	55.1%	45%	68.8%	47.0%		50.0%
Percentage of 10th-12th grade students in Linked Learning pathways	84.2%	82.4%	100.0%	49.2%	100.0%		100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	27.3%	40.3%	32.0%	TBD	35.0%		40.0%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	24.4%	TBD	28.0%	TBD	30.0%		35.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	31.1%	TBD	35.0%	TBD	40.0%		45.0%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	100.0%	91.7%	85.0%	TBD	86.0%		87.0%
Four-Year Cohort Dropout Rate	0.0%	8.3%	0.0%	TBD	0.0%		0.0%
A-G Completion - 12th Grade (12th Grade Graduates)	52.9%	54.5%	50.0%	TBD	53.0%		55.0%
On Track to Graduate - 9th Graders	53.6%	75.0%	70.0%	52.2%	72.0%		75.0%
9th Graders meeting A-G requirements	42.9%	68.8%	75.0%	43.5%	75.0%		78.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	5.0%	3.8%	10.0%	TBD	15.0%		20.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	63.2%	60.0%	65.0%	65.2%	70.0%		70.0%
Percentage of 10th-12th grade students in Linked Learning pathways	86.5%	84.7%	88.0%	50.7%	90.0%		95.0%

CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	25.0%	34.8%	30.0%	TBD	35.0%		38.0%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	23.5%	TBD	25.0%	TBD	25.0%		25.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	17.6%	TBD	30.0%	TBD	32.0%		35.0%

ROOT CAUSE ANALYSIS
 Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

Indicator	Strengths	Challenges
<i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<i>What is our site doing well that's leading to improvements in this indicator?</i>	<i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate <i>(Analyze these two indicators together)</i>	The Graduation Team meets weekly, consisting of the 12th grade English teacher, the principal, the college and career team, counselor, and college access partners (DCAC, EBSCC). COST team and case managers meet weekly to review student data to ensure retention as well as connect students to community, career, college and support resources. This strong structure helps us retain more of our students than most schools with similar socio-economic challenges. 9th -11th grade teams schedule quarterly grade level meetings with students to review their transcripts, set goals and communicate credit recovery opportunities. The Graduation Team meets both individually and in group settings with students in all grade levels, teaching material related to transcript review, dual/concurrent enrollment options, graduation requirements, 4-year eligibility, 2-year and 4-year requirements, and post-secondary options.	Students arrive to 9th grade with deficiencies in skills related to ELA and Math, which is correlated to credit deficits and credit recovery. Over 1/3 of our incoming 9th grade students are off-track to graduate. Students who transfer in often are already credit deficient and off-track to graduate, and often they come from schools who are not A-G aligned, making it difficult for students to recover A-G credits in a small amount of time. Teacher turnover and vacancies in our 9th grade team has resulted in the loss of our Biology teacher mid-year, and we were without two SpEd teachers until well into the first semester.
A-G Completion - 12th Grade	The Graduation Team meets with all students 9-12 to review A-G completion and guidelines. Additionally, members from the Grad Team meet weekly or biweekly with seniors to review their A-G completion. Mack has implemented credit recovery classes built into the master schedule to allow active recovery throughout the school year for students.	Students who transfer in from different school districts that are not A-G aligned have shorter time to make up A-G credits before graduation.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <i>(Analyze these two indicators together)</i>	Our 9th grade cohort has steadily climbed each year, over the past 8 years. This is attributed to the redesign work we did in 2015, designating the first floor to the 9th grade academy. The redesign is based on studies indicating that 9th grade is an indicator year for success. Sequestering the 9th grade from the rest of the school allows for the staff and students to build rapport and community. We have maintained our best practices that support the continual improvement. For example, the 9th grade team meets weekly during a common prep in order to analyze student data and ensure supports are in place for students in need and to challenge students who are meeting their goals. The last Wednesday of the month, the 9th grade team engages the entire 9th grade class in the LIT center 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, UC and CSU qualified and college competitive. Students then develop academic goals for the forthcoming month.	In the past, our biggest challenge is turnover rate in the 9th grade team. Once again, this last year, we lost a very strong team member, our 9th grade Biology teacher mid year and it's been detrimental to the team and to the 9th grade student body. It is very disruptive to the 9th grade community when we lose a team member especially mid year. The cost of living in the Bay Area and existing off of a new teacher salary is nearly impossible to survive in Oakland. It's incredibly hard to find highly qualified teachers, especially in the sciences to best serve the needs of our students. Overall students are still trying to overcome the social, emotional and educational toll they endured during the COVID-19 shutdown in the Spring of 2020 and the school year of 2020-2021. This is when our current 9th graders were in 6th and 7th grade. They missed the majority of their middle school years and it shows in their social emotional behavior as well as academics. Our teachers are struggling with bringing them up to grade level while exposing them to grade level material.

College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (<i>Analyze these two indicators together</i>)	In the past 8 years, we have celebrated that 90% plus of our graduating seniors are enrolled in either 2 or 4 year colleges. This is due to the fact that our post secondary team that meets weekly on Monday take special care to review each student, their data and progress while providing extensive wrap around supports needed to graduate with a plan in hand.	In March of 2020, COVID shut us down. By May, the number of students going into college dropped by roughly 40% and this trend was felt nationwide. Three years later, we have not fully recovered, yet we have switched gears in how we are supporting our students for this new world environment. Students want options to earn money and go to school. They are craving skills to earn a thriving wage in the Bay Area to support themselves and their families. As a response, we have increased partnerships with the Port of Oakland, Shnitzer, Berkeley National Labs and the West Oakland Job and Resource Center. All of these partnerships are supporting post secondary students and families. Each of these partnerships have been providing students supports such as job shadowing, job training, internships, networking, mentorships and funding. We are also increasing outreach and enrollment in postsecondary CTE and trades (highway to ER tech).
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	12th graders who have participated in an employer evaluated internship do so because of the strong communication provided by the post secondary team. This includes daily announcements in the morning, the Student Weekly Warrior circulated every Monday morning to all students, grade level community meetings, workshops provided by the College and Career Center and Career Speaker Series weekly in the LIT Center. Because we are a small school and have a family style, nurturing culture, our students are motivated to take advantage of highly engaging and most times, paid internships.	Students who are in need of credit recovery are unable to participate in internships because of the time conflict. Also factors outside of our control such as cost of living, crime in our community, teacher turnover and the cost of higher education have hindered our ability to fully support our scholars.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	Over the past 8 years, consistently, over 95% of our students have passed dual enrollment courses with a C or better in grades 10-12. Our systems and structures for supporting our students and families about the dual enrollment courses are tight. The College and Career Director has implemented and sustained these systems of support but also nurtured a strong partnership with the Peralta District to ensure the highest quality instructors who best meet the needs of our students and classes that best meet their interests and goals.	Chronic absenteeism is the greatest challenge for students who are struggling passing dual enrollment courses with a C- or better. This has been exasperated post COVID -19 lock down.
Percentage of 10th-12th grade students in Linked Learning pathways	100% of 9th graders choose their pathway at the end of the year, following Pathway Month (March), where students shadow upper class people in pathways, participate in career panels, and	Students who transfer in after 9th grade miss out on the introduction to pathways.
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	Overall, students in both pathways who receive a C- or better in both the concentrator and capstone courses do so because of the wrap around supports in place. The courses are highly engaging, hands on, real world linked, student friendly, and industry relevant. Tutoring is available to all students every Wednesday after school as well as office hours after school by teachers.	Small school size limits course selection for students; course conflicts force students to choose between dual enrollment offerings and pathway courses at times. Two teachers teach the entire pathway course sequence, leaving limited scheduling choices for students.

2023-2024: YEAR ONE ANALYSIS

Whole School Strategic Actions (to address enabling conditions for high quality pathway development)

2023-24 Strategic Actions

Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?

Developing, systematizing both Engineering and Entrepreneurship Advisory Boards to support pathway goals of aligning academics to real world skill sets. This includes supporting students projects in 10 - 12th grades, collaborative planning time to develop rubrics and backwards mapping the Capstone Project goals to develop a vertical articulation in grades 9-11.

Identify a lead teacher to provide new teacher support in order to prevent teacher turnover and lift up best teaching practices. This includes project-based learning, aligned grading practices, vertical articulation of skill sets that support the Spring Showcases.

The Instructional Leadership Team will recommend implementing in the master schedule a math support class that will focus on foundational skill building to supplement the grade level content math curriculum. This will support students who lack the foundational skills in order to access grade level material.

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<p>Teacher Salaries: Hire an Engineering CTE Teacher, at 1.0 FTE. The teacher will serve as the point person for the pathway (Pathway Director), will facilitate the Engineering Pathway PLC, and will teach 6 sections of Engineering CTE courses. Intro to Engineering (10th Grade) is foundational to the Engineering pathway and provide exposure to the Engineering industry. Principles of Engineering (11th Grade) is a deeper understanding of industry grade software such as Computer Aided Design (CAD) and industry tools used in the manufacturing industry. As the Pathway Director, work based learning experiences are aligned to the learning and deepen the understanding of the Engineering pathway. Teacher leads the support, planning and execution of student (9 - 12th grades) product development to showcase and sell at 3 main events a year. PCN 4006 - Clayton Evans (Salary and Benefit costs included)</p>	\$135,363.17	1105	Teacher Salaries	TCHR 1112	1.0 FTE	Engineering Pathway
<p>Teacher Salaries: Hire an Engineering CTE Teacher, at .45 FTE. The CTE teacher teaches two sections of Capstone Engineering Design and Development Course (EDD) to 12th grade students. He will also provide tutoring every Wednesday after school to support students to be competitive in engineering-specific programs in colleges and careers. He will also collaborate with high schools in Palo Alto to compete in robotics competition. This position will also include duties of the Pathway Coach in which he will serve as the New Teacher Support which includes weekly check ins, observations and feedback, as part of the cycle of inquiry, curriculum and lesson plan development, alignment of standards based assessments and vertically aligned rubrics. Measure N/H will fund a total of 0.55 FTE of this salary with 0.1 FTE coming from Strategic Carryover Funds. PCN 6899 - Satoshi Suga (Salary and Benefit costs included)</p>	\$67,224.35	1105	Teacher Salaries	TCHR 1113	.45 FTE	Engineering Pathway
<p>Computers: Purchase 10 Surface Pro Laptops for students to be able to use required industry-specific software (Adobe Suite) to complete unit/quarter projects for Entrepreneurship and Engineering classes. Surface Pro Laptops are required to run industry-specific software for both pathways, as well as to run the design software and drivers for the manufacturing equipment). Students will be able to design and create projects using industry grade software. This expenditure will allow us to build work-based learning opportunities that extend beyond the awareness and exploration parts of the work-based learning continuum. Having production quality equipment will allow class activities (supported by industry mentors) that require students to plan and execute workflows and project management similar to the professional world. This specific expenditure addresses a gap in our current production capabilities: equipment to support the most popular projects our students pursue for capstone projects (textiles and digital fabrication). Budget Calculation: Surface Pro Laptop, \$1,020.14 + \$29.50 (Integration services) + \$4.00 (eWaste) = \$1,053.64 each x 10 qty = \$10,536.40.</p>	\$10,536.40	4420	Computers			Engineering Work-Based Learning

<p>Supplies & Materials: Purchase supply of hardwood and plywood for students to design and create small homes. These projects also allow students to demonstrate mastery of engineering CTE standards. This expenditure will allow us to build work-based learning opportunities that extend beyond the awareness and exploration parts of the WBL continuum. This specific expenditure addresses a gap in our current production capabilities: supplies to support the most popular projects our students pursue for capstone projects. The expenditures will support the Engineering Design and Development as part of the Engineering Pathway. All students participating in Engineering pathway Capstone EDD class will be able to utilize lumber for projects, approximately 130 students. Qty. 90, 8 foot 4x8x1/2" @ \$24.01 each + 10.75% taxes = \$2,393.20 + delivery fee \$480.20 = \$2873.40 Qty. 100, 8 foot 4x4s @ \$12.69 each + 10.75% taxes = \$1,405.42 + delivery fee \$253.80 = \$1,602.68 Total Costs = \$4476.08</p>	\$4,476.08	4310	Supplies and Materials		Engineering Work-Based Learning
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2024-2025: YEAR TWO

Strategic Actions

<p>2023-2024 Strategic Actions</p>	<p>Reflection on 2023-2024 Strategic Actions <i>For the Year 1 Strategic Actions, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p>
<p>Developing, systematizing both Engineering and Entrepreneurship Advisory Boards to support pathway goals of aligning academics to real world skill sets. This includes supporting students projects in 10 - 12th grades, collaborative planning time to develop rubrics and backwards mapping the Capstone Project goals to develop a vertical articulation in grades 9-11.</p>	<p>The strategic initiatives pursued during the current academic year included the convening of both Engineering and Entrepreneurship Advisory Boards, aimed at facilitating the alignment of academic curricula with practical skill sets requisite in real-world scenarios. A pivotal aspect of this endeavor entailed the facilitation of student projects spanning grades 10 through 12, alongside dedicated collaborative planning sessions to formulate assessment rubrics and backward mapping the objectives of Capstone Projects, as a result, fostering vertical articulation across grades 9 through 11. While the Engineering Advisory Board convened as scheduled, regrettably, the Entrepreneurship Advisory Board failed to materialize due to the absence of a lead CTE teacher in Entrepreneurship, rendering the pathway weak and impeding the management of the advisory board. Compounding this challenge were constraints ingrained in the master schedule, which precluded teachers from accessing collaborative planning time requisite for project planning. Furthermore, the limited duration of Wednesday professional development sessions, totaling one hour, proved inadequate for comprehensive grade-level project planning. Additionally, the integration of four new teachers into the faculty, coupled with the departure of the 9th grade English teacher, further strained resources and undermined the realization of our pathway goals. Despite these impediments, concerted efforts have been initiated through the establishment of a Pathway Planning Team comprising key stakeholders from the Engineering team and core teachers, aimed at devising systemic frameworks and structures to facilitate teacher planning endeavors in the forthcoming academic year. Central to the objectives of this team is the consolidation of our school's focus into a singular pathway, Engineering, with the overarching aim of cultivating a robust, student-centric culture imbued with engineering experiences. Consequently, the emphasis will be placed on orchestrating one grade-level student project and an instant challenge per semester. Crucially, teacher-grade level teams will collaboratively develop project rubrics and foster cross-disciplinary understanding of engineering concepts among non-Engineering faculty to facilitate seamless integration into core subject matter instruction.</p>
<p>Identify a lead teacher to provide new teacher support in order to prevent teacher turnover and lift up best teaching practices. This includes project-based learning, aligned grading practices, vertical articulation of skill sets that support the Spring Showcases.</p>	<p>During the current academic year, the appointment of a lead teacher was tasked with providing comprehensive support to teachers, thereby mitigating turnover rates and fostering exemplary teaching practices. This support framework was aimed to encompass various facets, including the implementation of project-based learning paradigms, the alignment of grading methodologies, and the vertical integration of skill sets conducive to the realization of Spring Showcases objectives. The designated lead teacher assumed a pivotal role in furnishing assistance to teachers, particularly in light of the recruitment of four new teachers and the unforeseen departure of the English teacher mere weeks into the 1st semester. While the aim was to build project based learning paradigms, the undertakings became to address immediate instructional conditions such as the establishment of classroom environments conducive to communal learning, the formulation of lesson plans, grading procedures, and strategies for managing student behavior. As an important member of the ILT, the lead teacher spearheaded initiatives such as teacher surveys aimed at identifying personalized areas of support, and the curation of Wednesday professional development sessions geared towards enhancing academic discourse and facilitating lesson study cycles of inquiry. As a member of the Pathway Planning Committee, future initiatives pertaining to teacher support will be strategically oriented towards refining student project rubrics, implementing standards-based grading, and ensuring coherence in the student experience across all classrooms.</p>

The Instructional Leadership Team will recommend implementing in the master schedule a math support class that will focus on foundational skill building to supplement the grade level content math curriculum. This will support students who lack the foundational skills in order to access grade level material.

During the current academic year, a concerted effort was made to integrate a math support class into the master schedule, specifically designed to address foundational skill deficiencies and augment the existing grade-level math curriculum. This initiative aimed to provide targeted assistance to students lacking the requisite foundational skills necessary for engaging with grade-appropriate mathematical content. While this intervention yielded some positive outcomes, it became evident that more proactive measures were necessary to address the pervasive challenges in mathematics education. As a result, the Instructional Leadership Team (ILT) has made the decision to introduce both algebra and geometry pilot section into the master schedule for opting in 9th grade students in the upcoming academic year. This strategic decision stems from the recognition of significant disparities in students' mathematical proficiency levels upon entering high school. By instituting these additional sections, the ILT seeks to establish a comprehensive support system from the onset of high school, providing students with the opportunity to strengthen their foundational skills while concurrently engaging with grade-level content. Moreover, this proactive approach aims to better prepare students for advanced coursework, such as Calculus, offered to 12th graders, thereby enhancing their competitiveness for admission into engineering college programs and subsequent careers in the field.

Whole School Strategic Actions (to address enabling conditions for high quality pathway development)

2024-2025 Strategic Actions

In the Whole School tab, schools develop school wide strategic actions. These actions are meant to be in support of all pathways and are elements of the "enabling conditions" for ongoing pathway development.

Based on a review of the challenges from the root cause analysis (rows 39-48 above) and reflection on this year's strategic actions (rows 82-88), what are 3-5 **new or revised**, school wide strategic actions for 24-25 that will support school-wide improvement to directly address the challenges identified above?

1. Teachers will convene for an additional 90 minutes (outside of weekly PD) once a week for after-school grade-level planning sessions. These sessions will prioritize the development of student project rubrics and the establishment of shared policies and classroom procedures aimed at fostering coherence across all pathway courses. Furthermore, this planning time will facilitate the enhancement of non-engineering teachers' understanding of engineering principles and their integration into unit development and instructional practices, thereby instilling real-world competencies within the classroom culture.
2. Implementation of two pathway events per semester, comprising one instant challenge and one showcase of student work evaluated against established rubrics. These events serve to showcase student achievement and foster a culture of excellence within the pathway. These two pathway events will serve as avenues to foster parental engagement and enhance awareness of Engineering initiatives.
3. Implementing grade-level community meetings at the onset of each marking period offers a multifaceted approach to strengthening mastery of pathway learning outcomes, particularly those related to exposure to career speakers, mock interviews, resume workshops, student presentations, and more. Here's how:
 - a. Cultivating a Sense of Community: Community meetings serve as a platform for fostering a sense of belonging and camaraderie among students. By coming together regularly, students can connect with their peers, share experiences, and build supportive relationships. This sense of community creates a conducive environment for learning and personal growth, enhancing students' overall high school experience.
 - b. Empowering Goal-Setting Opportunities: Setting goals is a fundamental aspect of personal and academic development. During these meetings, students are empowered with opportunities to set short-term and long-term goals related to their high school trajectory. Whether it's academic goals, career aspirations, or personal growth objectives, students receive guidance and support in articulating their goals and developing strategies to achieve them.
 - c. Providing Timely Guidance: Timely guidance is essential for helping students navigate their high school journey effectively. These community meetings offer a structured platform for providing timely guidance on various aspects of high school life, including understanding graduation requirements, selecting appropriate courses, and exploring college and career readiness opportunities. By addressing relevant topics at the onset of each marking period, students receive the information they need when they need it, ensuring that they stay on track towards their academic and career goals.
 - d. Enhancing College and Career Readiness: Exposure to college and career-related topics is integral to preparing students for post-secondary education and the workforce. Through these meetings, students gain valuable insights into college admission requirements, career pathways, and the skills and experiences needed to succeed in their chosen fields. Additionally, opportunities for work-based learning and internships are highlighted, allowing students to explore potential career paths and gain real-world experience relevant to their interests and goals.
 - e. Promoting Personal Development: Beyond academic and career-related content, community meetings also provide opportunities for personal development. Students may engage in activities such as mock interviews, resume workshops, and student presentations, which help them develop essential skills such as communication, critical thinking, and professionalism. These experiences not only prepare students for future academic and career endeavors but also contribute to their overall growth as individuals.

Conducting grade-level community meetings at the onset of each marking period plays a pivotal role in strengthening mastery of the Engineering pathway learning outcomes. By fostering a sense of community, empowering goal-setting opportunities, providing timely guidance, enhancing college and career readiness, and promoting personal development, these meetings contribute to students' holistic development and readiness for success in high school and beyond.
4. Introducing an algebra and geometry pilot section for 9th graders as an opt-in process is a strategic move towards strengthening mastery of engineering pathway outcomes for high school students. Here's how this action contributes to better preparing them for careers in engineering, particularly by taking calculus:
 - a. Addressing Disparities in Math Proficiency: By offering additional support in algebra and geometry, targeted at 9th graders, you're directly addressing any existing disparities in math proficiency among students. This initiative ensures that all students, regardless of their initial skill levels, have access to the necessary foundational knowledge crucial for advanced mathematics and engineering studies.
 - b. Establishing Early Support: Early intervention is key to academic success. By implementing these additional sections at the 9th-grade level, students receive crucial support at the beginning of their high school journey. This early support helps them build confidence and competence in fundamental math concepts, setting a strong foundation for future learning.
 - c. Strengthening Foundational Skills: Mastery of algebra and geometry is essential for success in calculus and higher-level mathematics. By focusing on these fundamental areas, students develop the problem-solving and critical thinking skills necessary for tackling more complex mathematical concepts encountered in engineering coursework.
 - d. Preparation for Advanced Coursework: The ultimate goal of this initiative is to prepare students for advanced coursework like calculus, which is often a prerequisite for engineering programs in college. By equipping students with the necessary skills early on, they are better positioned to excel in calculus and other advanced math courses, thereby enhancing their competitiveness for engineering programs.
 - e. Improving Competitiveness for Engineering Programs and Careers: Engineering programs seek students who demonstrate strong mathematical abilities and problem-solving skills. By providing enhanced support in mathematics, particularly through the introduction of calculus in the 12th grade, students are better prepared to meet the rigorous demands of engineering curricula. This, in turn, enhances their competitiveness for admission to top engineering programs and success in future engineering careers.
 - f. Meeting Pathway Learning Outcomes: The introduction of algebra and geometry sections, followed by the inclusion of calculus, aligns with the learning outcomes of the engineering pathway. These courses are designed to equip students with the knowledge and skills necessary for success in engineering-related fields, ensuring that they meet the academic requirements and expectations of their chosen career path.

Budget Expenditures

Effective July 1, 2024 - June 30, 2025

2024-2025 Budget: Enabling Conditions Whole School

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
<p>Teacher Salaries: Hire an Engineering CTE Teacher, at 1.0 FTE. The teacher will serve as the point person for the pathway (Pathway Director), will facilitate the Engineering Pathway PLC, and will teach 6 sections of Engineering CTE courses. Intro to Engineering (10th Grade) is foundational to the Engineering pathway and provide exposure to the Engineering industry. Principles of Engineering (11th Grade) is a deeper understanding of industry grade software such as Computer Aided Design (CAD) and industry tools used in the manufacturing industry. As the Pathway Director, work based learning experiences are aligned to the learning and deepen the understanding of the Engineering pathway. Teacher leads the support, planning and execution of student (9 - 12th grades) product development to showcase and sell at 3 main events a year. PCN 4006 - Clayton Evans (Salary and Benefit costs included)</p>	\$138,984.27	1105	Teacher Salaries	Teacher 11 Month 12 Pay	1.0	Engineering	Approved	
<p>Teacher Salaries Stipends: Extended Contracts for 1 Teacher to participate in the Exploring College, Career and Community Options (ECCCO) Program for summer 2025, through June 30, 2025. Teacher will provide a weekly check in with students (approximately 25 rising 10-12 graders) to support their internships at respective sites. They also visit every site of every student every 2 weeks to ensure site is in compliance and that both parties are supported and successful. Teacher leads a weekly workshop that has work based learning curriculum, facilitating the final, culminating project for the internship. Teacher also attends professional development sessions to learn latest promising practices, soft skill development training for students and relevant industry trends. Budget: 176 hours at \$38.50 hourly rate + 25% Benefit Costs = \$8,470.00. (Salary and Benefit Costs Included)</p>	\$8,470.00	1120	Teacher Salaries Stipends			Engineering	Approved	
<p>Consultant Contract: East Bay Consortium (EBC) to support our post-secondary work by increasing students' access to post-secondary educational opportunities, through June 30, 2025. Consultant contract with East Bay Consortium to provide mentoring and college/career guidance to students via College & Career Center at McClymonds. EBC will provide College Advisors to assist students in 12th grade with college applications, FAFSA, and college and career exploration. This expenditure supports students by ensuring increased access for students to explore career and college programs. It also supports the our goals to reduce academic outcome disparities for LCAP focal students groups by ensuring all students have access to college and career advising in their core classes. (Admin Fees Included)</p>	\$50,286.75	5825	Consultant Contracts			Engineering	Approved	

<p>Consultant Contracts: Contract with the Oakland Public Ed Fund to pay-out the student internship stipends for participating in the Exploring College, Career and Community Options (ECCCO) for summer 2025, through June 30, 2025.</p> <p>15 students in internships at sites around the Bay Area that align with their pathways and interests, yielding real-life application of pathway curriculum and increasing engagement from students in their respective pathways. These real-world internships provide students with increased exposure to various fields related to their pathways so students can actively envision themselves in their chosen career path. This addresses the need for students to have relevant, real-world experience, to which they can apply what they've learned in the classroom. These experiences make learning come alive for students, and they are able to make connections outside of the classroom.</p> <p>Budget: 6 full-time internships at \$1,000/per student. $6,000 + (15\%) \\$258.98 = \\6258.98.</p> <p>(Admin Fees Included)*</p>	\$6,258.98	5825	Consultant Contracts			Engineering	Approved	
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Pathway Name:	Engineering Pathway		Program #:	N/A
Mission and Vision	<p>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.</p>			
PATHWAY QUALITY ASSESSMENT				
<p><i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i></p>	Evidence of Strengths	Areas For Growth	<p>Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i></p>	
<p>Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation</p>	<p>The Engineering pathway has an equitable, open admissions policy based on student interest and personalization that provides all students access to rigorous academics to best prepare for college and careers. During Pathway Month, in March, students are exposed to an abundant amount of career and college related events to support their CTE choices for the following year. The events include speaker series, internship fair, and pathway information sessions. For rising 10th graders, it is also the opportunity for students to choose a pathway. While we are a small school and can not cohort the pathways in their entirety, we do cohort by pathway by periods during the day. This includes academic courses. The Engineering CTE classes in collaboration with the math classes have developed a common standards based mastery assessment. We are also offering 5 dual enrollment courses that any and all 10 - 12 graders can take. The Engineering Pathway director engages with the Advisory board regularly</p>	<p>While our CTE classes have harbored very specific industry opportunities, we have lots of room for growth by creating these same opportunities within core and elective subject areas 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 deeply rooted collaborations with industry partners.</p>	<p>A priority for our three year goal is to develop 10th and 11th grade integrated projects that culminate in a spring showcase. This will support the foundation skills needed to create and develop a rigorous industry standard capstone project in 12th grade. We will prioritize our partnerships with 2 industry partners and build in goals for project based learning.</p>	

<p>Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>The Engineering pathway provides an abundance of WBL experiences that provide career awareness and exploration in the Engineering industry. These experiences include a partnership with Youth Spirit Artworks and Schnitzer Steel of Oakland. Based on student passion and empathy for easing the homeless situation in Oakland, especially among youth, the Engineering CTE teacher leads the students through a design process to identify solutions to safe housing. Schnitzer provides consultancy and guidance on floor plans and human expertise on projects. Youth Spirit Artworks is an organization that specializes in building tiny houses for unhoused youth. These partnerships have championed relevant projects with industry level skill sets and behaviors. We are also continuing our formidable partnership with the Crucible. All students have the opportunity 3 times a year to attend a full day experience of glass blowing, leather making, bike building and mechanics, jewelry making and other industrial arts. We also have linked programming to our Wood Shop with opportunities during the day and afterschool.</p>	<p>The Engineering Pathway does a great job of exposing students to a wide range of Engineering related careers through career event visits, job shadowing and speaker events. However, 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 especially now given the world arena post COVID.</p>	<p>Collaborating with specifically identified partners with potentially 2 to 3 determined goals for the year would allow for students to engage in work that is more relevant to them and applicable to the Engineering industry.</p>
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<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>McClymonds HS has a strong COST (Coordination of Services Team) that meets weekly, monitors student caseload, data and manages specific needs with community partners. The College Career Readiness Director and team meet weekly and support students in identifying career goals, aspirations outlined in an individualized 10 year college and career plan. This support also includes the Graduate team which meets weekly to ensure students are on track to graduate college competitive and UC/CSU qualified. They also make sure students meet their college, scholarship and internship deadlines.</p>	<p>As a growth point, we are still growing in terms of coordinating our COST team and our Engineering Team as well as our grade level teams in terms of identifying key early indicators.</p>	<p>Our 3 year goal is to develop a coordination of teams to check in once a month in order to support the case management of all students. We want to ensure that students who are receiving services from community partners are also accessing WBL opportunities. In many cases, community partners are unaware of the Pathway opportunities because of the lack of coordination. We want to make sure all support systems have access to all the experiences that can potentially uplift our scholars.</p>
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2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals
Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

<p>Goal #1: By 2026</p>	<p>By 2026, we will create a more rigorous academic program grounded in content expertise (CTE teachers), content expertise (core subject and elective teachers), industry expertise (Advisory Board and other community support partners). This rigorous academic program will include a fall and spring showcase of 100% of students in grades 10 - 12 that are assessed by standards based assessments and vertically articulated and aligned rubrics.</p>
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Goal #2: By 2026	By 2026, we will align a vertical articulated work based learning sequence of personalized events to optimize student industry experience that correlates to grade level student projects and ultimately their fall and spring showcases. 100% of students will complete a fall and spring showcase project and be able to articulate the work based learning events that made their project industry compatible and relevant.
Goal #3: By 2026	By 2026, we will have a definitive coordination of teams system in which all supports and resources are communicated and articulated. This includes a shared understanding of every resource available to students. We will all share a common form process that includes identifies cross check of supports for each student. 100% of students will be accounted for in the database and matched appropriately to their supports and resources.

Pathway Strategic Actions

Strategic Actions for 2023-24

What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

Strategic Actions for Goal #1	We will continue to send grade level teams to the Project Based Learning (PBL) Leadership Conference in the the fall and spring in order to develop interdisciplinary projects to share with other grade level teams.
	The projects will align to the vertically articulated rubrics and standards based assessments of each grade level and content teams. This work alignment will take place during professional development on wednesdays and designated by PLCs. The planning of the PD Arc of Inquiry will take place in June, during reflection and planning month, and result in a PD plan for the 2023-24 year.
	The project rollouts will coordinate with industry partner schedules to push in and work with students during project time and judge projects during fall and spring showcase presentations. Pathway Coach, Pathway Directors and College and Career Director will communicate with industry partnerships in order to plan events for students.
Strategic Actions for Goal #2	Student interest surveys and post exposure feedback will support the ability to personalize work based learning events for students.
	Professional Development on Wednesdays will support PLC work in order for teams to plan, coordinate, organize and roll out interdisciplinary projects that culminate in a showcase project for individual student supports will be realized by the systems and structures in place.
Strategic Actions for Goal #3	The pathway coach will be added to the COST team in order to provide pathway student data and coordinate with the other wrap around teams and partners.
	Data on African American females will be provided to the teams that includes WBL experiences, on track to graduate, internship opportunities and dual enrollment.
	Data on African American females will be on the COST team agenda every meeting in order to ensure they are accessing all pathway opportunities and if not, determine why.

Pathway Budget Expenditures

2023-2024 Pathway Budget

BUDGET JUSTIFICATION						
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions .						
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)						
We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>						

2024-2025: YEAR TWO

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026, we will create a more rigorous academic program grounded in content expertise (CTE teachers), content expertise (core subject and elective teachers), industry expertise (Advisory Board and other community support partners). This rigorous academic program will include a fall and spring showcase of 100% of students in grades 10 - 12 that are assessed by standards based assessments and vertically articulated and aligned rubrics.	We continue to grow and nurture our Robotics team. This year marks a significant milestone as we commemorate our collaborative endeavor with Saratoga High School. This partnership represents a concerted effort towards community engagement, fostering both a sense of belonging and providing students with invaluable exposure to robotics through inter-team interactions. Our institution had the privilege of hosting the First Tech Challenge regional qualifier, marking a historic occasion as the inaugural instance within the Oakland locale. This event not only facilitated heightened community awareness but also served as a platform for the cultivation of academic rigor and the honing of engineering skills among participants. Furthermore, we have forged a partnership with Youth Spirit Artwork, a collaboration aimed at conceptualizing and constructing The Tiny House Project. Generous support from Economy Lumber in Piedmont has bolstered our efforts in this initiative. The envisioned outcome entails collaborative teamwork as students engage in the construction of a tiny house tailored for homeless youth residing in Richmond, thereby contributing tangibly to addressing pressing societal needs.

<p>By 2026, we will align a vertical articulated work based learning sequence of personalized events to optimize student industry experience that correlates to grade level student projects and ultimately their fall and spring showcases. 100% of students will complete a fall and spring showcase project and be able to articulate the work based learning events that made their project industry compatible and relevant.</p>	<p>We take pride in our initiatives encompassing job shadowing and mentoring programs, which entail collaborations with esteemed industry professionals from entities such as the Golden State Warriors and Pixar, as well as graduate students from the UC Berkeley Engineering program. Over the course of the academic year, we observed a notable uptick in internship opportunities afforded to our students. Additionally, comprehensive career inventories and skills assessments were administered to the entire ninth-grade cohort.</p> <p>Moreover, our commitment to fostering real-world connections was further evidenced through numerous industry visits, including excursions to Radius Recycling, 2K, the Chase Center, Microsoft, Tesla, and participation in Skills Trades Fairs and engagements with organizations such as the Hidden Genius Project and Pixar.</p> <p>While our efforts did not culminate in a Fall showcase project in direct alignment with these events, proactive measures are underway to address this discrepancy. Specifically, plans are in motion to organize one student project showcase per semester throughout the academic year 2024-2025, thus ensuring sustained alignment with and responsiveness to industry engagement opportunities.</p>
<p>By 2026, we will have a definitive coordination of teams system in which all supports and resources are communicated and articulated. This includes a shared understanding of every resource available to students. We will all share a common form process that includes identifies cross check of supports for each student. 100% of students will be accounted for in the database and matched appropriately to their supports and resources.</p>	<p>The ILT, Pathway Planning Team, COST, Admin Team, and Graduation Team operate autonomously yet in parallel fashion. These entities undertake the analysis of student data and academic work, while also orchestrating professional development initiatives geared towards addressing the needs of both students and educators, all within the framework of the Single Plan for Student Achievement (SPSA). This concerted effort serves to bolster the realization of our pathway student outcomes. Looking ahead, we envisage the establishment of grade-level planning teams convening after school on a weekly basis over the course of the next three years. This initiative aims to fortify parental involvement and integrate engineering principles into core academic subjects.</p>
<p>Pathway Strategic Actions Reflection</p>	
<p>2023-2024 Strategic Actions</p> <p>Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> - Are you on track for accomplishing the actions for the related goal this school year? - If so, what has been done or will be done by the end of the year to accomplish it? - If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p>	
<p>23-24 Strategic Actions for Goal #1</p>	<p>We will continue to send grade level teams to the Project Based Learning (PBL) Leadership Conference in the the fall and spring in order to develop interdisciplinary projects to share with other grade level teams.</p> <p>The projects will align to the vertically articulated rubrics and standards based assessments of each grade level and content teams. This work alignment will take place during professional development on wednesdays and designated by PLCs. The planning of the PD Arc of Inquiry will take place in June, during reflection and planning month, and result in a PD plan for the 2023-24 year.</p> <p>The project rollouts will coordinate with industry partner schedules to push in and work with students during project time and judge projects during fall and spring showcase presentations. Pathway Coach, Pathway Directors and College and Career Director will communicate with industry partnerships in order to plan events for students.</p> <p>Regrettably, our institution did not dispatch grade level teams to the PBL Leadership event due to logistical constraints. Specifically, the central administrative office was unable to facilitate the engagement of a travel agent to defray the expenses associated with travel and accommodation. Consequently, our educators were unable to personally finance these costs upfront and await subsequent reimbursement.</p> <p>Nevertheless, notwithstanding this setback, our pathway team convened outside of their regular schedule to strategize for the Engineering pathway's advancement. Commencing in June, members of this team will participate in the PBL institute, marking the initiation of their collaborative efforts to design interdisciplinary projects that adhere to vertically aligned rubrics. In order to bolster these endeavors, grade level teams will convene on a weekly basis, supplementing their professional development activities with a focus on enhancing parental communication, alignment with engineering Program Learning Outcomes (PLOs), and targeted student support measures.</p>
<p>23-24 Strategic Actions for Goal #2</p>	<p>Student interest surveys and post exposure feedback will support the ability to personalize work based learning events for students.</p> <p>Professional Development on Wednesdays will support PLC work in order for teams to plan, coordinate, organize and roll out interdisciplinary projects that culminate in a showcase project for each student.</p> <p>Individual student supports will be realized by the systems and structures in place.</p> <p>The implementation of student interest surveys alongside post-exposure feedback serves as a foundational mechanism for tailoring work-based learning events to the unique preferences and aspirations of students. Affirmatively, we maintain our commitment to conducting interest profilers with students, thereby facilitating the customization of their work-based learning encounters encompassing activities such as career event visits, mentorships, job shadowing, and interactions with guest speakers.</p> <p>The strategic initiatives pursued during the current academic year included the convening of both Engineering and Entrepreneurship Advisory Boards, aimed at facilitating the alignment of academic curricula with practical skill sets requisite in real-world scenarios. A pivotal aspect of this endeavor entailed the facilitation of student projects spanning grades 10 through 12, alongside dedicated collaborative planning sessions to formulate assessment rubrics and backward mapping the objectives of Capstone Projects, as a result, fostering vertical articulation across grades 9 through 11. While the Engineering Advisory Board convened as scheduled, regrettably, the Entrepreneurship Advisory Board failed to materialize due to the absence of a lead CTE teacher in Entrepreneurship, rendering the pathway weak and impeding the management of the advisory board. Compounding this challenge were constraints ingrained in the master schedule, which precluded teachers from accessing collaborative planning time requisite for project planning. Furthermore, the limited duration of Wednesday professional development sessions, totaling one hour, proved inadequate for comprehensive grade-level project planning. Additionally, the integration of four new teachers into the faculty, coupled with the departure of the 9th grade English teacher, further strained resources and undermined the realization of our pathway goals. Despite these impediments, concerted efforts have been initiated through the establishment of a Pathway Planning Team comprising key stakeholders from the Engineering team and core teachers, aimed at devising systemic frameworks and structures to facilitate teacher planning endeavors in the forthcoming academic year. Central to the objectives of this team is the consolidation of our school's focus into a singular pathway, Engineering, with the overarching aim of cultivating a robust, student-centric culture imbued with engineering experiences. Consequently, the emphasis will be placed on orchestrating one grade-level student project and an instant challenge per semester. Crucially, teacher-grade level teams will collaboratively develop project rubrics and foster cross-disciplinary understanding of engineering concepts among non-Engineering faculty to facilitate seamless integration into core subject matter instruction.</p>
<p>The pathway coach will be added to the COST team in order to provide pathway student data and coordinate with the other wrap around teams and partners.</p>	<p>The inclusion of a pathway coach within the COST team framework will ensure ongoing provision of pathway student data and facilitate coordination with other wrap-around teams and collaborative partners. Specifically, comprehensive data pertaining to African American females will be furnished to relevant teams, encompassing details on work-based learning (WBL) experiences, graduation progress, internship prospects, and opportunities for dual enrollment. This data will feature</p>

Pathway Name:	Entrepreneurship Pathway		Program #:	N/A
Mission and Vision	<p>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.</p> <p>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.</p>			
PATHWAY QUALITY ASSESSMENT				
<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	The Entrepreneurship pathway has an equitable, open admissions policy based on student interest and personalization that provides all students access to rigorous academics to best prepare for college and careers. During Pathway Month, in March, students are exposed to an abundant amount of career and college related events to support their CTE choices for the following year. The events include speaker series, internship fair, and pathway information sessions. For rising 10th graders, it is also the opportunity for students to choose a pathway. While we are a small school and can not cohort the pathways in their entirety, we do cohort by pathway by periods during the day. This includes academic courses. The 10th and 11th grade years of the Entrepreneurship pathway lie completely in the dual enrollment offerings.	Unfortunately, our Entrepreneurship Director left at the end of last year and we were not able to refill this position. Without this key position, there was a definitive gap in the collaboration between grade levels and in support of the vertical articulation of learning in preparation for the Entrepreneurship Capstone class.	We will prioritize nurturing our partnerships with local industries in order to provide resources and supports to our students. This will include planning during the month of June specific interdisciplinary projects and work based learning events for the following year that are connected and rooted in our partnerships. This will include speaker series, job shadowing, business project development with partners.	
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	With the support of the Office of Equity, NFTE (Network for Teaching Entrepreneurship) and our partnership with Peralta District Colleges, we have a provided students with a well rounded work based learning experience. Every Thursday, United Tech Cities, a partner brokered through AAMA, brings entrepreneurial speakers from high interest industries. High interest is determined by surveys answered by students. The focus this year has been on the art of networking. We have incorporated networking opportunities during each engagement in order to build confidence and communication skills amongst our scholars. The 12th grade capstone teacher continues her partnership with NFTE which includes support for students with business plans and executive summaries for their final presentations.	There is a lack of student engagement in the career preparation and career training as part of the WBL continuum. There is also a great lack of critical thinking in the student business plans culminated in the 12th grade.	We will continue to formalize the engagement of the Industry Advisory Board by honing in on 2 strong partnerships to provide 3 yearly engagements which will include career event visits, job shadowing, a multi day career speaker series and an authentic audience for judging Capstone projects.	

<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>McClymonds HS has a strong COST (Coordination of Services Team) that meets weekly, monitors student caseload, data and manages specific needs with community partners. The College Career Readiness Director and team meet weekly and support students in identifying career goals, aspirations outlined in an individualized 10 year college and career plan. This support also includes the Graduate team which meets weekly to ensure students are on track to graduate college competitive and UC/CSU qualified. They also make sure students meet their college, scholarship and internship deadlines.</p>	<p>As a growth point, we are still growing in terms of coordinating our COST team and our Entrepreneurship Team as well as our grade level teams in terms of identifying key early indicators.</p>	<p>Our 3 year goal is to develop a coordination of teams to check in once a month in order to support the case management of all students. We want to ensure that students who are receiving services from community partners are also accessing WBL opportunities. In many cases, community partners are unaware of the Pathway opportunities because of the lack of coordination. We want to make sure all support systems have access to all the experiences that can potentially uplift our scholars.</p>
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2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals
Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

<p>Goal #1: By 2026</p>	<p>Over the next three years, our goals will be rooted in creating a more rigorous academic program grounded in content expertise (CTE teachers) and industry expertise (Advisory Board). By 2026, we will have fortified two events each semester in collaboration with our Industry partners. One will include business plan feedback to students that results in an increase in project completion. The other collaboration will include an authentic audience for Business pitches by students. 100% of students will participate, complete at least 2 of any type of WBL activity and 100% of all 10th and 11th graders will be signed up with a summer internship</p>
<p>Goal #2: By 2026</p>	<p>Over the next three years, our content teams will develop grade level rubrics that are vertically aligned with a culminating Capstone Rubric for 12th grade Capstone Student Exhibition Project. By 2026, every content area from each grade level will be able to articulate the skills and standards necessary to master in order for students to complete the Capstone Student Exhibition Project successfully. We will also be able to plan student supports and WBL activities to compliment and make relevant the learning.</p>
<p>Goal #3: By 2026</p>	<p>By 2026, we will have a definitive coordination of teams system in which all supports and resources are communicated and articulated. This includes a shared understanding of every resource available to students. We will all share a common form process that includes identifies cross check of supports for each student. 100% of students will be accounted for in the database and matched appropriately to their supports and resources.</p>

Pathway Strategic Actions

Strategic Actions for 2023-24
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

<p>Strategic Actions for Goal #1</p>	<p>We will continue to send grade level teams to the Project Based Learning (PBL) Leadership Conference in the the fall and spring in order to develop interdisciplinary projects to share with other grade level teams. The projects will align to the vertically articulated rubrics and standards based assessments of each grade level and content teams. This work alignment will take place during professional development on wednesdays and designated by PLCs. The planning of the PD Arc of Inquiry will take place in June, during reflection and planning month, and result in a PD plan for the 2023-24 year. The project rollouts will coordinate with industry partner schedules to push in and work with students during project time and judge projects during fall and spring showcase presentations. Pathway Coach, Pathway Directors and College and Career Director will communicate with industry partnerships in order to plan events for students.</p>
<p>Strategic Actions for Goal #2</p>	<p>Student interest surveys and post exposure feedback will support the ability to personalize work based learning events for students. Professional Development on Wednesdays will support PLC work in order for teams to plan, coordinate, organize and roll out interdisciplinary projects that culminate in a showcase project for each student. Individual student supports will be realized by the systems and structures in place.</p>
<p>Strategic Actions for Goal #3</p>	<p>The pathway coach will be added to the COST team in order to provide pathway student data and coordinate with the other wrap around teams and partners. Data on African American females will be provided to the teams that includes WBL experiences, on track to graduate, internship opportunities and dual enrollment. Data on African American females will be on the COST team agenda every meeting in order to ensure they are accessing all pathway opportunities and if not, determine why.</p>

Pathway Budget Expenditures

2023-2024 Pathway Budget

BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
<p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.</p> <p>For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>						

2024-2025: YEAR TWO

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
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Over the next three years, our goals will be rooted in creating a more rigorous academic program grounded in content expertise (CTE teachers) and industry expertise (Advisory Board). By 2026, we will have fortified two events each semester in collaboration with our Industry partners. One will include business plan feedback to students that results in an increase in project completion. The other collaboration will include an authentic audience for Business pitches by students. 100% of students will participate, complete at least 2 of any type of WBL activity and 100% of all 10th and 11th graders will be signed up with a summer internship	
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Over the next three years, our content teams will develop grade level rubrics that are vertically aligned with a culminating Capstone Rubric for 12th grade Capstone Student Exhibition Project. By 2026, every content area from each grade level will be able to articulate the skills and standards necessary to master in order for students to complete the Capstone Student Exhibition Project successfully. We will also be able to plan student supports and WBL activities to compliment and make relevant the learning.	
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By 2026, we will have a definitive coordination of teams system in which all supports and resources are communicated and articulated. This includes a shared understanding of every resource available to students. We will all share a common form process that includes identifies cross check of supports for each student. 100% of students will be accounted for in the database and matched appropriately to their supports and resources.	
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Pathway Strategic Actions Reflection

2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
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23-24 Strategic Actions for Goal #1	We will continue to send grade level teams to the Project Based Learning (PBL) Leadership Conference in the the fall and spring in order to develop interdisciplinary projects to share with other grade level teams.	
	The projects will align to the vertically articulated rubrics and standards based assessments of each grade level and content teams. This work alignment will take place during professional development on wednesdays and designated by PLCs. The planning of the PD Arc of Inquiry will take place in June, during reflection and planning month, and result in a PD plan for the 2023-24 year.	
	The project rollouts will coordinate with industry partner schedules to push in and work with students during project time and judge projects during fall and spring showcase presentations. Pathway Coach, Pathway Directors and College and Career Director will communicate with industry partnerships in order to plan events for students.	

23-24 Strategic Actions for Goal #2	Student interest surveys and post exposure feedback will support the ability to personalize work based learning events for students.	
	Professional Development on Wednesdays will support PLC work in order for teams to plan, coordinate, organize and roll out interdisciplinary projects that culminate in a showcase project for each student.	
	Individual student supports will be realized by the systems and structures in place.	
23-24 Strategic Actions for Goal #3	The pathway coach will be added to the COST team in order to provide pathway student data and coordinate with the other wrap around teams and partners.	
	Data on African American females will be provided to the teams that includes WBL experiences, on track to graduate, internship opportunities and dual enrollment.	
	Data on African American females will be on the COST team agenda every meeting in order to ensure they are accessing all pathway opportunities and if not, determine why.	

Pathway Strategic Actions 2024-2025

2024-2025 Strategic Actions

Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

Goal #1: By 2026	Over the next three years, our goals will be rooted in creating a more rigorous academic program grounded in content expertise (CTE teachers) and industry expertise (Advisory Board). By 2026, we will have fortified two events each semester in collaboration with our industry partners. One will include business plan feedback to students that results in an increase in project completion. The other collaboration will include an authentic audience for Business pitches by students. 100% of students will participate, complete at least 2 of any type of WBL activity and 100% of all 10th and 11th graders will be signed up with a summer internship	New or Revised Strategic Actions for Goal #1	
Goal #2: By 2026	Over the next three years, our content teams will develop grade level rubrics that are vertically aligned with a culminating Capstone Rubric for 12th grade Capstone Student Exhibition Project. By 2026, every content area from each grade level will be able to articulate the skills and standards necessary to master in order for students to complete the Capstone Student Exhibition Project successfully. We will also be able to plan student supports and WBL activities to compliment and make relevant the learning.	New or Revised Strategic Actions for Goal #2	
Goal #3: By 2026	By 2026, we will have a definitive coordination of teams system in which all supports and resources are communicated and articulated. This includes a shared understanding of every resource available to students. We will all share a common form process that includes identifies cross check of supports for each student. 100% of students will be accounted for in the database and matched appropriately to their supports and resources.	New or Revised Strategic Actions for Goal #3	

Pathway Budget Expenditures

Effective July 1, 2024 - June 30, 2025

2024-2025 Pathway Budget

<p>BUDGET JUSTIFICATION</p> <p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p>Fully Approved (no additional Justification Form required)</p> <p><i>(protected cells below to be completed by MN/H staff only)</i></p>	<p>Conditionally Approved (Justification Form is required)</p> <p><i>(protected cells below to be completed by MN/H staff only)</i></p>

MEASURE N 2022-2023 CARRYOVER PLAN							REVISED 2/16/24
School Name	MCCLYMONDS HIGH SCHOOL				Site Number	303	
Why were you unable to expend all your funds in the 2022-2023 school year?	We were left with a balance of Measure N funds at the end of the 22-23 school year after a different funding source (Perkins) became available to us. Perkins funding can be used for new CTE pathways, and we are in the process of redesigning our CTE sequences in consideration of merging our two pathways into one. As such, we opted to leverage Perkins funding to support the salaries of teachers doing CTE program development and shifted away from using Measure N because we would prefer to leverage Measure N/H funds to support integrating CTE into the academic core.						
Total Measure N Funds Received in Fiscal Year 2022-2023 <i>(including accumulated carryover from previous years)</i>			\$309,486.97	Projected Carryover Amount from Fiscal Year 2022-2023		\$128,190.60	
Projected Carryover Amount from Fiscal Year 2022-2023			\$128,190.60	Total Budgeted Amount		\$128,190.60	
Percentage of 2022-2023 Carryover to Measure N Funds			41.4%	Remaining Amount		\$0.00	
NOTE:	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.						
Directions:	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N/H Justification Examples - A Resource for EIP Development document linked below.						
Resources:	2023-2024 Measures N and H Permissible Expenses Measures N and H Justification Examples - A Resource for EIP Development						
BUDGET JUSTIFICATION							
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Budget Expenditure Instructions							
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.							
- How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions?							
We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.							
Consultant Contracts: Contract with the Oakland Public Ed Fund to pay-out the student internship stipends for participating in the Exploring College, Career and Community Options (ECCCO) for summer 2024, through June 30, 2024. 15 students in internships at sites around the Bay Area that align with their pathways and interests, yielding real-life application of pathway curriculum and increasing engagement from students in their respective pathways. These real-world internships provide students with increased exposure to various fields related to their pathways so students can actively envision themselves in their chosen career path. This addresses the need for students to have relevant, real-world experience, to which they can apply what they've learned in the classroom. These experiences make learning come alive for students, and they are able to make connections outside of the classroom. Budget: 15 full-time internships at \$1,000/per student. 15,000 + (15%) \$2,250 = \$17,250.00. (Admin Fees Included)							
\$17,250.00	5825	Consultant Contracts				Whole School	Work-Based Learning
Teacher Salaries Stipends: Extended Contracts for 1 Teacher to participate in the Exploring College, Career and Community Options (ECCCO) Program for summer 2024, through June 30, 2024. Teacher will provide a weekly check in with students (approximately 25 rising 10-12 graders) to support their internships at respective sites. They also visit every site of every student every 2 weeks to ensure site is in compliance and that both parties are supported and successful. Teacher leads a weekly workshop that has work based learning curriculum, facilitating the final, culminating project for the internship. Teacher also attends professional development sessions to learn latest promising practices, soft skill development training for students and relevant industry trends. Budget: 176 hours at \$38.50 hourly rate + 25% Benefit Costs = \$8,470.00. (Salary and Benefit Costs Included)							
\$8,470.00	1120	Teacher Salaries Stipends				Whole School	Work-Based Learning

<p>Consultant Contract: East Bay Consortium (EBC) to support our post-secondary work by increasing students' access to post-secondary educational opportunities, through June 30, 2024. Consultant contract with East Bay Consortium to provide mentoring and college/career guidance to students via College & Career Center at McClymonds. EBC will provide College Advisors to assist students in 12th grade with college applications, FAFSA, and college and career exploration. This expenditure supports students by ensuring increased access for students to explore career and college programs. It also supports the our goals to reduce academic outcome disparities for LCAP focal students groups by ensuring all students have access to college and career advising in their core classes. (Admin Fees Included)</p>	\$57,500.00	5825	Consultant Contracts			Engineering and Entrepreneurship	Student Supports
<p>Professional Contracted Bus Services: Charter Bus rentals for students to attend College & Career Visits. These visits support students' exposure to success in College and Career. Specifically, provide exposure to Engineering industries in the Bay Area, specifically engineering and adjacent careers in order to ignite student interests and passions. # of students served: approximately 150 students will be able to benefit from these trips. Budget: 5 College Field Trips, 1 bus each trip at \$2,633.12 x 5 = \$13,165.56</p>	\$13,165.56	5826	Professional Contracted Bus Services			Engineering	Career Technical Education (Integrated Program)
<p>Computers: Purchase 25 HP ENVY x360 2-in-1 Laptop 15t-fe000, 15.6" for students to be able to use required industry-specific software (Adobe Suite) to complete unit/quarter projects for Entrepreneurship and Engineering classes; Dual Enrollment Computer Science Class. This expenditure will allow us to build work-based learning opportunities that extend beyond the awareness and exploration parts of the work-based learning continuum. Having production quality equipment will allow class activities (supported by industry mentors) that require students to plan and execute workflows and project management similar to the professional world. This specific expenditure addresses a gap in our current production capabilities: equipment to support the most popular projects our students pursue for capstone projects (textiles and digital fabrication). # of students served: 200 students who are part of both pathways will utilize the equipment. Our current technology is chromebooks. Chromebooks are unable to add software. The software needed supports raspberry PI and coding which are foundational elements of any engineering software program. These laptops allow our engineering students in computer science to have access to current technology and capability that is offered at the community college level and industry level. Quantity: 25 HP ENVY x360 2-in-1 Laptop 15t-fe000, 15.6" (25 laptops at \$799.99 each = \$19,999.75 + (20% Taxes/Shipping) \$3999.95 + \$29.50 (Integration services) + \$4.00 (eWaste) = \$24,033.20</p>	\$24,033.20	4420	Computers			Engineering and Entrepreneurship	Rigorous Academics (Integrated Program)
<p>Correcting Negatives in Measure N & H accounts: These funds are to offset all of the negatives in Measure N - Resource 9333 & Measure H - Resource 9339. The negatives are usually the result of cost differences between what was initially budgeted by the site and the actual Salary & Benefit Costs, as well as Mid-Year Salary Adjustments. This justification is to cover negatives in the 1xxx-3xxx object codes only, throughout the 2023-24 fiscal year.</p>	\$558.59	1xxx-3xxx	Salary & Benefit Costs Negatives			Whole School	Enabling Conditions
<p>Strategic Carryover for Fiscal Year 2024-2025: Funds will be strategically carried over and used in fiscal year 2024-25, via the budget development and Education Improvement Plan approval process, to support expenditures identified as needs at the beginning of the school year.</p>	\$7,213.25	4390	Future - Carryover			Whole School	Enabling Conditions

MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN
(for Fiscal Year 2023-24)

Name of School Site	McClymonds High School	Site #	303
Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i>	\$14,939.00	In the box below, please indicate why you decided to allocate Strategic Carryover.	
Total Budgeted Amount	\$14,939.00	We decided to allocate Strategic Carryover in order to keep our CTE Engineering teacher at 1.0 FTE.	
Remaining Amount to Budget	\$0.00		

NOTE:	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.
Directions:	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N Justification Examples - A Resource for EIP Development document linked below.
Resources:	Measure N 2022-2023 Permissible Expenses Measure N Justification Examples - A Resource for EIP Development

BUDGET JUSTIFICATION							
<p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>							
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?
<p>Teacher Salaries: Hire an Engineering CTE Teacher, at .1 FTE. The CTE teacher teaches two sections of Capstone Engineering Design and Development Course (EDD) to 12th grade students. He will also provide tutoring every Wednesday after school to support students to be competitive in engineering-specific programs in colleges and careers. He will also collaborate with high schools in Palo Alto to compete in robotics competition. This position will also include duties of the Pathway Coach in which he will serve as the New Teacher Support which includes weekly check ins, observations and feedback, as part of the cycle of inquiry, curriculum and interdisciplinary lesson plan development, alignment of standards based assessments and vertically aligned rubrics. Measure N will fund a total of 0.55 FTE of this salary with 0.45 FTE of funding from the Whole School Tab. PCN 6899 - Satoshi Suga (Salary and Benefit costs included)</p>	\$14,939.00	1105	Teacher Salaries	TCHR 1112	0.1 FTE	Engineering Pathway	Rigorous Academics

MEASURE N 2023-24 STRATEGIC CARRYOVER PLAN

Effective: July 1, 2024 - June 30, 2025

Name of School Site	MCCLYMONDS HIGH SCHOOL	Site #	303
Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i>	\$7,213.25	In the box below, please indicate why you decided to allocate Strategic Carryover.	
Total Budgeted Amount	\$7,213.25	Student stipend funds from the 22-23 school year were unspent, and they were returned to McClymonds for re-allocation. We would now like to allocate these funds to increase students' access to post-secondary support services.	
Remaining Amount to Budget	\$0.00		

NOTE:	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.
Directions:	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measures N and H Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measures N and H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development document linked below.
Resources:	Measures N and H 2024-2025 Permissible Expenses Measures N and H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development

BUDGET JUSTIFICATION									
<p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measures N/H Permissible Expenses document to confirm permissibility.</i></p>									
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning domain does this support?	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
<p>"Consultant Contract: East Bay Consortium (EBC) to support our post-secondary work by increasing students' access to post-secondary educational opportunities, through June 30, 2025. Consultant contract with East Bay Consortium to provide mentoring and college/career guidance to students via College & Career Center at McClymonds. EBC will provide College Advisors to assist students in 12th grade with college applications, FAFSA, and college and career exploration. This expenditure supports students by ensuring increased access for students to explore career and college programs. It also supports the our goals to reduce academic outcome disparities for LCAP focal students groups by ensuring all students have access to college and career advising in their core classes. (Admin Fees Included)"</p>	\$7,213.25	5825	Extended Contract			Whole School	Comprehensive Student Supports	Approved	

Measures N and H 2024-2025 Education Improvement Plan Assessment (Year Two of Three-Year Cycle)

[[McClymonds](#)]

Checklist of Required Elements:

- ✓ Submitted Measures N and H Education Improvement Plan
- ✓ Submitted Three Domains of Linked Learning (one per pathway)

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2022-23) and Year 2 (2023-24)? <i>(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</i>				
Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
<p>Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards</p> <p><i>Instructions: Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> Meaningful reflection about progress toward strategic goals (whole school and pathway) Clear articulation of connections between these reflections and new or adapted strategic actions Evidence of progress toward pathway programs' quality standards 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> The site team thoughtfully reflected on the impacts of their actions, what supported progress, and where challenges were experienced. Connections between their reflections and identified strategic actions for 2024-2025 are evident. Reflection led to a focus on shifting to a single pathway (Engineering). <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> The site team would benefit from engaging in this same level of reflection at multiple points throughout the year to monitor implementation and the quality of student experiences as a result of the strategic actions being implemented. 			

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): In what ways does the EIP clearly articulate new or revised actions that are grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions?

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>Strategic Actions</p> <ul style="list-style-type: none"> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning <ul style="list-style-type: none"> Integrated Program of Study Work-Based Learning Integrated Student Support Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals Coherence is evident as a clear theory of action that bridges their reflection logically into their actions 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> The site team will continue implementing current strategic actions that were not fully implemented. Actions will focus on building authentic and meaningful integrated projects. Actions will also focus on building the capacity of staff to support improving instructional quality in line with newly developed integrated projects The site team has identified a key strategic action, which will be a shift to one pathway. Action steps are aligned. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> Workplan should include inquiry and reflection cycles to monitor the effectiveness of the numerous strategies and actions being implemented 			

Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan

Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
<p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2024-25.</p> <p>Budget</p> <ul style="list-style-type: none"> A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming) 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> Expenditures are permissible and aligned to support school-wide goals for the year. Aligned to creating the enabling conditions for the Engineering pathway, student internships, common planning time, teacher professional learning 			

Final Recommendation

Instructions: Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

Rating¹: Approved

- School is actively developing and implementing a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- The school has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways.

Strengths:

- Thoughtful reflections allowed the team to identify aligned strategic actions for 2024-2025 clearly.

Key Questions:

- How and when will you engage in reflection throughout the year to monitor the implementation of your strategic action steps as well as the quality of student experiences as a result of the strategic actions you are implementing?
- What data points will you monitor to measure the success of shifting from two pathways to one?

Budget Feedback:

- If Measures N/H resources are not utilized to directly support your strategic actions, which resources will be used to support pathway improvement, specifically, teacher collaboration time to develop integrated projects?

¹Fully Approved

- School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning are evidenced for all students: Integrated Program of Study (a distinct CTE program plus integrated and cohorted core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School is deeply engaged in the strategic continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Approved

- School is **actively developing and implementing** a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Conditionally Approved

- School is **actively developing** a whole-school pathways model as evidenced by early implementation of key elements of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School does not demonstrate continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways