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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for McClymonds High School

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for McClymonds High School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

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

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for McClymonds High School

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input checked="" type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/14/2024

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, ParentSquare blasts, etc.)

Signatures:

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| Jeffrey Taylor <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i> |  <hr style="border: 0; border-top: 1px solid black;"/> Signature | 5/17/2024 <hr style="border: 0; border-top: 1px solid black;"/> Date |
| Tierra Barker <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i> |  <hr style="border: 0; border-top: 1px solid black;"/> Signature | 5/17/2024 <hr style="border: 0; border-top: 1px solid black;"/> Date |
| Vanessa Sifuentes <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i> |  <hr style="border: 0; border-top: 1px solid black;"/> Signature | 5/17/2024 <hr style="border: 0; border-top: 1px solid black;"/> Date |
| Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i> |  <hr style="border: 0; border-top: 1px solid black;"/> Signature | 5/17/24 <hr style="border: 0; border-top: 1px solid black;"/> Date |

2024-25 SPSA ENGAGEMENT TIMELINE

School Site: McClymonds High School

Site Number: 303

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|-----------|-------------------------|--------------------------------------------------------------------------|
| 2/29/2024 | Students, Parent, Staff | CCSPP enagement survey |
| 3/5/2024 | ILT | Discussed re-writing goals to create SMARTe goals |
| 3/6/2024 | Admin Team | Reviewed school-wide goals. Identify needs based on the goals. |
| 3/12/2024 | SSC | Reviewed the SPSA and solicited input on the goals and strategic actions |
| 3/13/2024 | Admin Team | Reviewed identified goals |
| 3/27/2024 | Admin Team | Revised SPSA goals |
| 4/16/2024 | SSC | Reviewed the SPSA's progress |
| 5/14/2024 | SSC | Reviewed and approved SPSA |
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ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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

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

2024-25 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|-------------------------------------------------------------------------|----------------|
| Total Funds Provided to the School Through the Consolidated Application | \$96,380.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$1,332,270.00 |

Federal, State, and Local Funds

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

| Federal Programs | Allocation | State or Local Programs | Allocation |
|-----------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------|--------------------|
| Title I, Part A Schoolwide Program (Title I #3010) | \$87,840 | LCFF Discretionary (General Purpose Discretionary #0000) | \$20,720 |
| Title I, Part A Parent & Family Engagement (Title I #3010) | \$2,440 | LCFF Supplemental (LCFF Supplemental #0002) | \$163,350 |
| 21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124) | \$0 | LCFF Equity Multiplier | \$347,361 |
| Title IV, Part A Student Support & Academic Enrichment (Title IV #4127) | \$6,100 | After School Education & Safety (ASES) (ASES #6010) | \$0 |
| Comprehensive Support & Improvement (CSI) Grant (CSI #3182) | \$0 | California Community Schools Partnership Program (CCSPP #6332) | \$450,000 |
| | | Proposition 28 (Arts & Music in Schools) (#6770) | \$50,459 |
| | | Measure H (Measure H #9339) | \$204,000 |
| | | Measure G1 (Measure G1 #9332) | \$0 |
| SUBTOTAL OF FEDERAL FUNDING: | \$96,380 | | \$1,235,890 |

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| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: | \$1,332,270.00 |
|------------------------------------------------------------|-----------------------|

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

| | | |
|--------------------------------------------|-------------------------------------|---------------------------------------|
| School Name: McClymonds High School | | School ID: 303 |
| CDS Code: 1612590110189 | SSC Approval Date: 5/14/2024 | Board Approval Date: 8/14/2024 |

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

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- None

The purpose of this schoolwide plan is to improve academic achievement so that all students, particularly the lowest-achieving students, meet state standards. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each low-performing student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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

School Demographics, 2022-23

| % Male | % Black/African American | % Latino | % Pacific Islander | % White | % Students with Disabilities | % Unduplicated Pupil Percentage | % English Learners | % LTEL |
|----------|--------------------------|----------|--------------------|----------------------------------|------------------------------|-----------------------------------|--------------------|-----------------------|
| 59.8% | 77.2% | 7.8% | 1.4% | 2.5% | 24.2% | 92.5% | 4.6% | 3.6% |
| % Female | % Multiracial | % Asian | % Filipino | % American Indian/Alaskan Native | % Foster Youth | % Socioeconomically Disadvantaged | % Newcomers | School Stability Rate |
| 40.2% | 3.9% | 1.8% | 0.4% | 0.0% | 1.8% | 90.4% | 0.0% | 71.8% |

1B: GOALS & IDENTIFIED NEEDS

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

School Goal: By June 2025, students will demonstrate increased literacy and math proficiency as measured by:
 Metric 1) *65% of students reach their growth goals on i-Ready reading assessment*
 Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments

Identified School Need: 66%+ of incoming ninth graders enter high school reading multiple grade below grade level and require additional support in ELA. Ninth graders will be simultaneously enrolled in Algebra 1 and Geometry so that they may be eligible for Calculus by their senior year.

English Language Arts Measures & Targets

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|----------------------------------------------------------------------------|----------------------|------------------|-------------------------------|-------------------------------|----------------|
| SBAC ELA Distance from Standard Met | All Students | -83.3 | not available until fall 2024 | not available until fall 2025 | -60.0 |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12) | All Students | 5.5% | not available until fall 2024 | not available until fall 2025 | 60.0% |

Mathematics/Science Measures & Targets

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|---------------------------------------------------------|----------------------|------------------|-------------------------------|-------------------------------|----------------|
| SBAC Math Distance from Standard Met | All Students | -187.6 | not available until fall 2024 | not available until fall 2025 | -150.0 |
| California Science Test (CAST) Standard Met or Exceeded | All Students | 1.7% | not available until fall 2024 | not available until fall 2025 | 10.0% |

Graduation Measures & Targets

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|----------------------------------|----------------------|------------------|-------------------------------|-------------------------------|----------------|
| Four-Year Cohort Graduation Rate | All Students | 86.3% | not available until fall 2024 | not available until fall 2025 | 90.0% |

| | | | | | |
|----------------------------------|--------------|-------|-------------------------------|-------------------------------|-------|
| On Track to Graduate: 9th Grade | All Students | 68.6% | not available until fall 2024 | not available until fall 2025 | 75.0% |
| On Track to Graduate: 11th Grade | All Students | 43.8% | not available until fall 2024 | not available until fall 2025 | 55.0% |
| A-G Completion | All Students | 60.3% | not available until fall 2024 | not available until fall 2025 | 70.0% |
| College/Career Readiness | All Students | 52.1% | not available until fall 2024 | not available until fall 2025 | 60.0% |

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

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| School Goal: | By June 2025, 9th grade students, and in 9th grade focusing on students with IEPs, will demonstrate increased literacy proficiency as measured by: Metric 1) 25% increase the number of students reading at or above grade level on iReady reading assessment. <i>optional) 50% of students reaching their growth goals on i-Ready reading assessment</i> |
| Identified School Need: | Our focal group will be our ninth grade students who are reading multiple grades below grade level as well as our SpEd students who are mainstreamed into general edcation classes. |

Academic Measures & Targets for Focal Student Groups

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|---------------------------------------------------------------------------------------|----------------------------|------------------|-------------------------------|-------------------------------|----------------|
| SBAC ELA Distance from Standard Met | Special Education Students | -129.2 | not available until fall 2024 | not available until fall 2025 | -115.0 |
| SBAC ELA Distance from Standard Met | African American Students | -106.4 | not available until fall 2024 | not available until fall 2025 | -95.0 |
| Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12) | All Students | 12.1% | not available until fall 2024 | not available until fall 2025 | 10.0% |
| SBAC Math Distance from Standard Met | Special Education Students | -224.7 | not available until fall 2024 | not available until fall 2025 | -200.0 |
| SBAC Math Distance from Standard Met | African American Students | -206.4 | not available until fall 2024 | not available until fall 2025 | -175.0 |

| Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i> | | | | | |
|-----------------------------------------------------------------------------------------------|----------------------------|------------------|-------------------------------|-------------------------------|----------------|
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
| ELL Reclassification | English Learners | 27.3% | not available until fall 2024 | not available until fall 2025 | 40.0% |
| LTEL Reclassification | Long-Term English Learners | 37.5% | not available until fall 2024 | not available until fall 2025 | 50.0% |

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

School Goal: By June 2025, McClymonds' will increase the number families and students indicating a connectedness to the school.
Metric 1) 25% increase the number of families and students as per the CHKS survey indicating that they feel connected to the school community.

Identified School Need: Develop and implement initiatives that foster a stronger sense of community and connection among families and students at McClymonds.

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|------------------------------------------------------------------|----------------------------|------------------|-------------------------------|-------------------------------|----------------|
| Student Connectedness to School <i>*2021-22 baseline data</i> | All Students | 44.3% | not available until fall 2024 | not available until fall 2025 | 60.0% |
| Out-of-School Suspensions | All Students | 9.4% | not available until fall 2024 | not available until fall 2025 | 9.0% |
| Out-of-School Suspensions | African American Students | 11.2% | not available until fall 2024 | not available until fall 2025 | 10.0% |
| Out-of-School Suspensions | Special Education Students | 19.3% | not available until fall 2024 | not available until fall 2025 | 15.0% |
| Chronic Absenteeism | All Students | 65.6% | not available until fall 2024 | not available until fall 2025 | 50.0% |
| Chronic Absenteeism | African American Students | 67.0% | not available until fall 2024 | not available until fall 2025 | 50.0% |

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| LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity. | | | | | |
| School Goal: | By June 2025 McClymonds High School will have retained 85% of its teachers and staff. | | | | |
| Identified School Need: | Provide professional development opportunities, fostering a positive work environment, while recognizing and rewarding achievements of teachers, and also promoting a work-life balance. | | | | |
| Measure | Target Staff Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
| One-Year School Teacher Retention Rate | All Teachers | 63.3% | not available until fall 2024 | not available until fall 2025 | 70.0% |

1C: STRENGTHS & CHALLENGES

| Goal Area: | School Goal: | Priority Strengths |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LCAP Goal 1: | <p><i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by:</i></p> <p><i>Metric 1) 65% of students reach their growth goals on i-Ready reading assessment</i></p> <p><i>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i></p> | <p><i>In terms of student support structures, we have tutors, peer tutors, interns and teachers offered daily during school and after school. Title I - Student Funds Currently Unallocated; The School Site Council to Vote in Fall 2024 on Utilizing Them to Achieve Objectives.</i></p> |

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| <p><i>LCAP Goal 2:</i></p> | <p><i>By June 2025, 9th grade students, and in 9th grade focusing on students with IEPs, will demonstrate increased literacy proficiency as measured by:</i></p> <p><i>Metric 1) 25% increase the number of students reading at or above grade level on iReady reading assessment.</i> <i>optional) 50% of students reaching their growth goals on i-Ready reading assessment</i></p> | <p><i>Our counselor meets 1:1 with all students quarterly to make sure they are on track to graduate including meeting all the A-G requirements and determine post secondary goals. In our counseling enriched classrooms, we have a 1:3, teacher to student ratio of support.</i></p> |
| <p><i>LCAP Goal 3:</i></p> | <p><i>By June 2025, McClymonds' will increase the number families and students indicating a connectedness to the school.</i> <i>Metric 1) 25% increase the number of families and students as per the CHKS survey indicating that they feel connected to the school community.</i></p> | <p><i>The Parent Empowerment Hour meets monthly in the evening and connects parents to community partners and resources in order to build strong partnership in service of the scholars. During the day, Coffee with the Principal is an opportunity for parents to meet with the admin team in order to build positive rapport with the school.</i> <i>Title I - Parent Funds Currently Unallocated; The School Site Council to Vote in Fall 2024 on Utilizing Them to Achieve Objectives.</i></p> |
| <p><i>LCAP Goal 4:</i></p> | <p><i>By June 2025 McClymonds High School will have retained 85% of its teachers and staff.</i></p> | <p><i>McClymonds has a long running dedicated Personnel Committee with established protocols to support calibration, outreach, interviews and demos in order to ensure highly qualified staff are employed. Because of this committee, we have gone from 15% retention rate to 80% retention rate in the last 5 years.</i></p> |

| Goal Area: | School Goal: | Priority Challenges |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>LCAP Goal 1:</p> | <p><i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by:</i></p> <p><i>Metric 1) 65% of students reach their growth goals on i-Ready reading assessment</i></p> <p><i>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i></p> | <p><i>Teachers may require additional training and professional development to effectively utilize assessment data to inform instruction and differentiated teaching strategies. Without adequate support, teachers may struggle to meet the diverse needs of students.</i></p> <p><i>Maintaining student motivation and engagement in literacy and math activities, especially for struggling learners, can be challenging. Disengaged students may not fully participate in assessments or instructional activities, hindering progress.</i></p> <p><i>Encouraging and facilitating parental involvement in supporting students' literacy and math skills at home can be challenging, particularly in our community where parents may face barriers to involvement such as language or time constraints.</i></p> <p><i>Ensuring equitable access to resources and opportunities for all students, regardless of socioeconomic background or learning differences, is crucial. Achievement gaps may persist if certain groups of students do not have equal access to support services or enrichment opportunities.</i></p> <p><i>Analyzing assessment data effectively and implementing timely interventions for students who are not meeting growth goals or grade-level proficiency may be challenging. Without a robust RTI framework in place, some students may fall through the cracks.</i></p> <p><i>Addressing the diverse cultural and linguistic backgrounds of students may pose challenges in delivering instruction and assessments that are culturally responsive and linguistically appropriate for all learners.</i></p> <p><i>Ensuring clear communication and collaboration among teachers, administrators, support staff, and families is essential for implementing effective literacy and math initiatives. Without strong communication channels, efforts to support student growth may be disjointed or ineffective.</i></p> <p><i>Adapting to changes in educational policies, standards, and assessment frameworks may pose challenges in aligning instructional practices and assessment strategies with evolving expectations and requirements.</i></p> |

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| <p><i>LCAP Goal 2:</i></p> | <p><i>By June 2025, 9th grade students, and in 9th grade focusing on students with IEPs, will demonstrate increased literacy proficiency as measured by:</i></p> <p><i>Metric 1) 25% increase the number of students reading at or above grade level on iReady reading assessment. optional) 50% of students reaching their growth goals on i-Ready reading assessment</i></p> | <p><i>The majority of incoming ninth graders are reading multiple grades below grade level. Ninth grade students feel embarrassed by having to take a reading intervention class.</i></p> <p><i>We were unable to hire a Literacy Specialist, TSA this year.</i></p> <p><i>Students don't take reading assessments serious and will need the teachers to explain the importance of them doing their best on the assessment.</i></p> |
| <p><i>LCAP Goal 3:</i></p> | <p><i>By June 2025, McClymonds' will increase the number families and students indicating a connectedness to the school.</i></p> <p><i>Metric 1) 25% increase the number of families and students as per the CHKS survey indicating that they feel connected to the school community.</i></p> | <p><i>Family engagement continues to be a growth area for McClymonds. Many of our parents are working multiple jobs and or have multiple children which prevents them from attending engagement activities.</i></p> <p><i>We do not yet have someone whose sole responsibility is to engage with families.</i></p> |
| <p><i>LCAP Goal 4:</i></p> | <p><i>By June 2025 McClymonds High School will have retained 85% of its teachers and staff.</i></p> | <p><i>McClymonds' declining enrollment has made it difficult to retain new energized young teachers and staff who are excited to join the McClymonds family.</i></p> |

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: McClymonds High School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

McClymonds utilized its Title 1 funding to fund our Behavior Specialist. The Behavior Specialist is responsible for developing behavior intervention plans for our Tier 3 students. The Behavior Specialist also a part of our welcome circle for new students and a part of our re-entry meeting for students who have been suspended. Our African American Female Excellence classes are facilitated by the Behavior Specialist. There were no changes to the SPSA after implementation.

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

African American females were our focal group of students for the 2023-2024 school-year. The Behavior Specialist also focused on this student group as well.

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

We are working diligently now to secure a Literacy Specialist, TSA now so that they're in pace for the Fall.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

| Title I Expenditure | Target Addressed by Expenditure | Actions/Activities <i>(e.g., what does this person or program do?)</i> | What is working? Why? What is not working? Why not? | Based on this evaluation, what will you change, continue, or discontinue? Why? |
|---------------------|---------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parent workshops | Student Connectedness to School | Monthly "Coffee with the Principal" engagement. Monthly parent empowerment engagements. | We have tried multiple methods to engage with our parents. Coffee with the Principal only had a few parents each month. The Community School Manager was able to have more parents show up for the Parent Empowerment Hour, however, the number of parents were low for these engagement sessions as well. | We may be able to engage more parents for Coffee with the Principal if we offered it via Zoom. We will be hiring a Parent Liaison in the Fall of 2024. |

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| <p>(Behavior Specialist .60 FTE)</p> | <p>Student Connectedness to School</p> | <p>Mandated reporting training for child abuse and neglect, Tier 3 attendance interventions, Student Leadership development class, African American Female Achievement, Social/emotional individual & group, support/interventions, Suicide/self-harm assessments, prevention, and intervention, Connect students and families to existing resources and programs, Identify students in need of support— develop & implement individual intervention strategies with students and systems, Home visits, Dropout prevention, Crisis intervention, Positive school-wide culture and climate support.</p> | <p>The Behavior Specialist position is essential to McClymonds, however, it becomes problematic when it is time to approve the funding of the position which utilizes all of our Title 1 funds.</p> | <p>We will fund this position utilizing another funding stream.</p> |
|--------------------------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

| | | | |
|----------------|------------------------|-------------------|-----|
| School: | McClymonds High School | SCHOOL ID: | 303 |
|----------------|------------------------|-------------------|-----|

3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

| | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Goal: | <i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reach their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i> |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identified Need: | -only 32% of the students read at or above grade level as measured by the RI -32% of students were not assessed on RI -only 25% of students were assessed on our Math interims and only 1.2% of the students assessed were proficient in Algebra 1 |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------|-----------------------------------------------|
| 1-1 | All new teachers attend foundational curriculum training through the district in June and July to anchor skills for teaching standards. | All Students | Academic | Tier 1 - Universal |
| 1-2 | Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students. | All Students | Academic | Tier 1 - Universal |
| 1-3 | Provide bi-weekly time for all departments to engage in specific tier 1 strategies to support student talk, before, during, and after reading. | All Students | Academic | Tier 1 - Universal |
| 1-4 | Provide weekly collaboration time in PLCs and Professional Development to internalize core curriculum in all core subjects and CTE aligned to standards, analyze student work, interims, performance assessment and reflect on instruction. | All Students | Academic | Tier 1 - Universal |

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

School Goal: By June 2025, 9th grade students, and in 9th grade focusing on students with IEPs, will demonstrate increased literacy proficiency as measured by:
Metric 1) 25% increase the number of students reading at or above grade level on iReady reading assessment.
optional) 50% of students reaching their growth goals on i-Ready reading assessment

Identified Need: Our focal group will be our ninth grade students who are reading multiple grades below grade level as well as our SpEd students who are mainstreamed into general edcation classes.

| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------------------------|-----------------------------------------------|
| 2-1 | Teachers and staff will receive and review students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed. | Special Education | Academic | Tier 2 - Supplemental |
| 2-2 | Provide Professional Development/Planning time for teachers to unpack language demands and existing language supports in core curriculums | All Students | Academic | Tier 1 - Universal |
| 2-3 | Provide whole child academic culturally responsive instruction and care management support by offering students access to African American Male Achievement and African American Female Excellence courses during the school day via the master schedule. | African American Students | Academic | Tier 2 - Supplemental |
| 2-4 | Provide professional development on Universal Design for Learning strategies. Teachers ensure that our SpEd students are able to comprehend and articulate what the text/task identified in the learning target is asking them to accomplish. | Special Education | Academic | Tier 1 - Universal |

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

| | |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Goal: | By June 2025, McClymonds' will increase the number families and students indicating a connectedness to the school. Metric 1) 25% increase the number of families and students as per the CHKS survey indicating that they feel |
| Identified Need: | Develop and implement initiatives that foster a stronger sense of community and connection among families and students at McClymonds. |

| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------|
| 3-1 | Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. | All Students | Academic | Tier 1 - Universal |
| 3-2 | Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations. | All Students | SEL / Mental Health | Tier 1 - Universal |
| 3-3 | Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance | African American, Arab American, Latino, Pacific Islander, and Special Education Students | Academic | Tier 1 - Universal |
| 3-4 | Leaders make time during staff meeting for Professional Development related to PBIS, including bringing in student listening sessions into Professional Development. | All Students | SEL / Mental Health | Tier 1 - Universal |

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

School Goal: By June 2025 McClymonds High School will have retained 85% of its teachers and staff.

Identified Need: Provide professional development opportunities, fostering a positive work environment, while recognizing and rewarding achievements of teachers, and also promoting a work-life balance.

| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------|-----------------------------------------------|
| 4-1 | Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year. | All Students | Academic | Tier 1 - Universal |
| 4-2 | Provide intentionally designed and data informed Professional Development for teachers. | All Students | Academic | Tier 1 - Universal |
| 4-3 | Direct new teachers to attend the summer New Teacher Institute and a 6-week foundational professional learning series (August-September) on classroom culture building | All Students | Behavioral | Tier 1 - Universal |
| 4-4 | Identify a leader on site (principal/AP/TSA) whose role it will be to support the new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials to establish on-site systems of support, and check in on new teachers throughout the year. | All Students | SEL / Mental Health | Tier 1 - Universal |

| CONDITIONS FOR BLACK STUDENTS <i>Instructions & resources</i> | | | | |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------|-----------------------------------------------|
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 5-1 | Teachers ensure African American students are engaging with the text/task and are deepening their understanding of the skills identified in the learning target. | African American | Academic | Tier 1 - Universal |
| 5-2 | Teachers progress monitor the learning of African American students towards meeting the learning target. | African American | Academic | Tier 1 - Universal |
| 5-3 | Hire a 10-month Case Manager to hold a caseload of African American female students. The Case Manager will develop success plans with each student, and will monitor grades, attendance, behavior for those on their caseload. The Case Manager will also identify and implement interventions if students are not meeting grade, attendance, and/or behavior goals | African American Females | Behavioral | Tier 3 - Intensified |

| CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i> | | | | |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------|-----------------------------------------------|
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 6-1 | Teachers use high leverage integrated ELD practices during Math, & Science English Language Arts, and History. | English Learner Students | Academic | Tier 1 - Universal |
| 6-2 | Choose high leverage integrated ELD strategy focus: Academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives). | English Learner Students | Academic | Tier 1 - Universal |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 303

School: McClymonds High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSA ACTIVITY | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|--------------------------------------------|-------------|-----------------------------|------|----------------------|-----|---------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 4410 - Equipment < \$5,000 | \$5,000 | LCFF Discretionary | 4410 | Equipment < \$5,000 | n/a | n/a | n/a | Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools. | | Teachers use high leverage integrated ELD practices during Math, & Science English Language Arts, and History. | 303-1 |
| 5200 - Travel And Conferences | \$15,720 | LCFF Discretionary | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools. | | Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance | 303-2 |
| 4399 - Unallocated | \$4,432 | LCFF Supplemental | 4399 | Unallocated | n/a | n/a | n/a | n/a | | n/a | 303-3 |
| Specialist Behavior | \$158,918 | LCFF Supplemental | 2205 | Classified Support Salaries | 1467 | Specialist, Behavior | 1 | Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools. | | Provide whole child academic culturally responsive instruction and care management support by hiring targeted initiative facilitator: African American Male Achievement and African American Female Excellence facilitator. | 303-4 |
| 4399 - Unallocated | \$87,840 | Title I, Part A Schoolwide Program | 4399 | Unallocated | n/a | n/a | n/a | n/a | i-Ready Reading at or above Mid-Grade | Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students. | 303-5 |
| 4399 - Unallocated | \$2,440 | Title I, Part A Parent & Family Engagement | 4399 | Unallocated | n/a | n/a | n/a | n/a | Student Connectedness to School | Provide bi-weekly time for all departments to engage in specific tier 1 strategies to support student talk, before, during, and after reading. | 303-6 |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 303

School: McClymonds High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSPA ACTIVITY | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|--------------------------------------------------------|-------------|------------------------------------------------------|------|-----------------------------------|-----|---------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 4399 - Unallocated | \$6,100 | Title IV, Part A Student Support & Academic Enrichment | 4399 | Unallocated | n/a | n/a | n/a | n/a | | Provide professional development on high leverage teaching strategies. Teachers ensure African American students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target. | 303-7 |
| 1150 - Teachers Substitutes | \$5,000 | Educator Effectiveness Grant | 1150 | Certificated Teachers: Substitutes | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | | Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year. | 303-8 |
| 1120 - Teachers Salaries Stipends | \$10,000 | Educator Effectiveness Grant | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | | Leaders make time during Staff Meeting for Professional Development related to PBIS, including bringing in student listening sessions into Professional Development. | 303-9 |
| Counselor | \$40,164 | California Community Schools Partnership Program | 1205 | Certificated Pupil Support Salaries | 240 | Counselor | 0.4 | Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools. | | Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. | 303-10 |
| Program Mgr Community School | \$161,137 | California Community Schools Partnership Program | 2305 | Classified Supervisors' and Administrators' Salaries | 8043 | 12-Month Community School Manager | 1 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | | Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations. | 303-11 |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 303

School: McClymonds High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSPA ACTIVITY | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|--------------------------------------------------|-------------|------------------------------------------------------|------|-------------------------|------|---------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 4391 - Carryover - Prior Year | \$248,698 | California Community Schools Partnership Program | 4399 | Unallocated | n/a | n/a | n/a | n/a | | Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations. | 303-12 |
| 4399 - Unallocated | \$3,621 | Proposition 28 (Arts & Music in Schools) | 4399 | Unallocated | n/a | n/a | n/a | n/a | | Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target. | 303-13 |
| Teacher 11Mos 12Pay | \$46,838 | Proposition 28 (Arts & Music in Schools) | 1105 | Certificated Teachers' Salaries | New | 11-Month Teacher | 0.35 | Goal 1: All students graduate college, career, and community ready. | | Teachers progress monitor the learning of AA students towards meeting the learning target. | 303-14 |
| 5825 - Consultants | \$25,000 | Measure G, Visual & Performing Arts | 5825 | Consultants | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | | Teachers progress monitor the learning of AA students towards meeting the learning target. | 303-15 |
| 4399 - Unallocated | \$65,016 | Measure H | 4399 | Unallocated | n/a | n/a | n/a | n/a | | n/a | 303-16 |
| Teacher 11Mos 12Pay | \$138,984 | Measure H | 1105 | Certificated Teachers' Salaries | 4006 | 11-Month Teacher | 1 | Goal 1: All students graduate college, career, and community ready. | | Teachers progress monitor the learning of AA students towards meeting the learning target. | 303-17 |
| Coordinator Classified | \$102,623 | Measure G, Library Support | 2305 | Classified Supervisors' and Administrators' Salaries | 277 | Coordinator, Classified | 0.5 | Goal 1: All students graduate college, career, and community ready. | | Identify a leader on site (principal/AP/TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year. | 303-18 |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 303

School: McClymonds High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSPA ACTIVITY | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|---------------------------------------------|-------------|---------------------------------------------------------------------------------|-------|----------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Asst Principal, High School | \$212,110 | LCFF Supplemental & Concentration Carryover | 1305 | Certificated Supervisors', Administrators', and Instructional Coaches' Salaries | 3132 | Assistant Principal, High School | 1 | Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools. | | Identify a leader on site (principal/AP/TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year. | 303-19 |
| Behavior Specialist | \$131,004 | LCFF Equity Multiplier | 2205 | SP BEHAVIOR | 10359 | Behavior Specialist | 0.80 | Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School. | | Provide professional development on Universal Design for Learning strategies. Teachers ensure that our SpEd students are able to comprehend and articulate what the text/task identified in the learning target is asking them to accomplish. | 303-20 |
| Case Manager | \$123,280 | LCFF Equity Multiplier | 2405 | CASE MGR20 | 10360 | Case Manager | 1.00 | Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School. | | Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance | 303-21 |

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 303

School: McClymonds High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSS ACTIVITY | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|------------------------|-------------|-------------------------|-------|--------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Unallocated for staffing overages | \$12,539 | LCFF Equity Multiplier | 4399 | | | | n/a | Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School. | | Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance | 303-22 |
| Bilingual Family Liaison | \$67,532 | LCFF Equity Multiplier | 2405 | | 10361 | Bilingual Family Liaison | 0.60 | Goal 6: Over three years, student academic outcomes and graduation rates will improve at Castlemont High School, McClymonds High School, and Oakland International High School. | | Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance | 303-23 |



Title I, Part A School Parent and Family Engagement Policy

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

McClymonds High School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

- Back to School Night
- Monthly SSC meetings

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

- Back to School Night
- School website

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Weekly parent workshops

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

- Professional Development workshops

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

- Monthly SSC meetings

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

- Monthly SSC meetings

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

- Monthly SSC meetings
- Weekly parent workshops

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- Weekly parent workshops

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

The school will distribute this policy to all parents on or before September 30, 2023.



Jeffrey Taylor, Principal



School-Parent Compact 2023 - 2024

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

This School-Parent Compact is in effect for the 2023 - 2024 school year.

School Responsibilities

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

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

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

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

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

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

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

4) Provide parents reasonable access to staff.

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

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

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

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

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

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

Teachers and staff will receive professional development around parent engagement.

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

We will provide translation services for our parents when requested.

Parent Responsibilities

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

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

Teacher Responsibilities

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

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

Student Responsibilities

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

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

This Compact will be in effect for the period of August 7, 2023 to May 23, 2024.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 06, 2023.



Jeffrey Taylor, Principal



McClymonds High School School Site Council Membership Roster 2023-2024

SSC - Officers

| | |
|--------------------------|-----------------|
| Chairperson: | Tierra Barker |
| Vice Chairperson: | Miniimahe Young |
| Secretary: | |

SSC - Members

| Member's Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Student (optional) | Term (1st or 2nd year term) |
|-------------------------------|-----------|-------------------|-------------|-------------------------|--------------------|-----------------------------|
| Jeffrey Taylor - Here | X | | | | | |
| Gail Wooly - Here | | X | | | | 1st |
| Dr. LuPaulette Taylor - Here | | X | | | | 2nd |
| Floresa Vaughn - Not present | | X | | | | 2nd |
| Adetokunbo Fajemirokun - Here | | X | | | | 2nd |
| Relonda McGhee | | | X | | | 1st |
| Miniimahe Young - Here | | | | X | | 2nd |
| Gerika Frison - Not present | | | | X | | 2nd |
| Tierra Barker - Here | | | | X | | 2nd |
| Janiyah [REDACTED] | | | | | X | 1st |
| Gabrielle [REDACTED] | | | | | X | 1st |
| De'Arra [REDACTED] | | | | | X | 1st |
| | | | | | | |
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|-----------------------------------------------------------------|----------------------------------------|
| SSC Meeting Schedule: <small>(Day/Month/Time)</small> | Second Tuesday of the month at 6:00 pm |
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SSC Legal Requirements (EC Sections 65000-65001):

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

