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

# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for McClymonds High School

**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for McClymonds High School.

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for McClymonds High School



## 2025-26 School Plan for Student Achievement (SPSA)

**School:** McClymonds High School  
**CDS Code:** 1612590110189  
**Principal:** Darielle Vigay  
**Date of this revision:** 5/13/2025

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

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

<b>Contact:</b> Darielle Vigay	<b>Position:</b> Principal
<b>Address:</b> 2607 Myrtle Street Oakland, CA 94607	<b>Telephone:</b> 510-238-8607 <b>Email:</b> <a href="mailto:darielle.davis@ousd.org">darielle.davis@ousd.org</a>

*The School Site Council recommended this revision of the SPSA for Board approval on:* 5/13/2025

*The District Governing Board approved this revision of the SPSA on:* 8/13/2025

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** McClymonds High School

**Site Number:** 303

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☒ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 5/13/2025

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:

Darielle Davis-Vigay

*Principal*

*Darielle Davis-Vigay*

Signature

5/13/2025

Date

Tierra Barker

*SSC Chairperson*

*Tierra Barker*

Signature

5/13/2025

Date

Amber Curry

*SELLS Representative (optional)*

*Amber Curry*

Signature

5/13/2025

Date

Vanessa Sifuentes

*Network Superintendent*

*VS*

Signature

5/15/25

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

5/15/2025

Date

## 2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
2/11/2025	School Site Council	Postponed the review on the agenda will move to March Agenda
2/18/2025	Parent & Community	Coffee with the Principal & Virtual Coffee with the Principal
2/26/2025	Attendance Team	Review attendance number strengtns and challenges. Begin to brainstorm stretagies for the 2025-26 school
3/11/2025	School Site Council	During school site council meeting we reviewed the strengtns and weaknesses of the goals.
3/1/2025	Community Schools Manager	Reflection of the community schools plan and plan for the 2025-2026 school year.
4/15/2025	School Site Council	Review of Part 2, Part 3 and Budget
5/13/2015	School Site Council	Review The Entire Plan for feedback and updates

## 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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### 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).
- **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.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$256,671.79
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$857,683.78

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$94,320
Title I, Part A Parent & Family Engagement (#3010)	\$2,620
21st Century Community Learning Centers (Title IV, Part B #4124)	\$159,732
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$256,672</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$857,683.78</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$23,900
LCFF Equity Multiplier (#7399)	\$280,671
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$25,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CSPP #6332)	\$225,000
Proposition 28 (Arts & Music in Schools #6770)	\$46,441
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$601,012</b>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

<b>School Name: McClymonds High School</b>		<b>School ID: 303</b>
<b>CDS Code: 1612590110189</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>
<b>School Mission and Vision</b>		
<p><b>Mission</b>                      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.</p> <p><b>Vision</b>                      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.</p>		
<b>Resource Inequities</b> (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, 2023-24

% 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.

<b>School Goal:</b>	<p>By June 2025 students will demonstrate increased literacy and math proficiency as measured by:</p> <p>Metric 1) 65% of students will reach grade level or grow by two years on i-Ready reading assessment</p> <p>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</p>
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<b>Identified School Need:</b>	80% of our students are reading more than three years below grade level as measured by the i-ready assessment. Observations have shown that students have very little independent reading time in class or for homework. This impacts their ability to practice and engage in reading strategies. Students need more exposure to complex text with BDA strategies to support comprehension and reading growth. There was also low engagement in the midyear assessment which prevented us from using data effectively to inform instructional practices. The enagement in the math assessments was too low to idenify trends or specific student needs. From the students who were assessed they presented as below grade level.
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#### English Language Arts Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-107.5	not available until fall 2025	-60.0
SBAC ELA Participation	All Students	86.1%	85.5%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	5.5%	4.4%	not available until fall 2025	60.0%

#### Mathematics/Science Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-200.2	not available until fall 2025	-150.0
SBAC Math Participation	All Students	85.5%	85.5%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	1.7%	3.0%	not available until fall 2025	10.0%
California Science Test (CAST) Participation	All Students	58.3%	87.0%	not available until fall 2025	95.0%

#### Graduation Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Five Year Cohort Graduation Rate	All Students	86.3%	84.3%	not available until fall 2025	90.0%



On Track to Graduate: 9th Grade	All Students	68.6%	66.2%	not available until fall 2025	75.0%
On Track to Graduate: 11th Grade	All Students	43.8%	53.6%	not available until fall 2025	55.0%
A-G Completion	All Students	60.3%	58.6%	not available until fall 2025	70.0%
College/Career Readiness	All Students	52.1%	56.5%	not available until fall 2025	60.0%

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May 2026 65% of students in special education reading below grade level will improve by at least 2 years by the end of year i-ready assessment.
<b>Identified School Need:</b>	More timely IEP information for transfer students to support their academic success. Families and students have communicated that IEP services and communication is inconsistent causing low grades in courses. Many students are falling behind due to the lack of communication and timely IEP's.

**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	-194.4	not available until fall 2025	-60.0
SBAC ELA Distance from Standard Met	African American Students	-106.4	-109.5	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 2025	10.0%
SBAC Math Distance from Standard Met	Special Education Students	-224.7	-267.0	not available until fall 2025	-150.0
SBAC Math Distance from Standard Met	African American Students	-206.4	-209.3	not available until fall 2025	-175.0

**Reclassification Measures & Targets**

\*Reference [Stages of ELD Data slides](#)

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
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ELL Reclassification	English Learners	27.3%	0.0%	not available until fall 2025	40.0%
LTEL Reclassification	Long-Term English Learners	37.5%	0.0%	not available until fall 2025	50.0%

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

<b>School Goal:</b>	By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 21% TO 10%.				
<b>Identified School Need:</b>	Students need more engaging academic, social and quality food options for support their attendance at school. Students are currently missing certain days due to lack of engagement in academic and or social aspects of school. Students who are unhoused or face food insecurities have the most difficulty attending school.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	44.3%	39.3%	not available until fall 2025	60.0%
Out-of-School Suspensions	All Students	9.4%	16.9%	not available until fall 2025	9.0%
Out-of-School Suspensions	African American Students	11.2%	21.4%	not available until fall 2025	10.0%
Out-of-School Suspensions	Special Education Students	19.3%	20.8%	not available until fall 2025	15.0%
Chronic Absenteeism	All Students	65.6%	53.4%	not available until fall 2025	50.0%
Chronic Absenteeism	African American Students	67.0%	50.3%	not available until fall 2025	50.0%

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

<b>School Goal:</b>	By May 2026 60% of teacher will be satisfied with the professional development that receive at the site level as measured by feedback surveys.				
	Metric 1) Teachers are showing up to professional development ontime and engaged				
	Metric 2) Teachers are completing the post PD surveys				

<b>Identified School Need:</b>	During the 2023-24 school year teacher attendance in professional development was inconsistent. While that has improved this year a number of teachers remain disengaged in whole school PD and Professional Learning communities. ILT will focus on creating a space where adults can learn and grow while being positively engaged.				
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%	63.4%	not available until fall 2025	70%

### 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 will reach grade level or grow by two years 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>During the 2024-25 school there was an increase in student participation in the beginning of year assessment, 84% of students completed i-Ready testing. The 9th grade students were familiar with the exam and also had a teacher the entire year which allowed for higher completion numbers. During the 2024-25 there has been consistent teachers in the English and department which allows for consistent access to curriculum for all students. Teachers have attempted to administer the assessments. A higher number of students in the special education department completed the i-Ready assessment in 2024-25 as compared to the prior year.</i></p>
LCAP Goal 2:	<p><i>By May 2026 65% of students in special education reading below grade level will improve by at least 2 years by the end of year i-ready assessment.</i></p>	<p><i>During the 2024-25 school year teachers were trained on how to read IEP's and make adjustments in their plans to be in alignment of the accommodations. After this training teachers were given time to plan for specific accommodation and modifications. Teachers all received IEP at a glance by the second week of school and had the opportunity to meet with Case Managers. The Special Education Department also has their own Professional Learning Community that focuses on student needs and IEP Completion. Case Managers also have access to release days to complete IEP annual and triannual meetings when necessary. The contracted paraeducators have been very consistent and engaged in the whole school community and in the academic development of their students.</i></p>

LCAP Goal 3:	By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 21% TO 10%.	There is a attendance team that meets consistently and performs regular outreach to scholars and families. The attendance raffles have been vital in building student engagement around attendance. The team reaches out to families on parent square to celebrate students and send reminders about their attendance goals. Connecting tier 3 students to the necessary resources to attend school such as housing support, food and more. The attendance specialist has built a culture of timely and accurate attendance schoolwide. There has been a growth in the satisfactory attendance over the past two school years. In the 2022-2023 only 7% of students had satisfactory attendance. That has grown to 24% in 2023-24 and currently is 42% for 2024-25. This shows the strategies are working in making continuous improvement of scholars attendance.
LCAP Goal 4:	By May 2026 60% of teacher will be satisfied with the professional development that receive at the site level as measured by feedback surveys.  Metric 1) Teachers are showing up to professional development ontime and engaged Metric 2) Teachers are completing the post PD surveys	During the 2024-25 school year teacher attendance in site level professional development as well as district level training has increased as compared to the 2023-24 school year. The site level training has been a teacher led space that has transitioned to a more inclusive space for engagement. There have been consistent opening activities that focus on building rapport and practicing activities that can be used in the classroom. The instructional leadership team has met consistently to plan for adult learning and reviewing data. The launch of PLC's has been a strong space for teacher voice and the use of data to inform practice. Teachers have consistently used student work to assess their practice and make adjustments.
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
LCAP Goal 1:	By June 2025 students will demonstrate increased literacy and math proficiency as measured by:  Metric 1) 65% of students will reach grade level or grow by two years on i-Ready reading assessment  Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments	Mid-year assessment completion was low for the i-Ready assessment with only 40% of students completing the test. This made using data to inform practice impossible. Mid-year assessment window overlapped with finals and this was the first year teachers were expected to complete the assessment. There was a struggle with time management in terms of giving the assessment. There was also a teacher on leave in the Math department which led to no assessments in the Fall for 10th and 12th grade students. Not having a reliable substitute had a negative impact on students ability to access the material and set the curriculum map back for the year. Title I funds will be used to support growth aligned with LCAP Goal 1 by providing a 0.40 FTE Literacy TSA, extended contracts for teachers to deliver additional literacy support, and supplies and materials to enhance student literacy. Any unallocated Title I funds will be reviewed and voted on by the McClymonds School Site Council for potential expansion during the fall of 2025.

LCAP Goal 2:	<p><i>By May 2026 65% of students in special education reading below grade level will improve by at least 2 years by the end of year i-ready assessment.</i></p>	<p><i>The Special Education Department has faced some staffing challenges during the 2024-2025 school year that have contributed to a delay in IEP completion. This has also caused a lack of communication between teachers, parents, inconsistent push-in schedules and challenges scheduling meetings. The large number of transfer students also leaves a large number of IEP 30 day meetings for team members. There is support needed in time management and systems for the team. Families have expressed concerns with the department's communication and documentation of services over the past couple of years.</i></p>
LCAP Goal 3:	<p><i>By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 21% TO 10%.</i></p>	<p><i>The primary challenge is supporting our most at-risk students who are facing issues with housing and food security. There has also been a challenge reaching some families whose contact information is changing on a regular basis. Multiple times this year students have stopped attending school for safety-related issues that were not communicated to the school staff. The lowest period attendance is present during the first period of each day and the final period on B days which are Tuesday, Friday and every other Wednesday. Any unallocated Title I-Parent funds will be reviewed and voted on by the McClymonds School Site Council during the fall of 2025 to support LCAP Goal 3 to identify appropriate support strategies.</i></p>
LCAP Goal 4:	<p><i>By May 2026 60% of teacher will be satisfied with the professional development that recieve at the site level as measured by feedback surveys.</i></p> <p><i>Metric 1) Teachers are showing up to professional development ontime and engaged</i></p> <p><i>Metric 2) Teachers are completing the post PD surveys</i></p>	<p><i>Some teachers have expressed challenges with engagement in Professional Development, specifically around the lack of differentiation. Other have been engaged in grading papers during whole staff PD but more engaged during smaller Professional Learning Communities. We need to build the capacity of teachers to lead the PLC's on topics of their choice as well as build the engagement in whole school PD.</i></p>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

**School:** McClymonds High School

**SPSA Year Reviewed:** 2024-25

**SPSA Link:** [2024-25 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.

During the 2024-2025 school year we were able to successfully have students engage in reading assessments. There was an 60% growth in the number of students participating in reading assessments. From this we were able to have data on students and use that to inform instruction. Majority of returning teachers were able to engage in curriculum training to support their implementation of Fish Tank and IM Math. This was a good step in moving towards our campus engaging in fully approved curriculum. Our teachers were also able to engage in professional learning communities as outlined in our strategies. This has supported the quality of instruction.

While we saw growth in this area we did not have as much engagement in math assessments. We have not been able to improve family engagement this year, while we had a strong start with orientation and back to school night, the lack of a Parent Liaison has reduced our ability to engage parents. We did have structured time for teachers to communicate with families during professional development and family conferences. We held time for family conferences twice during the school year and communication every month.

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

This strategy was effective, "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." The instructional Leadership Team was able to engage in classroom visits twice in the fall and collect teacher feedback to determine the professional learning for the second semester. Teachers successfully engaged in the PLC's and engage in student work analysis, get feedback, plan and reflect on their practice.

This strategy "Teachers and staff will receive and review students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed," was one we worked hard on this year by hosting multiple opportunities for teachers to engage with IEPs. Teachers were able to review how to read the IEP at a glance, they got additional copies of IEPs for students they teach and practiced adjusting lessons to support specific needs. This was to ensure that students were able to get the services they need to be successful.

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.

The following changes will be made for the 2025-2026 school year

1. Create a goal related to students in special education, focused on IEP completion and family communication
2. Shift the teacher facing goal to focus on teacher engagement in professional development. PD is something that the Instructional Leadership Team spends a lot of time on and access the quality and impact on student learning. Thus shifting to focus on the impact of PD can also impact the teacher retention.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why?  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	Based on this evaluation, what will you change, continue, or discontinue? Why?
Books other than Text - BT 800289	Technology - Projectors to support in class learning.	A-G Completion	Purchased Title I-funded projectors to enhance classroom instruction through dynamic visual learning. These tools support whole-group lessons, multimedia content delivery, and interactive student engagement aligned with SPSA goals for improving academic achievement.	No instructional impact data exists yet as projectors were recently purchased. Future effectiveness will be measured through: 1) teacher usage logs, 2) student engagement surveys, and 3) analysis of visual-based lesson outcomes compared to traditional methods.	Continue implementation while providing professional development on effective integration strategies. Monitor for: 1) technical issues, 2) frequency of use across subjects, and 3) correlation with student performance. Reallocate units if certain classrooms show consistently low utilization.
Technology - Projectors - BT 800289	Technology - Projectors to support in class learning.	A-G Completion	Purchased Title I-funded computers to provide equitable technology access for low-income students. These resources aim to enhance digital literacy and support research-based learning strategies.	No outcome data exists yet because the computers were recently acquired and haven't been in use long enough to measure impact. Implementation is too new for meaningful academic metrics or usage patterns to have emerged. We will collect baseline data during the upcoming assessment cycle.	Continue the program while establishing systems to track: 1) device utilization rates, 2) teacher feedback on integration, and 3) pre/post digital literacy benchmarks. Adjust professional development if early data shows implementation challenges.
Technology - Computers for the Classroom - BT 800208	Technology - Computers to support in class learning.	A-G Completion	Students will have access to the technology needed to complete coursework in dual enrollment	100% of students have been able to successfully engage in the dual enrollment course. They are working on programming for computer science.	We are going to ensure that all special equipment is maintained through the course of the year.

**2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b> McClymonds High School		<b>SCHOOL ID:</b>		303
<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>			<b>2025-26 High School SPSA Guidance</b>	
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>				
<b>School Goal:</b>		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		
<b>Identified Need:</b>		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.		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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
1-5	Instructional Coaching for teachers to improve their practices and increase student mastery	Selected Teachers	Academic	Tier 2- Intervention
1-6	Incentives for student mastery growth throughout the year and end of year	Selecteed Students	Academic	Tier 1 - Universal
1-7	Training on SEL Strategies for a strong 90 minute lesson connected to standards	Teachers	Academic	Tier 1 - Universal



LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.				
<b>School Goal:</b>		By May 2026 65% of students in special education reading below grade level will improve by at least 2 years by the end of year i-ready assessment.		
<b>Identified Need:</b>		More timely IEP information for transfer students to support their academic success. Students in special education also have the lowest completion rate for reading assessments and impacts our ability to support their specific needs.		
#	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
2-5	Students in the special education program will have a separate setting for i-ready testing and be allowed double the time to complete testing. Students will have a 1:1 data conversation with their teacher to explain what areas they need to grow in.	Special Education	Academic	Tier 1 - Universal
2-6	During study skills class students will work on the i-ready platform to support their growth in goals for reading.	Special Education	Academic	Tier 2 - Supplemental
2-7	Training for parents on how to participate in IEP Meetings will be provided at least twice during the school year.	Special Education	Academic	Tier 1 - Universal
2-8	IEP's will be marked complete in SEIS will the most updated plan for students and 30 day meetings will be scheduled by the second week of a students enrollment.	Special Education	Academic	Tier 1 - Universal
2-9	Families should leave the IEP meeting with an updated copy and Teachers will get the updated plan within 3 business day.	Special Education	Academic	Tier 1 - Universal

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

<b>School Goal:</b>	By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 21% TO 10%.			
<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>- Students are coming to school chronically tardy for morning classes.</li> <li>- Many of our students who have chronic needs such as homelessness and trauma have a hard time getting to school consistently.</li> <li>- Disconnect between students and families undersanding the importance of consistent attendance.</li> </ul>			
#	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
3-5	Students will have access to fun educational and enrichment programing both before and after school. In partnership with Safe Passanges students will have access to enrichment and academic programing before and after school. Programing will include study hall spaces, podcasting, photography and more.	All Students	SEL / Academic	Tier 1 - Universal
3-6	Attendance contracts for students who are at risk with clear goals and incentives for students to have a strong start to the 25-26 school year. Students will be required to have an attendance contract at the start of the school year with clear goals to improve their attendance.	All Students	Academic	Tier 2- Intervention

3-7	Weekly tardy sweeps both in the morning and after lunch to stress the importance of students being in class on time. These sweeps will come with accountability measures such as detention for students with a pattern of tardiness.	All Students	SEL	Tier 2- Intervention
3-8	Provide students will college and career expereinces such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	All Students	Academic	Tier 1 - Universal

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

<b>School Goal:</b>	By June 2025 McClymonds High School will have retained 85% of its teachers and staff.
<b>Identified Need:</b>	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 with 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
4-5	The counselor will work 1:1 with students and families who are off track for graduation and or A-G requirements to ensure they have a plan and awareness of their scholars current status.			

CONDITIONS FOR BLACK STUDENTS		Instructions & resources		
#	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. Teachers will ask check for understanding questions to students to ensure they are engaged in the content. Teachers will use parent square and phone calls to communicate on a regular basis with parents.	African American	Academic	Tier 1 - Universal
5-2	Teachers progress monitor the learning of African American students towards meeting the learning target through their aeries gradebook. Teachers will specifically label assessments and analyze student performance during PLC's.	African American	Academic	Tier 1 - Universal
5-3	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
5-4	The counselor will work 1:1 with students and families who are off track for graduation and or A-G requirements to ensure they have a plan and awareness of their scholars current status.	African American Students / All	Academic	Tier 2- Intervention
5-4	Give students acess to information and expereinces related to Historically Black Colleges such as workshops, tours of schools, virtual expereinces and field trips.	African American Students / All	SEL / Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<u>Stages and Actions for ELD Implementation</u>		
#	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. Such as 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
6-2	Spring 2025 reading course that will focus on making progress on the i-ready assessment for the end of year. They will engage in reading and specific strategies for the goal of reclassification.	English Learner Students	Academic	Tier 1 - Universal
6-3	The counselor will work 1:1 with students and families who are off track for graduation and or A-G requirements to ensure they have a plan and awareness of their scholars current status.	English Learner Students / ALL	Academic	Tier 2- Intervention
6-4	Provide students with the opportunity to experience culturally relevant trips to Spanish speaking institutions for either college, career or educational purposes.	English Learner Students / ALL	SEL / Academic	Tier 1 - Universal

**PROPOSED 2025-26 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
Extended Learning In partnership with Safe Passages will provide academic and enrichment activities for students. Academic support will focus on tutoring, reading intervention and math support. Enrichment will include photography, podcasting and much more. This will fund the program coordinator and other staff to implement the activities.	\$134,732	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Students will have access to fun educational and enrichment programing both before and after school. In partnership with Safe Passanges students will have access to enrichment and academic programing before and after school. Programing will include study hall spaces, podcasting, photography and more.	303-1
Extended Learning This funding will help supplement contractors who are providing services directly to students and for supplies.	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Students will have access to fun educational and enrichment programing both before and after school. In partnership with Safe Passanges students will have access to enrichment and academic programing before and after school. Programing will include study hall spaces, podcasting, photography and more.	303-2
1105- Music Teacher - Students will have access to fun educational and enrichment programing both before and after school. In partnership with Safe Passanges students will have access to enrichment and academic programing before and after school. Programing will include study hall spaces, podcasting, photography and more.	\$24,891	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	New Position 18	Teacher, Structured English Immersion	0.2			Students will have access to fun educational and enrichment programing both before and after school. In partnership with Safe Passanges students will have access to enrichment and academic programing before and after school. Programing will include study hall spaces, podcasting, photography and more.	303-3
Materials and supplies for Art and Music classes - Students will have access to fun educational and enrichment programing both before and after school. In partnership with Safe Passanges students will have access to enrichment and academic programing before and after school. Programing will include study hall spaces, podcasting, photography and more.	\$9,280	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Students will have access to fun educational and enrichment programing both before and after school. In partnership with Safe Passanges students will have access to enrichment and academic programing before and after school. Programing will include study hall spaces, podcasting, photography and more.	303-4
4399- Unallocated - will be for Art & Music	\$12,270	Arts & Music in Schools (Proposition 28)	4399	Unallocated	n/a	n/a	n/a			n/a	303-5

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1205-Counselor to support the A-G by year 3 campaign to support the improved college and career readiness of all students. She will support with having meetings with students and families regarding the progress and plan to get on track for college eligibility.	\$42,202	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	240	Counselor	0.4			The counselor will work 1:1 with students and families who are off track for graduation and or A-G requirements to ensure they have a plan and awareness of their scholars current status.	303-6
2305- Community School Manager will support the relationship with community partners, manage the coordination of student services team, attendance team, partner with family engagement events and student events.	\$86,988	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 03	11-Month Community School Manager	0.5			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.	303-7
4399- Unallocated SSC Voted items after budget development \$20,000 transportation \$3,000 admissions fees \$30,000 Destination College Advising Corps \$51,000 Making Moves Tours	\$95,810	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a			Give students access to information and experiences related to Historically Black Colleges such as workshops, tours of schools, virtual experiences and field trips.	303-8
1119- Teacher on Special Assignment: This teacher function as the dual enrollment coordinator, recruiting, enrolling an dsupporting students enrolled in college courses.	\$39,580	College & Career Access Pathways Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	11-Month Teacher on Special Assignment (TSA)	0.3			Provide students will college and career experiences such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	303-9
4399- Unallocated	\$3,366	College & Career Access Pathways Grant	4399	Unallocated	n/a	n/a	n/a			n/a	303-10
5825- Extended Learning Contracts: This will help pay for teachers who are running clubs and or academic tutoring for students.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Provide students will college and career experiences such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	303-11
1119- Teacher on Special Assignment: This TSA along with dual enrollment coordination will also serve as the work based learning coordinator. Managing and arranging student internships, worked based learning experiences such as college tours and industry field trips.	\$65,966	Golden State Pathways Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	11-Month Teacher on Special Assignment (TSA)	0.5			Provide students will college and career experiences such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	303-12

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4310-Pathway Course Supplies supplies for engineering supplies and or any supplies related to the pathway.	\$8,867	Golden State Pathways Program	4310	School Office Supplies	n/a	n/a	n/a			Provide students will college and career expereinces such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	303-13
2205-Behavior Specialist to support with the facilitation of student success teams and the implementation of the goals as a result of those plans.	\$15,842	LCFF Equity Multiplier	2205	Classified Support Salaries	1467	Specialist, Behavior	0.1			Attendance contracts for students who are at risk with clear goals and incentives for students to have a strong start to the 25-26 school year. Students will be required to have an attendance contract at the start of the school year with clear goals to improve their attendance.	303-14
2205- Restorative Justice Facilitator to support the behavior and relationships between students and students and students and teachers.	\$127,807	LCFF Equity Multiplier	2205	Classified Support Salaries	10317	Restorative Justice Facilitator	1.0			Incentives for student mastery growth throughout the year and end of year	303-15
2405- Case Manager to support students who are referred to COST for additional services. 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	\$59,161	LCFF Equity Multiplier	2405	Clerical Salaries	10360	Case Manager	0.4			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	303-16
2405- Family Liaison to support in building rapport with families and connections between staff and families. "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. "	\$64,783	LCFF Equity Multiplier	2405	Clerical Salaries	10361	Family/Parent Liaison	0.6			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.	303-17
4399-Unallocated	\$13,078	LCFF Equity Multiplier	4399	Unallocated	n/a	n/a	n/a			n/a	303-18



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1120- Extended Contract for teachers score assessments and review student data to monitor progress towards goals. 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.	\$23,900	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			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.	303-19
1120- Summer Internship Mentor Teacher will supervise students who are in summer internships and college courses. Provide students will college and career experiences such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	\$3,150	Measure H Carryover	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Provide students will college and career experiences such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	303-20
5825- \$20,000 Oakland Education Fund to pay for student summer internship salaries  5825- \$35,000 College and Career Readiness  Provide students will college and career experiences such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	\$55,015	Measure H Carryover	5825	Consultants	n/a	n/a	n/a			Provide students will college and career experiences such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	303-21
5826- Transportation for College & Career Field Trip  Provide students will college and career experiences such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	\$15,000	Measure H Carryover	5826	External Work Order Services	n/a	n/a	n/a			Provide students will college and career experiences such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	303-22
1105- Teacher Salary for Career & Technical Education  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.	\$124,454	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 10	Teacher, Structured English Immersion	1.0			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.	303-23

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1105- Teacher Salary for Career & Technical Education  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.	\$74,672	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 16	Teacher, Structured English Immersion	0.6			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.	303-24
1120- Internship Coordinator for summer internships. This funds the summer work for the coordinator of summer internships. This person organizes logistics, manages student payments and supervises classes on campus.	\$8,274	Measure H: College & Career Readiness for All	1120	Certificated Teachers' Salaries: Stipends	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.	303-25
2205- Lifeguard to support during physical education classes	\$142,577	Other Donations	2205	Classified Support Salaries	1467	Specialist, Behavior	0.9			n/a	303-26
4310- Supplies for classroom and or other student related incentives  Incentives for student mastery growth throughout the year and end of year	\$10,000	Other Donations	4310	School Office Supplies	n/a	n/a	n/a			Incentives for student mastery growth throughout the year and end of year	303-27
4311- Refreshments for meeting related to the cross age mentorship course  Incentives for student mastery growth throughout the year and end of year	\$5,000	Other Donations	4311	Meeting Refreshments	n/a	n/a	n/a			Incentives for student mastery growth throughout the year and end of year	303-28
4399 - Unallocated	\$1,523	Other Donations	4399	Unallocated	n/a	n/a	n/a			n/a	303-29
5825 - Student internships as related to the cross aged mentorship program  Students will have access to fun educational and enrichment programing both before and after school. In partnership with Safe Passanges students will have access to enrichment and academic programing before and after school. Programing will include study hall spaces, podcasting, photography and more.	\$49,500	Other Donations	5825	Consultants	n/a	n/a	n/a			Students will have access to fun educational and enrichment programing both before and after school. In partnership with Safe Passanges students will have access to enrichment and academic programing before and after school. Programing will include study hall spaces, podcasting, photography and more.	303-30

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5826 - Professional Services as related to the Cross Age mentorship  Students will have access to fun educational and enrichment programing both before and after school. In partnership with Safe Passanges students will have access to enrichment and academic programing before and after school. Programing will include study hall spaces, podcasting, photography and more.	\$16,000	Other Donations	5826	External Work Order Services	n/a	n/a	n/a			Students will have access to fun educational and enrichment programing both before and after school. In partnership with Safe Passanges students will have access to enrichment and academic programing before and after school. Programing will include study hall spaces, podcasting, photography and more.	303-31
1119- Teacher on Special Assignment  Instructional Coaching for teachers to improve their practices and increase student mastery	\$26,387	Regional K-16 Education Collaboratives Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	11-Month Teacher on Special Assignment (TSA)	0.2			Instructional Coaching for teachers to improve their practices and increase student mastery	303-32
1119- Teacher on Special Assignment  Provide students will college and career expeirences such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	\$14,613	Regional K-16 Education Collaboratives Grant	4399	Unallocated	n/a	n/a	n/a			Provide students will college and career expeirences such as field trips, industry trips, internships, workshops, mentorships and other real world experiences.	303-33
Unallocated - To be approved by SSC Fall 2025  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.	\$2,620	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a		College/Career Readiness	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.	303-34
Literacy TSA  Spring 2025 reading course that will focus on making progress on the i-ready assessment for the end of year. They will engage in reading and specific strategies for the goal of reclassification.	\$58,165	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 01	11-Month Teacher on Special Assignment (TSA)	0.4		ELL Reclassification	Spring 2025 reading course that will focus on making progress on the i-ready assessment for the end of year. They will engage in reading and specific strategies for the goal of reclassification.	303-35

[illegible]



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

## **Title I, Part A School Parent and Family Engagement Policy**

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

### **McClymonds High School**

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

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

- Quarterly "Coffee with the Principal" meetings for parents and families.
- Meetings with teachers during their office hours by appointment on the 5th Wednesday and during Fall and Spring Parent Conference Time.

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 square communication and feedback via google forms.

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
- Parent Square

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
- Parent Square

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
- Parent Square

### **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:

- Quarterly “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:

- Back-2-School night
- Parent meetings each semester

### **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:

- Quarterly Coffee with the Principal

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
- Secondary English Language Learner Subcommittee

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

- Quarterly “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:

- Quarterly Coffee with the Principal
- Monthly SSC Meetings

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 January 28, 2025.**

*Danielle Davis-Vigay, Principal*

**Danielle Davis-Vigay, Principal**



## School-Parent Compact

### 2024 - 2025

*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 2024 - 2025 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-twelfth grade students will participate in the Engineering pathway courses and or dual enrollment courses.*

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

*McClymonds will have parent conferences twice per year in November and March. Teachers will make appointments with families and in the Spring Parents can request a conference. Cash for College Night will be conducted in the Fall for our senior class.*

- 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. (1 time per year without fingerprinting)
- 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, 2024 to May 23, 2025.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A.

*Danielle Davis-Vigay, Principal*

**Danielle Davis-Vigay, Principal**



## SECONDARY SCHOOL

### School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Tierra Barker
Vice Chairperson:	Ashley Handy
Secretary:	Amber Curry

### SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Darielle Davis-Vigay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relonda McGhee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jason Moffitt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Braden Dewitt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adetokunbo Fajemirokun	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lae'Onie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Dierra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Kahmayla	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Amber Curry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tierra Barker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Ashley Handy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Trivia Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**SSC Meeting Schedule:**

(Day/Month/Time)

**SSC Legal Requirements (EC Sections 65000-65001):**

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

