

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607-



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, Deputy Chief of Post-Secondary Readiness

Board Meeting Date

Subject Services For: McClymonds High School

Action Requested and Recommendation

Adoption by the Measures N and H – College and Career Readiness Commission of the 2026-2027 Education Improvement Plan and Assessment for McClymonds High School as “Approved,” with a base allocation of \$238,850.00 and a strategic carryover plan and budget of \$15,154.48, for a total amount not to exceed \$254,004.48.

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

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

Fiscal Impact Funding resource(s): Measure H

Attachments

1. 26-27 Proposed EIP
2. 26-27 EIP Assessment, with Supplemental Materials (Program of study, Work-based learning plan and Master Schedule)

McClymonds High School

Measures N and H 2026-2027 Education Improvement Plan Assessment (Year Four of a Four-Year Cycle)

Final Recommendation

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

Rating¹: **Fully Approved** **Approved** **Conditionally Approved**

Strengths:

- Expenditures are aligned with the goals for next year, with a particular focus on expanding school-wide coherence, student-focused routines and practices, and collective staff learning.

Key Questions:

- How can you leverage the network's resources, the 11-month teacher contract, and Measure H resources together to increase the consistency of the learning experience for McClymonds students?

Budget Feedback:

- See below

¹Fully Approved

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

Approved

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

Conditionally Approved

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

McClymonds High School

Measures N and H 2026-2027 Education Improvement Plan Assessment
(Year Four of a Four-Year Cycle)

Next Steps for Conditionally Approved Schools:

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

Section to be completed by HS Principal Supervisor (OUSD) or Measures N and H Staff (Charters)

Instructions: Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways

**Strategic &
Aligned**

**Partially
Strategic &
Aligned**
3

**Unclear
Strategy &
Alignment**
2

**Missing or
Non-Compliant**
1

The budget is strategically aligned with the Pathway Strategic Goals and the School Performance Goals and Indicators

Expenditures include complete justifications demonstrating alignment between the expense and the three domains of Linked Learning.

Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming).

Score: 3.5

Rationale: Provide feedback only if the site receives a score of 3 or below.

McClymonds High School

Measures N and H 2026-2027 Education Improvement Plan Assessment
(Year Four of a Four-Year Cycle)

Criterion: Evidence of Progress and Linked Learning Implementation	
Section to be completed by Measures N and H Staff	
<p>Instructions: Review the <i>Work-Based Learning template</i>, <i>Master Schedule</i>, and <i>Program of Study</i> to demonstrate an understanding of and development of high-quality pathway implementation.</p>	
<input checked="" type="checkbox"/> Program of Study	<ul style="list-style-type: none"> - Consider local engineering firms to maximize engagement with students - Consider accessibility of the current Pathway Student Learning Outcomes to core academic teachers integrating with Engineering; PSLO's are the foundation of collaboration across disciplines in a Linked Learning pathway - Strong DE offerings - Identify common planning time (during the day or after hours with extended contracts) for CTE, cohorted core academic teachers and college and career staff to collaborate to assess student progress toward Pathway Student Learning outcomes and graduation requirements, design and assess impact of interventions, and to design and implement thematic and standards integration to maximize engagement and content mastery. - Elements are missing (outdated Program of Study template); transfer content here and resubmit to Jan Quijada.
<input type="checkbox"/> Work-Based Learning Plan	<ul style="list-style-type: none"> - WBL benchmarks are integrated across grade levels. - Remove non-WBL from plan: A - G presentation, dual enrollment recruitment <ul style="list-style-type: none"> - Work-based learning is specifically activities that involve students - Bring professional e-mail communication to ninth-grade students - Each grade level receives repetitive WBL experiences, develop a progressing sequence of WBL through the grade levels - Include specific industry partners and how they engaged in WBL with students (i.e. Guest Speaker - Google, Informational interviews - Chevron, etc.)
<input checked="" type="checkbox"/> Master Schedule	<p>Master schedules submitted for fall and spring</p> <p>Missing color coding by grade level and pathway</p> <p>Not clear on which academic courses and sections are cohorted and aligned to specific pathways</p> <p>Which academic courses (ELA, History, Math and/or Science) and teachers are integrated into your pathway by grade level</p> <p>Not clear which teachers share common collaboration/planning period, especially teachers who are a member of a specific pathway</p>

2026-2027 MEASURE H BUDGET			
Effective: July 1, 2026 - June 30, 2027			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$238,850.00	\$238,850.00	\$0.00

**Funding Allocation is based on school's 2025-2026 student enrollment count, Oakland Residents only (281) multiplied by the per pupil amount of \$850.*

School: McClymonds High School

Site #: 303

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME	Row Number
303-1	Counselor, 0.3 FTE, PCN 240 – Song, Joyce J. Salary and benefit costs included. The counselor provides supplemental college and career guidance to all pathway students (approximately 320 students), including: (1) individualized post-secondary planning and A-G/NCAA eligibility monitoring at 6-week progress reports; (2) coordination of dual enrollment course placement with Peralta Community College District; and (3) facilitation of grade-level community meetings focused on transcript reviews, scholarship writing, and career exploration. This position directly supports our strategic action to strengthen the coordination of teams system and ensure 100% of students are matched to appropriate supports and resources.	\$21,562.05	1205 - Pupil Support Salaries	Pupil Support Salaries	Counselor	0.3		1
303-2	Engineering Pathway CTE Teacher, 0.2 FTE, PCN 6899 – Ntui, Felicia. Salary and benefit costs included. This teacher provides supplemental instruction within the Engineering pathway CTE course sequence, including: (1) teaching sections of Intro to Engineering Design (IED) for 10th graders, providing foundational exposure to the engineering industry; (2) supporting the vertical articulation of CTE curriculum from ECS through EDD to ensure standards-based alignment across grade levels; and (3) collaborating with the Pathway Director on integrated project development aligned to the EDD capstone rubric. This position serves approximately 80 pathway students and supports our goal of creating a rigorous academic program with fall and spring showcases assessed by vertically articulated rubrics	\$21,562.05	1105 - Teacher Salaries	Teacher Salaries	Engineering Pathway CTE Teacher,	0.2		2
303-3	Teacher on Special Assignment 0.7 FTE, PCN 10904 – Piper, Colleen Salary and benefit costs included. The TSA coordinates and manages the work-based learning continuum for all pathway students (approximately 320 students across grades 9–12), including: (1) coordinating internship placements, job shadowing, and industry mentorship programs with partners such as Chabot Space & Science Center, UC Berkeley Civil and Environmental Engineering, Hood Design Studio, and Schnitzer Steel; (2) planning and executing college visits and industry tours aligned to the pathway calendar; and (3) facilitating the ECCCO summer internship program and supporting student completion of WBL reflections and culminating projects. This position directly supports our strategic action to align a vertically articulated WBL sequence that correlates to grade-level projects and showcases.	\$64,762.00	1119 - Teacher on Special Assignment School	Teacher on Special Assignment School	Work-Based Learning Coordinator,	0.70		3

303-4	<p>Consultant Contract - Student Stipends</p> <p>Stipends for approximately 50 students serving in pathway-connected work-based learning opportunities including but not limited to STEM Fair planning committee, pathway ambassadors, pathway peer mentorship, organization of the annual pathway spring showcase, and engaging prospective students during Pathway Month. This expenditure promotes student belonging, goal-setting, and increased motivation in pathways, directly supporting our strategic action to ensure 100% of students are engaged in pathway programming and can articulate their WBL experiences.</p> <p>\$500 per student X 50 students = \$25,000 x 10% admin fee = \$27,500</p>	\$27,500.00	5825 - Consultant Contract	Consultant Contract				4
303-5	<p>Materials and Supplies</p> <p>Materials and supplies to support whole-school pathway programming, including consumable project materials for integrated STEM projects across grades 9–12, presentation materials for fall and spring showcases, and supplies for pathway events such as the STEM Fair and career exploration activities. These materials are supplemental to district-provided basic school supplies and are specifically required for pathway-aligned project-based learning that would not exist without the Engineering pathway.</p>	\$25,000.00	4310 - Materials & Supplies	Materials & Supplies				5
303-6	<p>Materials and Supplies</p> <p>Specialized engineering pathway consumable materials and equipment for CTE course projects within the sequence, including prototyping supplies, building materials for capstone projects, and industry-standard components. These materials are supplemental to district-provided supplies and are required specifically for industry-aligned engineering projects within the CTE sequence. These materials would not be necessary if the Engineering pathway did not exist at the school site.</p>	\$15,636.46	4310 - Materials & Supplies	Materials & Supplies				6
303-7	<p>Professional Contracted Bus Services:</p> <p>Charter Bus rentals to provide transportation for students in grades 9-12 who attend College and Career Exploration Field Trips.</p> <p>Transportation for field trips to do exploration visits to community colleges and trades programs to explore post-secondary opportunities. This will impact approximately 300 students.</p> <p>Budget Calculation: \$1275 per bus x 19 field trips = \$24,225</p>	\$24,225.00	5826 - Professional Contracted Bus Service	Professional Contracted Bus Service				7
303-8	<p>Travel and Conferences:</p> <p>McClymonds will use \$15,154.48 to send teachers to an instructional strategies conference focused on structured note-taking, academic discourse, and lesson design. As a single-pathway school, all teachers deliver instruction within the Engineering pathway's integrated program of study. Establishing a common instructional framework across all content areas strengthens alignment across the pathway.</p>	\$15,154.48	5200 - Travel and Conference	Travel and Conference				8

303-9	Computers: To purchase Specialized Surface Pro Laptops for students to be able to use required industry-specific software (Adobe Suite) to complete unit/quarter projects for Engineering classes. Surface Pro Laptops are required to run industry-specific software for the Engineering Pathway, as well as to run the design software and drivers. Students will be able to design and create projects using industry grade software. This expenditure will allow us to build work-based learning opportunities that extend beyond the awareness and exploration parts of the work-based learning continuum. Having production quality equipment will allow class activities (supported by industry mentors) that require students to plan and execute workflows and project management similar to the professional world including our Robotics Club. This specific expenditure addresses a gap in our current production capabilities: equipment to support the most popular projects our students pursue for capstone projects (textiles and digital fabrication).	\$23,447.96	4420 - Computer < \$5,000	Computer < \$5,000				9
303-10	#REF!	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	10
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School Name:	McClymonds High School	Site #:	303
Pathway Name(s):	Engineering		
School Description			
McClymonds High School offers an academically rigorous, grade 9-12 early college educational model that puts all students on a path to complete at least one year of college in four years and gives all students the opportunity to graduate with an Associate degree or certification. At McClymonds, every 9th grade student takes a career Exploration course that introduces the concepts and opportunities embedded within both Engineering and Entrepreneurship Pathway. At the end of 9th grade - and with the support of their mentor and advisor - students will decide which pathway they will pursue, either Engineering or Entrepreneurship. In addition, each student creates a profile that includes strengths, areas for improvement, personality and interest inventories, and college and career goals. The plan serves as a guide for the student's work with opportunities for review and adjustment as needed.			
School Mission and Vision			
Mission At McClymonds High School, students create and implement 10-year STEAM (Science, Technology, Engineering, the Arts and Math) personalized pathways in a supportive climate that embraces individuality while fostering respect for others. By taking ownership of their education, students embark on a journey of self discovery, become more responsible, are held accountable so that they graduate college, career and community ready. Vision McClymonds High School is a premiere, transformative learning environment, building on the legacy of community activism in West Oakland, and empowering students to personalize their education pathways to become college, career, and community-ready graduates.			
School Demographics			
2023-2024 Total Enrollment Grades 9-12		265	
Special Populations	% Male 57.7%	% Female 42.3%	% Oakland Residents 90.6%
	% LCFE \$0.93	% English Learners 4.9%	% LTEL 4.5%
	% Current Newcomers 0.21	% SPED Severe 0.21	
Student Population by Race/Ethnicity	% African-American 73.2%	% Native American 0.4%	% Asian 1.9%
	% Hispanic/Latino \$0.13	% Filipino 0.4%	% Pacific Islander 2.3%
	% White 2.3%	% Multiple Ethnicity 0.04	
	% Not Reported 2.3%		
Focal Student Population	Which student population will you focus on in order to reduce disparities?		African American - Female

SCHOOL PERFORMANCE GOALS AND INDICATORS
Please refer to this Data Dictionary for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools

	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data "as of 1/27/2025" (Optional)	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data "as of 1/15/2026" (Optional)	2025-26 Goal (3-Year Goal)	2025-26 Data	2026-27 Goal (4-Year Goal)
Whole School Indicator											
Four-Year Cohort Graduation Rate	88.2%	\$0.86	90.0%	84.1%	N/A	0.92	93.8%	N/A	95.0%	TBD	95.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Cohort Dropout Rate	11.8%	\$0.11	4.0%	14.5%	N/A	0.03	4.6%	N/A	2.0%	TBD	2.0%
A-G Completion Rate (12th Grade Graduates)	60.0%	\$0.60	65.0%	70.7%	N/A	0.70	57.4%	N/A	75.0%	TBD	75.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
On Track to Graduate - 9th Graders	53.2%	\$0.69	65.0%	67.1%	65.7%	0.70	58.0%	78.2%	75.0%	TBD	75.0%
9th Graders meeting A-G requirements	38.0%	\$0.57	60.0%	55.7%	53.2%	0.65	37.7%	70.5%	70.0%	TBD	70.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	11.1%	\$0.19	55.0%	11.8%	15.2%	0.60	15.2%	13.4%	62.0%	TBD	62.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	52.4%	\$0.55	45.0%	71.1%	65.0%	0.47	68.4%	55.2%	50.0%	TBD	50.0%
Percentage of 10th-12th grade students in Linked Learning pathways	84.2%	\$0.82	100.0%	59.1%	84.4%	1.00	81.3%	65.8%	100.0%	TBD	100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	27.3%	\$0.40	32.0%	17.9%	0.0%	0.35	21.0%	0.0%	40.0%	TBD	40.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	32.6%	\$0.27	28.0%	31.7%	N/A	0.30	13.1%	N/A	35.0%	TBD	35.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	30.4%	\$0.37	35.0%	41.7%	N/A	0.40	47.5%	N/A	45.0%	TBD	45.0%
Focal Student Population Indicator											
Four-Year Cohort Graduation Rate	100.0%	\$0.92	85.0%	90.0%	N/A	0.86	95.5%	N/A	87.0%	TBD	87.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Cohort Dropout Rate	0.0%	\$0.08	0.0%	5.0%	N/A	0.00	0.0%	N/A	0.0%	TBD	0.0%
A-G Completion Rate - 12th Grade (12th Grade Graduates)	52.9%	\$0.55	50.0%	77.8%	N/A	0.53	66.7%	N/A	55.0%	TBD	55.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
On Track to Graduate - 9th Graders	53.6%	\$0.75	70.0%	66.7%	71.4%	0.72	46.7%	71.4%	75.0%	TBD	75.0%
9th Graders meeting A-G requirements	42.9%	\$0.69	75.0%	61.9%	54.5%	0.75	33.3%	66.7%	78.0%	TBD	78.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	15.8%	\$0.32	10.0%	16.7%	18.5%	0.15	18.5%	4.8%	20.0%	TBD	20.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	63.2%	\$0.60	65.0%	62.5%	59.3%	0.70	66.7%	52.4%	70.0%	TBD	70.0%
Percentage of 10th-12th grade students in Linked Learning pathways	86.5%	\$0.85	88.0%	63.3%	88.1%	0.90	85.0%	56.7%	95.0%	TBD	95.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	25.0%	\$0.35	30.0%	5.6%	0.0%	0.35	23.8%	0.0%	38.0%	TBD	38.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	38.9%	\$0.23	25.0%	27.8%	N/A	0.25	9.5%	N/A	25.0%	TBD	25.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	16.7%	\$0.23	30.0%	50.0%	N/A	0.32	61.9%	N/A	35.0%	TBD	35.0%
ROOT CAUSE ANALYSIS											
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.											
Indicator <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	Strengths <i>What is our site doing well that's leading to improvements in this indicator?</i>		Challenges <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>								
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate <i>(Analyze these two indicators together)</i>	The Graduation Team meets weekly, consisting of the 12th grade English teacher, the principal, the college and career team, counselor, and college access partners (DCAC, EBSCC). COST team and case managers meet weekly to review student data to ensure retention as well as connect students to community, career, college and support resources. This strong structure helps us retain more of our students than most schools with similar socio-economic challenges. 9th -11th grade teams schedule quarterly grade level meetings with students to review their transcripts, set goals and communicate credit recovery opportunities. The Graduation Team meets both individually and in group settings with students in all grade levels, teaching material related to transcript review, dual/concurrent enrollment options, graduation requirements, 4-year eligibility, 2-year and 4-year requirements, and post-secondary options.		Students arrive to 9th grade with deficiencies in skills related to ELA and Math, which is correlated to credit deficits and credit recovery. Over 1/3 of our incoming 9th grade students are off-track to graduate. Students who transfer in often are already credit deficient and off-track to graduate, and often they come from schools who are not A-G aligned, making it difficult for students to recover A-G credits in a small amount of time. Teacher turnover and vacancies in our 9th grade team has resulted in the loss of our Biology teacher mid-year, and we were without two SpEd teachers until well into the first semester.								
A-G Completion - 12th Grade	The Graduation Team meets with all students 9-12 to review A-G completion and guidelines. Additionally, members from the Grad Team meet weekly or biweekly with seniors to review their A-G completion. Mack has implemented credit recovery classes built into the master schedule to allow active recovery throughout the school year for students.		Students who transfer in from different school districts that are not A-G aligned have shorter time to make up A-G credits before graduation.								
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <i>(Analyze these two indicators together)</i>	Our 9th grade cohort has steadily climbed each year, over the past 8 years. This is attributed to the redesign work we did in 2015, designating the first floor to the 9th grade academy. The redesign is based on studies indicating that 9th grade is an indicator year for success. Sequestering the 9th grade from the rest of the school allows for the staff and students to build rapport and community. We have maintained our best practices that support the continual improvement. For example, the 9th grade team meets weekly during a common prep in order to analyze student data and ensure supports are in place for students in need and to challenge students who are meeting their goals. The last Wednesday of the month, the 9th grade team engages the entire 9th grade class in the LIT center to educate students on how to read their transcripts, building in a shared understanding of transcript language and what it means to be on track to graduate, UC and CSU qualified and college competitive. Students then develop academic goals for the forthcoming month.		In the past, our biggest challenge is turnover rate in the 9th grade team. Once again, this last year, we lost a very strong team member, our 9th grade Biology teacher mid year and it's been detrimental to the team and to the 9th grade student body. It is very disruptive to the 9th grade community when we lose a team member especially mid year. The cost of living in the Bay Area and existing off of a new teacher salary is nearly impossible to survive in Oakland. It's incredibly hard to find highly qualified teachers, especially in the sciences to best serve the needs of our students. Overall students are still trying to overcome the social, emotional and educational toll they endured during the COVID-19 shutdown in the Spring of 2020 and the school year of 2020-2021. This is when our current 9th graders were in 6th and 7th grade. They missed the majority of their middle school years and it shows in their social emotional behavior as well as academics. Our teachers are struggling with bringing them up to grade level while exposing them to grade level material.								
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation <i>(Analyze these two indicators together)</i>	In the past 8 years, we have celebrated that 90% plus of our graduating seniors are enrolled in either 2 or 4 year colleges. This is due to the fact that our post secondary team that meets weekly on Monday take special care to review each student, their data and progress while providing extensive wrap around supports needed to graduate with a plan in hand.		In March of 2020, COVID shut us down. By May, the number of students going into college dropped by roughly 40% and this trend was felt nationwide. Three years later, we have not fully recovered, yet we have switched gears in how we are supporting our students for this new world environment. Students want options to earn money and go to school. They are craving skills to earn a thriving wage in the Bay Area to support themselves and their families. As a response, we have increased partnerships with the Port of Oakland, Shnitzer, Berkeley National Labs and the West Oakland Job and Resource Center. All of these partnerships are supporting post secondary students and families. Each of these partnerships have been providing students supports such as job shadowing, job training, internships, networking, mentorships and funding. We are also increasing outreach and enrollment in postsecondary CTE and trades (highway to ER tech).								
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	12th graders who have participated in an employer evaluated internship do so because of the strong communication provided by the post secondary team. This includes daily announcements in the morning, the Student Weekly Warrior circulated every Monday morning to all students, grade level community meetings, workshops provided by the College and Career Center and Career Speaker Series weekly in the LIT Center. Because we are a small school and have a family style, nurturing culture, our students are motivated to take advantage of highly engaging and most times, paid internships.		Students who are in need of credit recovery are unable to participate in internships because of the time conflict. Also factors outside of our control such as cost of living, crime in our community, teacher turnover and the cost of higher education have hindered our ability to fully support our scholars.								

Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	Over the past 8 years, consistently, over 95% of our students have passed dual enrollment courses with a C or better in grades 10-12. Our systems and structures for supporting our students and families about the dual enrollment courses are tight. The College and Career Director has implemented and sustained these systems of support but also nurtured a strong partnership with the Peralta District to ensure the highest quality instructors who best meet the needs of our students and classes that best meet their interests and goals.	Chronic absenteeism is the greatest challenge for students who are struggling passing dual enrollment courses with a C- or better. This has been exasperated post COVID -19 lock down.
Percentage of 10th-12th grade students in Linked Learning pathways	100% of 9th graders choose their pathway at the end of the year, following Pathway Month (March), where students shadow upper class people in pathways, participate in career panels, and	Students who transfer in after 9th grade miss out on the introduction to pathways.
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	Overall, students in both pathways who receive a C- or better in both the concentrator and capstone courses do so because of the wrap around supports in place. The courses are highly engaging, hands on, real world linked, student friendly, and industry relevant. Tutoring is available to all students every Wednesday after school as well as office hours after school by teachers.	Small school size limits course selection for students; course conflicts force students to choose between dual enrollment offerings and pathway courses at times. Two teachers teach the entire pathway course sequence, leaving limited scheduling choices for students.

2023-2024: YEAR ONE ANALYSIS

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

2023-24 Strategic Actions
Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?

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

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

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

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5625 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Teacher Salaries: Hire an Engineering CTE Teacher, at 1.0 FTE. The teacher will serve as the point person for the pathway (Pathway Director), will facilitate the Engineering Pathway PLC, and will teach 6 sections of Engineering CTE courses. Intro to Engineering (10th Grade) is foundational to the Engineering pathway and provide exposure to the Engineering industry. Principles of Engineering (11th Grade) is a deeper understanding of industry grade software such as Computer Aided Design (CAD) and industry tools used in the manufacturing industry. As the Pathway Director, work based learning experiences are aligned to the learning and deepen the understanding of the Engineering pathway. Teacher leads the support, planning and execution of student (9 - 12th grades) product development to showcase and sell at 3 main events a year. PCN 4006 - Clayton Evans (Salary and Benefit costs included)	\$135,363.17	1105	Teacher Salaries	TCHR 1112	1.0 FTE	Engineering Pathway
Teacher Salaries: Hire an Engineering CTE Teacher, at .45 FTE. The CTE teacher teaches two sections of Capstone Engineering Design and Development Course (EDD) to 12th grade students. He will also provide tutoring every Wednesday after school to support students to be competitive in engineering-specific programs in colleges and careers. He will also collaborate with high schools in Palo Alto to compete in robotics competition. This position will also include duties of the Pathway Coach in which he will serve as the New Teacher Support which includes weekly check ins, observations and feedback, as part of the cycle of inquiry, curriculum and lesson plan development, alignment of standards based assessments and vertically aligned rubrics. Measure N/H will fund a total of 0.55 FTE of this salary with 0.1 FTE coming from Strategic Carryover Funds. PCN 6899 - Satoshi Suga (Salary and Benefit costs included)	\$67,224.35	1105	Teacher Salaries	TCHR 1113	.45 FTE	Engineering Pathway

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

2024-2025: YEAR TWO

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

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

2024-2025 Strategic Actions

In the Whole School tab, schools develop school wide strategic actions. These actions are meant to be in support of all pathways and are elements of the "enabling conditions" for ongoing pathway development. Based on a review of the challenges from the root cause analysis (rows 39-48 above) and reflection on this year's strategic actions (rows 82-88), what are 3-5 new or revised, school wide strategic actions for 24-25 that will support school-wide improvement to directly address the challenges identified above?

1. Teachers will convene for an additional 90 minutes (outside of weekly PD) once a week for after-school grade-level planning sessions. These sessions will prioritize the development of student project rubrics and the establishment of shared policies and classroom procedures aimed at fostering coherence across all pathway courses. Furthermore, this planning time will facilitate the enhancement of non-engineering teachers' understanding of engineering principles and their integration into unit development and instructional practices, thereby instilling real-world competencies within the classroom culture.

2. Implementation of two pathway events per semester, comprising one instant challenge and one showcase of student work evaluated against established rubrics. These events serve to showcase student achievement and foster a culture of excellence within the pathway. These two pathway events will serve as avenues to foster parental engagement and enhance awareness of Engineering initiatives.

3. Implementing grade-level community meetings at the onset of each marking period offers a multifaceted approach to strengthening mastery of pathway learning outcomes, particularly those related to exposure to career speakers, mock interviews, resume workshops, student presentations, and more. Here's how:

a. Cultivating a Sense of Community: Community meetings serve as a platform for fostering a sense of belonging and camaraderie among students. By coming together regularly, students can connect with their peers, share experiences, and build supportive relationships. This sense of community creates a conducive environment for learning and personal growth, enhancing students' overall high school experience.

b. Empowering Goal-Setting Opportunities: Setting goals is a fundamental aspect of personal and academic development. During these meetings, students are empowered with opportunities to set short-term and long-term goals related to their high school trajectory. Whether it's academic goals, career aspirations, or personal growth objectives, students receive guidance and support in articulating their goals and developing strategies to achieve them.

c. Providing Timely Guidance: Timely guidance is essential for helping students navigate their high school journey effectively. These community meetings offer a structured platform for providing timely guidance on various aspects of high school life, including understanding graduation requirements, selecting appropriate courses, and exploring college and career readiness opportunities. By addressing relevant topics at the onset of each marking period, students receive the information they need when they need it, ensuring that they stay on track towards their academic and career goals.

d. Enhancing College and Career Readiness: Exposure to college and career-related topics is integral to preparing students for post-secondary education and the workforce. Through these meetings, students gain valuable insights into college admission requirements, career pathways, and the skills and experiences needed to succeed in their chosen fields. Additionally, opportunities for work-based learning and internships are highlighted, allowing students to explore potential career paths and gain real-world experience relevant to their interests and goals.

e. Promoting Personal Development: Beyond academic and career-related content, community meetings also provide opportunities for personal development. Students may engage in activities such as mock interviews, resume workshops, and student presentations, which help them develop essential skills such as communication, critical thinking, and professionalism. These experiences not only prepare students for future academic and career endeavors but also contribute to their overall growth as individuals.

Conducting grade-level community meetings at the onset of each marking period plays a pivotal role in strengthening mastery of the Engineering pathway learning outcomes. By fostering a sense of community, empowering goal-setting opportunities, providing timely guidance, enhancing college and career readiness, and promoting personal development, these meetings contribute to students' holistic development and readiness for success in high school and beyond.

4. Introducing an algebra and geometry pilot section for 9th graders as an opt-in process is a strategic move towards strengthening mastery of engineering pathway outcomes for high school students. Here's how this action contributes to better preparing them for careers in engineering, particularly by taking calculus:

a. Addressing Disparities in Math Proficiency: By offering additional support in algebra and geometry, targeted at 9th graders, you're directly addressing any existing disparities in math proficiency among students. This initiative ensures that all students, regardless of their initial skill levels, have access to the necessary foundational knowledge crucial for advanced mathematics and engineering studies.

b. Establishing Early Support: Early intervention is key to academic success. By implementing these additional sections at the 9th-grade level, students receive crucial support at the beginning of their high school journey. This early support helps them build confidence and competence in fundamental math concepts, setting a strong foundation for future learning.

c. Strengthening Foundational Skills: Mastery of algebra and geometry is essential for success in calculus and higher-level mathematics. By focusing on these fundamental areas, students develop the problem-solving and critical thinking skills necessary for tackling more complex mathematical concepts encountered in engineering coursework.

d. Preparation for Advanced Coursework: The ultimate goal of this initiative is to prepare students for advanced coursework like calculus, which is often a prerequisite for engineering programs in college. By equipping students with the necessary skills early on, they are better positioned to excel in calculus and other advanced math courses, thereby enhancing their competitiveness for engineering programs.

e. Improving Competitiveness for Engineering Programs and Careers: Engineering programs seek students who demonstrate strong mathematical abilities and problem-solving skills. By providing enhanced support in mathematics, particularly through the introduction of calculus in the 12th grade, students are better prepared to meet the rigorous demands of engineering curricula. This, in turn, enhances their competitiveness for admission to top engineering programs and success in future engineering careers.

f. Meeting Pathway Learning Outcomes: The introduction of algebra and geometry sections, followed by the inclusion of calculus, aligns with the learning outcomes of the engineering pathway. These courses are designed to equip students with the knowledge and skills necessary for success in engineering-related fields, ensuring that they meet the academic requirements and expectations of their chosen career path.

Budget Expenditures

Effective July 1, 2024 - June 30, 2025

2024-2025 Budget: Enabling Conditions Whole School

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> **If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) (protected cells below to be completed by MNH staff only)	Conditionally Approved (Justification Form is required) (protected cells below to be completed by MNH staff only)
<p>Teacher Salaries: Hire an Engineering CTE Teacher, at 1.0 FTE. The teacher will serve as the point person for the pathway (Pathway Director), will facilitate the Engineering Pathway PLC, and will teach 6 sections of Engineering CTE courses. Intro to Engineering (10th Grade) is foundational to the Engineering pathway and provide exposure to the Engineering industry. Principles of Engineering (11th Grade) is a deeper understanding of industry grade software such as Computer Aided Design (CAD) and industry tools used in the manufacturing industry. As the Pathway Director, work based learning experiences are aligned to the learning and deepen the understanding of the Engineering pathway. Teacher leads the support, planning and execution of student (9 - 12th grades) product development to showcase and sell at 3 main events a year. PCN 4006 - Clayton Evans (Salary and Benefit costs included)</p>	\$138,984.27	1105	Teacher Salaries	Teacher 11 Month 12 Pay	1.00	Engineering	Approved	
<p>Teacher Salaries Stipends: Extended Contracts for 1 Teacher to participate in the Exploring College, Career and Community Options (ECCCO) Program for summer 2025, through June 30, 2025. Teacher will provide a weekly check in with students (approximately 25 rising 10-12 graders) to support their internships at respective sites. They also visit every site of every student every 2 weeks to ensure site is in compliance and that both parties are supported and successful. Teacher leads a weekly workshop that has work based learning curriculum, facilitating the final, culminating project for the internship. Teacher also attends professional development sessions to learn latest promising practices, soft skill development training for students and relevant industry trends. Budget: 176 hours at \$38.50 hourly rate + 25% Benefit Costs = \$8,470.00. (Salary and Benefit Costs Included)</p>	\$8,470.00	1120	Teacher Salaries Stipends			Engineering	Approved	
<p>Consultant Contract: East Bay Consortium (EBC) to support our post-secondary work by increasing students' access to post-secondary educational opportunities, through June 30, 2025. Consultant contract with East Bay Consortium to provide mentoring and college/career guidance to students via College & Career Center at McClymonds. EBC will provide College Advisors to assist students in 12th grade with college applications, FAFSA, and college and career exploration. This expenditure supports students by ensuring increased access for students to explore career and college programs. It also supports the our goals to reduce academic outcome disparities for LCAP focal students groups by ensuring all students have access to college and career advising in their core classes. (Admin Fees Included)</p>	\$50,286.75	5825	Consultant Contracts			Engineering	Approved	
<p>Consultant Contracts: Contract with the Oakland Public Ed Fund to pay-out the student internship stipends for participating in the Exploring College, Career and Community Options (ECCCO) for summer 2025, through June 30, 2025. 15 students in internships at sites around the Bay Area that align with their pathways and interests, yielding real-life application of pathway curriculum and increasing engagement from students in their respective pathways. These real-world internships provide students with increased exposure to various fields related to their pathways so students can actively envision themselves in their chosen career path. This addresses the need for students to have relevant, real-world experience, to which they can apply what they've learned in the classroom. These experiences make learning come alive for students, and they are able to make connections outside of the classroom. Budget: 6 full-time internships at \$1,000/per student. 6,000 + (15%) \$258.98 = \$6258.98. (Admin Fees Included)*</p>	\$6,258.98	5825	Consultant Contracts			Engineering	Approved	

2025-2026: YEAR THREE

Whole School Strategic Actions Reflection

<p>2024-2025 Strategic Actions</p>	<p>Reflection on 2024-2025 Strategic Actions For the Year 2 Strategic Actions, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p>
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<p>Teachers will convene for an additional 90 minutes (outside of weekly PD) once a week for after-school grade-level planning sessions. These sessions will prioritize the development of student project rubrics and the establishment of shared policies and classroom procedures aimed at fostering coherence across all pathway courses. Furthermore, this planning time will facilitate the enhancement of non-engineering teachers' understanding of engineering principles and their integration into unit development and instructional practices, thereby instilling real-world competencies within the classroom culture.</p>	<p>We are making steady progress toward the goal of convening teachers for additional planning time to develop student project rubrics and integrate engineering principles into non-engineering courses. The 9th-grade PLC has been meeting biweekly, focusing on assessments and grading for equity. Through these regular meetings, a collaborative culture is forming, with teachers beginning to request additional time for deeper discussions and planning. This demonstrates an increasing commitment to interdisciplinary integration, which is a promising sign for long-term success. However, challenges have emerged that have hindered full implementation. While initial stipends were approved, the subsequent salary raise resulted in insufficient funds to adequately compensate teachers for their additional time. Despite these setbacks, learning walks have provided valuable insights into the foundational gaps that must be addressed before fully integrating engineering principles into content pedagogy. Teachers need support in unpacking standards, strengthening classroom management, lesson planning, and maintaining rigor and engagement over a 90-minute period. Moving forward, our focus should be on providing targeted professional development in these areas so that teachers feel prepared and confident to integrate engineering concepts effectively. With continued investment in PLC development and structured support for instructional growth, we can still work toward achieving this goal in a meaningful way. The evidence we will look for to confirm teachers are prepared to integrate engineering content into non-Engineering courses is a strong 90 minute lesson. We will also identify 2 Engineering Student Learning Outcomes as a main focus across contents for the 25-26 school year.</p>
<p>Implementation of two pathway events per semester, comprising one instant challenge and one showcase of student work evaluated against established rubrics. These events serve to showcase student achievement and foster a culture of excellence within the pathway. These two pathway events will serve as avenues to foster parental engagement and enhance awareness of Engineering initiatives.</p>	<p>We have made progress toward our goal of implementing two pathway events per year, but challenges remain in fully coordinating and executing them. Our school-wide showcases, such as the cardboard boat and rocket events, have been highly engaging for students and staff, demonstrating the potential for hands-on, project-based learning to build excitement around STEM. However, other initiatives, such as instant challenges, have been more difficult to implement due to limited staffing and logistical constraints. The robotics competition was successfully repeated, but inconsistent student engagement suggests a need for additional support and incentives to sustain participation. Looking ahead, we are working toward a spring showcase and the district wide STEM fair, which would provide additional opportunities to meet our goal and expand student involvement. Despite these successes, there are structural barriers that have hindered our ability to fully integrate pathway events into the school culture. With a small staff and limited resources, it has been difficult to coordinate beyond our existing roles. Additionally, the lack of cohesion between the pathway and other key areas of the school—such as sports, COST, and other academic pillars—makes it harder to create cross-disciplinary events that engage the entire student body. Strengthening these connections and securing more structured planning time will be crucial for long-term success. Another key takeaway from our efforts is that teacher capacity plays a significant role in the effectiveness of pathway events. Learning walks have revealed gaps in foundational skills such as unpacking standards, classroom management, lesson planning, and maintaining engagement in 90-minute blocks. Without targeted professional development in these areas, implementing engineering integration and other pathway-related initiatives remains an uphill battle. Moving forward, addressing these instructional gaps and building stronger collaboration across school departments will be essential to making pathway events a sustainable and impactful part of our students' learning experience.</p>
<p>Implementing grade-level community meetings at the onset of each marking period offers a multifaceted approach to strengthening mastery of pathway learning outcomes, particularly those related to exposure to career speakers, mock interviews, resume workshops, student presentations, and more. Here's how:</p> <p>a. Cultivating a Sense of Community: Community meetings serve as a platform for fostering a sense of belonging and camaraderie among students. By coming together regularly, students can connect with their peers, share experiences, and build supportive relationships. This sense of community creates a conducive environment for learning and personal growth, enhancing students' overall high school experience.</p> <p>b. Empowering Goal-Setting Opportunities: Setting goals is a fundamental aspect of personal and academic development. During these meetings, students are empowered with opportunities to set short-term and long-term goals related to their high school trajectory. Whether it's academic goals, career aspirations, or personal growth objectives, students receive guidance and support in articulating their goals and developing strategies to achieve them.</p> <p>c. Providing Timely Guidance: Timely guidance is essential for helping students navigate their high school journey effectively. These community meetings offer a structured platform for providing timely guidance on various aspects of high school life, including understanding graduation requirements, selecting appropriate courses, and exploring college and career readiness opportunities. By addressing relevant topics at the onset of each marking period, students receive the information they need when they need it, ensuring that they stay on track towards their academic and career goals.</p> <p>d. Enhancing College and Career Readiness: Exposure to college and career-related topics is integral to preparing students for post-secondary education and the workforce. Through these meetings, students gain valuable insights into college admission requirements, career pathways, and the skills and experiences needed to succeed in their chosen fields. Additionally, opportunities for work-based learning and internships are highlighted, allowing students to explore potential career paths and gain real-world experience relevant to their interests and goals.</p> <p>e. Promoting Personal Development: Beyond academic and career-related content, community meetings also provide opportunities for personal development. Students may engage in activities such as mock interviews, resume workshops, and student presentations, which help them develop essential skills such as communication, critical thinking, and professionalism. These experiences not only prepare students for future academic and career endeavors but also contribute to their overall growth as individuals.</p> <p>Conducting grade-level community meetings at the onset of each marking period plays a pivotal role in strengthening mastery of the Engineering pathway learning outcomes. By fostering a sense of community, empowering goal-setting opportunities, providing timely guidance, enhancing college and career readiness, and promoting personal development, these meetings contribute to students' holistic development and readiness for success in high school and beyond.</p>	<p>Currently, we are not fully on track to accomplish our goal of conducting grade-level meetings at the onset of each marking period to foster community and empower students in goal setting. While we have managed to hold one meeting per semester, these gatherings have primarily focused on procedural matters such as rules and expectations rather than deeper engagement in goal setting and community building. Without a structured approach to making these meetings more student-centered, they have not yet achieved their full potential in shaping a strong, supportive school culture. While procedural elements remain important, the meetings need to be reframed with an emphasis on student voice, reflection, and goal-setting strategies that empower students throughout the semester. Moving forward, we need to advocate for structured time within professional development for GLTs to collaborate on planning these meetings. Additionally, incorporating student input and interactive elements could help shift the meetings from compliance-focused to truly fostering a sense of belonging and purpose. While we have not completely accomplished our goal of grade level meetings, we have used our existing structures, such as a Graduate Level Team to push into classrooms and conduct workshops around transcripts, resume building, networking skills, scholarship writing, etc.</p>

<p>Introducing an algebra and geometry pilot section for 9th graders as an opt-in process is a strategic move towards strengthening mastery of engineering pathway outcomes for high school students. Here's how this action contributes to better preparing them for careers in engineering, particularly by taking calculus:</p> <p>a. Addressing Disparities in Math Proficiency: By offering additional support in algebra and geometry, targeted at 9th graders, you're directly addressing any existing disparities in math proficiency among students. This initiative ensures that all students, regardless of their initial skill levels, have access to the necessary foundational knowledge crucial for advanced mathematics and engineering studies.</p> <p>b. Establishing Early Support: Early intervention is key to academic success. By implementing these additional sections at the 9th-grade level, students receive crucial support at the beginning of their high school journey. This early support helps them build confidence and competence in fundamental math concepts, setting a strong foundation for future learning.</p> <p>c. Strengthening Foundational Skills: Mastery of algebra and geometry is essential for success in calculus and higher-level mathematics. By focusing on these fundamental areas, students develop the problem-solving and critical thinking skills necessary for tackling more complex mathematical concepts encountered in engineering coursework.</p> <p>d. Preparation for Advanced Coursework: The ultimate goal of this initiative is to prepare students for advanced coursework like calculus, which is often a prerequisite for engineering programs in college. By equipping students with the necessary skills early on, they are better positioned to excel in calculus and other advanced math courses, thereby enhancing their competitiveness for engineering programs.</p> <p>e. Improving Competitiveness for Engineering Programs and Careers: Engineering programs seek students who demonstrate strong mathematical abilities and problem-solving skills. By providing enhanced support in mathematics, particularly through the introduction of calculus in the 12th grade, students are better prepared to meet the rigorous demands of engineering curricula. This, in turn, enhances their competitiveness for admission to top engineering programs and success in future engineering careers.</p> <p>f. Meeting Pathway Learning Outcomes: The introduction of algebra and geometry sections, followed by the inclusion of calculus, aligns with the learning outcomes of the engineering pathway. These courses are designed to equip students with the knowledge and skills necessary for success in engineering-related fields, ensuring that they meet the academic requirements and expectations of their chosen career path.</p>	<p>The Algebra/Geometry pilot for 9th graders is showing promising results and is largely on track to achieve its intended goals. Enrolling freshmen in geometry alongside algebra is creating a pathway for them to take calculus by their senior year, which will significantly strengthen their engineering skill sets. The students in this cohort have demonstrated a high level of discipline and accountability, rising to the challenge of a rigorous workload. Geometry is reinforcing their algebra skills, providing a strong foundation for higher-level math. The small class size of 15 has been an asset, allowing for more targeted instruction and support. Notably, this class has the highest scores among all geometry sections, which suggests that students are thriving in this accelerated structure. However, while most entered at grade level, there is still room for growth—especially in areas like mental math and number sense, which will be crucial for their success in calculus.</p> <p>One of the biggest takeaways from this pilot is the impact of high expectations on student behavior and performance. Unlike many traditional 9th-grade classes, this group does not exhibit typical "freshman" tendencies; instead, they are demonstrating maturity and focus, likely due to the rigorous expectations placed upon them. This raises an important question: Would this model work for all freshmen? While some students may thrive in this accelerated track, others may struggle with the intensity of doubling up. Mindset plays a key role—some students may hesitate, but peer support within the class has helped build confidence. However, expanding the pilot to a larger group would require careful consideration of student readiness, as not all freshmen may have the foundational skills or mindset to succeed in this structure.</p> <p>Looking ahead, one key consideration is ensuring that students are not just placed in calculus but are fully prepared for its demands. While some students opt to double up as seniors, this is extremely challenging, and taking math analysis beforehand is a critical step. The current model is making students more competitive for engineering programs by keeping them on track for advanced coursework. Moving forward, it will be important to refine the selection process for the pilot, provide additional support for students who may struggle, and consider how to scale this model effectively while maintaining high expectations and student success.</p>
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Whole School Strategic Actions (to address enabling conditions for high quality pathway development)

2025-2026 Strategic Actions

In the Whole School tab, schools develop school wide strategic actions to support all pathways and elements of the "enabling conditions" for ongoing pathway development. Based on a *review of the challenges from the root cause analysis and updated schoolwide data above*, plus a reflection on this year's strategic actions, what are 3-5 **new or revised**, school wide strategic actions for 25-26 that will support school-wide pathway improvement to directly address the challenges identified above?

The high school improvement plan focuses on integrating rigorous, real-world STEM experiences across all grade levels. Each grade will develop a single project aligned with the Engineering Design and Development (EDD) capstone rubric, culminating in participation in the STEM fair.

Professional Learning Communities (PLCs) and the Instructional Leadership Team (ILT) will prioritize backward mapping from content language objectives to ensure alignment with instructional goals.

Collaborative learning will be emphasized through at least one partner-based project in grades 10, 11, and 12, fostering teamwork and problem-solving skills.

Additionally, the school will continue to strengthen industry partnerships with organizations such as Chabot Space & Science Center, UC Berkeley Civil and Environmental Engineering, OUSD Office of Adaptive Technology, and Hood Design Studio (landscape architects for school redesign) to ensure projects are industry-aligned and relevant, with ongoing efforts to identify and refine suitable collaborations.

The strategic action plan for high school improvement includes organizing an annual STEM Fair (Single Spring Showcase) to address current needs, particularly in response to teacher turnover, while building on the success of the 2025 event through backward mapping of project timelines and stakeholder engagements. Additionally, a comprehensive pathway calendar will be developed, regularly updated, and shared to guide program implementation and student progression. This calendar will be integrated as a standing agenda item for pathway team meetings to ensure alignment, transparency, and accountability across all initiatives.

We will reinstate regular pathway meetings to ensure consistent communication and alignment among stakeholders. Collaboration with the graduation team will be prioritized to support senior success, while joint efforts with the attendance team will focus on providing targeted support for sophomores and juniors. We will strengthen family engagement through more intentional outreach and connection strategies to improve attendance rates. Additionally, we will leverage partnerships with community-based organizations (CBOs) that specialize in attendance initiatives. To further integrate support systems, a COST representative will attend pathway team meetings monthly, ensuring a cohesive approach to addressing student needs.

Expanding and Refining the Algebra/Geometry Pilot Program
 Building on the success of this year's Algebra/Geometry pilot for 9th graders, we aim to expand and refine the program to maximize student success while maintaining the integrity of its rigorous structure. The pilot has demonstrated that enrolling freshmen in both geometry and algebra strengthens their mathematical foundation, enhances their engineering skill sets, and positions them for calculus by senior year. To ensure continued success, our strategic actions for the 2026-26 school year include:

- Expand Access with a Targeted Selection Process:
 - Identify additional 9th graders who demonstrate the discipline, foundational math skills, and growth mindset needed to thrive in an accelerated pathway.
 - Develop a data-informed selection process, incorporating diagnostic assessments and teacher recommendations to ensure readiness.
 - Provide early outreach to incoming freshmen and families to build awareness and encourage participation.
- Strengthen Foundational Skills and Support Systems:
 - Integrate mental math and number sense development into the curriculum to better prepare students for advanced coursework.
 - Potentially offer preparatory workshops over the summer or as part of an extended learning initiative to bridge skill gaps before students enter the program.
 - Maintain small class sizes to preserve the effectiveness of targeted instruction and individualized support.
- Monitor and Evaluate Student Progress:
 - Continue analyzing student performance data to measure growth and identify areas for improvement.
 - Conduct regular check-ins with students and teachers to assess workload manageability and overall academic well-being.
 - Adjust instructional strategies based on feedback to ensure students are not only placed in calculus but are fully prepared for its demands.
- Scale the Model While Maintaining Rigor:
 - Explore the feasibility of offering multiple Algebra/Geometry sections while ensuring high standards and personalized support.
 - Implement structured peer mentoring, leveraging current pilot students to support new cohorts and reinforce a culture of academic excellence.
 - Provide professional development for math faculty to align instruction across courses and foster consistency in high expectations.

By refining student selection, reinforcing foundational skills, and strategically expanding access, we aim to scale this model while maintaining the high expectations and academic success that have defined the pilot program. These efforts will continue positioning students for advanced STEM coursework and increased competitiveness for the engineering pathway.

Budget Expenditures
Effective July 1, 2025-June 30, 2026

2025-2026 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION							
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification .							
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved <small>(Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MNH staff only)</i></small>	Conditionally Approved <small>(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MNH staff only)</i></small>
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes, not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i>							
\$124,453.96	1105	Teacher Salaries	TCHR STR ENG	1.00	Engineering	Approved	
Teacher Salaries: Hire an Engineering CTE Teacher, at 1.0 FTE. The teacher will serve as the point person for the pathway (Pathway Director) and will facilitate the Engineering Pathway PLC. The Pathway Director's teaching line will focus on Engineering Design and Development with an emphasis on the Senior Capstone project. They will also have preps built in the day to support the other Engineering CTE teacher and core subject teachers incorporating Design thinking pedagogy. As the Pathway Lead, work based learning experiences are aligned to the learning and deepen the understanding of the Engineering pathway. Teacher leads the support, planning and execution of student (9 - 12th grades) product development to showcase and sell at 3 main events a year. PCN 4006 - Clayton Evans (Salary and Benefit costs included)							
\$74,672.38	1105	Teacher Salaries	TCHR STR ENG	0.60	Engineering	Approved	
Teacher Salaries: Hire an Engineering CTE Teacher, at 0.8 FTE. The teacher will serve as the CTE teacher for the Engineering Pathway, will participate on the Engineering Pathway PLC, and will teach 6 sections of Engineering CTE courses. Intro to Engineering (10th Grade) is foundational to the Engineering pathway and provides exposure to the Engineering industry. Principles of Engineering (11th Grade) is a deeper understanding of industry grade software such as Computer Aided Design (CAD) and industry tools used in the manufacturing industry. PCN 10916 - TBD (Salary and Benefit costs included)							
\$8,273.66	1120	Teacher Salaries Stipends			Engineering	Approved	
Teacher Salaries Stipends: Extended Contracts for 1 Teacher to participate in the Exploring College, Career and Community Options (ECCCO) Program for summer 2025, through June 30, 2025. Teacher will provide a weekly check in with students (approximately 25 rising 10-12 graders) to support their internships at respective sites. They also visit every site of every student every 2 weeks to ensure site is in compliance and that both parties are supported and successful. Teacher leads a weekly workshop that has work based learning curriculum, facilitating the final, culminating project for the internship. Teacher also attends professional development sessions to learn latest promising practices, soft skill development training for students and relevant industry trends. Budget: 143 hours at \$47.50 hourly rate + 25% Benefit Costs = \$8,273.66 (Salary and Benefit Costs Included)							

2026-2027: YEAR FOUR							
Budget Expenditures							
Effective July 1, 2026 - June 30, 2027							
2026-27 Pathway Budget							
BUDGET JUSTIFICATION							
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. We encourage you to refer to this list of Object Codes if you have questions about which object codes to use. Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility. **If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.							
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Approval
Counselor, 0.3 FTE, PCN 240 – Song, Joyce J. Salary and benefit costs included. The counselor provides supplemental college and career guidance to all pathway students (approximately 320 students) including: (1) individualized post-secondary planning and A-G/INCAA eligibility monitoring at 6-week progress reports; (2) coordination of dual enrollment course placement with Peralta Community College District; and (3) facilitation of grade-level community meetings focused on transcript reviews, scholarship writing, and career exploration. This position directly supports our strategic action to strengthen the coordination of teams system and ensure 100% of students are matched to appropriate supports and resources.	\$21,562.05	1205 - Pupil Support Salaries	Pupil Support Salaries	Counselor	0.3		Approved
Engineering Pathway CTE Teacher, 0.2 FTE, PCN 6899 – Ntui, Felicia. Salary and benefit costs included. This teacher provides supplemental instruction within the Engineering pathway CTE course sequence, including: (1) teaching sections of Intro to Engineering Design (IED) for 10th graders, providing foundational exposure to the engineering industry; (2) supporting the vertical articulation of CTE curriculum from ECS through EDD to ensure standards-based alignment across grade levels; and (3) collaborating with the Pathway Director on integrated project development aligned to the EDD capstone rubric. This position serves approximately 80 pathway students and supports our goal of creating a rigorous academic program with fall and spring showcases assessed by vertically articulated rubrics	\$21,562.05	1105 - Teacher Salaries	Teacher Salaries	Engineering Pathway CTE Teacher,	0.2		Approved
Teacher on Special Assignment 0.7 FTE, PCN 10904 – Piper, Colleen Salary and benefit costs included. The TSA coordinates and manages the work-based learning continuum for all pathway students (approximately 320 students across grades 9–12), including: (1) coordinating internship placements, job shadowing, and industry mentorship programs with partners such as Chabot Space & Science Center, UC Berkeley Civil and Environmental Engineering, Hood Design Studio, and Schnitzer Steel; (2) planning and executing college visits and industry tours aligned to the pathway calendar; and (3) facilitating the ECCCO summer internship program and supporting student completion of WBL reflections and culminating projects. This position directly supports our strategic action to align a vertically articulated WBL sequence that correlates to grade-level projects and showcases.	\$64,762.00	1119 - Teacher on Special Assignment School	Teacher on Special Assignment School	Work-Based Learning Coordinator,	0.70		Approved
Consultant Contract - Student Stipends Stipends for approximately 50 students serving in pathway-connected work-based learning opportunities including but not limited to STEM Fair planning committee, pathway ambassadors, pathway peer mentorship, organization of the annual pathway spring showcase, and engaging prospective students during Pathway Month. This expenditure promotes student belonging, goal-setting, and increased motivation in pathways, directly supporting our strategic action to ensure 100% of students are engaged in pathway programming and can articulate their WBL experiences. \$500 per student X 50 students = \$25,000 x 10% admin fee = \$27,500	\$27,500.00	5825 - Consultant Contract	Consultant Contract				Approved
Materials and Supplies Materials and supplies to support whole-school pathway programming, including consumable project materials for integrated STEM projects across grades 9–12, presentation materials for fall and spring showcases, and supplies for pathway events such as the STEM Fair and career exploration activities. These materials are supplemental to district-provided basic school supplies and are specifically required for pathway-aligned project-based learning that would not exist without the Engineering pathway.	\$25,000.00	4310 - Materials & Supplies	Materials & Supplies				Conditionally Approved

<p>Materials and Supplies</p> <p>Specialized engineering pathway consumable materials and equipment for CTE course projects within the sequence, including prototyping supplies, building materials for capstone projects, and industry-standard components. These materials are supplemental to district-provided supplies and are required specifically for industry-aligned engineering projects within the CTE sequence. These materials would not be necessary if the Engineering pathway did not exist at the school site.</p>	<p>\$15,636.46</p>	<p>4310 - Materials & Supplies</p>	<p>Materials & Supplies</p>				<p>Conditionally Approved</p>
<p>Professional Contracted Bus Services:</p> <p>Charter Bus rentals to provide transportation for students in grades 9-12 who attend College and Career Exploration Field Trips. Transportation for field trips to do exploration visits to community colleges and trades programs to explore post-secondary opportunities. This will impact approximately 300 students.</p> <p>Budget Calculation: \$1275 per bus x 19 field trips = \$24,225</p>	<p>\$24,225.00</p>	<p>5926 - Professional Contracted Bus Service</p>	<p>Professional Contracted Bus Service</p>				<p>Conditionally Approved</p>
<p>Travel and Conferences:</p> <p>McClymonds will use \$15,154.48 to send teachers to an instructional strategies conference focused on structured note-taking, academic discourse, and lesson design. As a single-pathway school, all teachers deliver instruction within the Engineering pathway's integrated program of study. Establishing a common instructional framework across all content areas strengthens alignment across the pathway.</p>	<p>\$15,154.48</p>	<p>5200 - Travel and Conference</p>	<p>Travel and Conference</p>				<p>Conditionally Approved</p>
<p>Computers: To purchase Specialized Surface Pro Laptops for students to be able to use required industry-specific software (Adobe Suite) to complete unit/quarter projects for Engineering classes.</p> <p>Surface Pro Laptops are required to run industry-specific software for the Engineering Pathway, as well as to run the design software and drivers. Students will be able to design and create projects using industry grade software. This expenditure will allow us to build work-based learning opportunities that extend beyond the awareness and exploration parts of the work-based learning continuum. Having production quality equipment will allow class activities (supported by industry mentors) that require students to plan and execute workflows and project management similar to the professional world including our Robotics Club. This specific expenditure addresses a gap in our current production capabilities: equipment to support the most popular projects our students pursue for capstone projects (textiles and digital fabrication).</p>	<p>\$23,447.96</p>	<p>4420 - Computer < \$5,000</p>	<p>Computer < \$5,000</p>				<p>Conditionally Approved</p>

303 McClymonds High School 2023-2026 Measure N/H Education Improvement Plan

2025-2026 MEASURE H STRATEGIC CARRYOVER PLAN								
For Fiscal Year: July 1, 2026 - June 30, 2027								
Name of School Site		McClymonds High School				Site #	303	
Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i>	\$15,154.48	In the box below, please indicate why you decided to allocate Strategic Carryover:						
Total Budgeted Amount	\$15,154.48	We made the decision to allocate strategic carryover funds to strengthen instructional practices through targeted professional learning and collaboration. These funds will support sending teachers to conferences focused on project-based learning, where they can deepen their understanding of high-quality, real-world instructional design. We are investing in extended contract hours to provide dedicated time for teachers to collaborate, plan, and align their practices. This work is grounded in engineering-focused student learning outcomes that reflect the universal skills and competencies required across industries. By directing resources in this way, we aim to build consistent, meaningful instructional experiences that prepare students with the critical thinking, problem-solving, and applied skills necessary for success in both college and career pathways.						
Remaining Amount to Budget	\$0.00							
NOTE:	Measure H funds are to be expended during the fiscal year for which the Measure H Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.							
Directions:	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure H Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O, and Budget Modification Development document linked below.							
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. We encourage you to refer to this list of Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i>								
Travel and Conferences:		COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Approval Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. Conditionally approved means that a Measure H Justification Form is required. <i>(protected cells below are to be completed by MN/H staff only)</i>
McClymonds will use \$5,154.48 to send teachers to an instructional strategies conference focused on structured note-taking, academic discourse, and lesson design. As a single-pathway school, all teachers deliver instruction within the Engineering pathway's integrated program of study. Establishing a common instructional framework across all content areas strengthens alignment across the pathway.	\$5,154.48	5200 - Travel and Conference	Travel and Conference					Conditionally Approved
Teacher Salary/Stipends: Extended Contracts								
McClymonds will use up to \$10,000.00 to compensate teachers for extended contract hours dedicated to collaborative lesson design outside the regular work schedule. As a single-pathway school, all teachers are part of the Engineering pathway's integrated program of study. Teachers will collaborate to develop a unified instructional framework, including common note-taking structures and lesson protocols — ensuring consistency across all pathway courses and grade levels. This work is supplemental to the daily schedule. Teachers will be paid at the approved Extended Contract rate, plus 25% for benefits costs, not to exceed \$10,000	\$10,000.00	1120 - Teacher Salaries Stipends	Teacher Salaries Stipends					Approved

McClymonds HS-Engineering-Program of Study

Industry Sector: Engineering

Industry Partners: The Crucible, EBMUD, Golden State Warriors, Apple, TechLink/Pixar, Netflix

Post-Secondary Partners: Peralta Colleges, Cal State East Bay

Community-Based Partners: [List of Partners](#)

Pathway Vision	Vision: McClymonds High School Engineering Pathway provides transformative learning experiences that empower students to personalize their pathways to success and take ownership of their education. Through engaging and rigorous engineering courses, students build connections with companies, colleges, and communities for hands-on experience in the workplace, experiential learning opportunities, and mentoring. Graduates are equipped with high demand skills that lead to opportunities for continued education and careers in competitive STEAM industries across the globe.			
Pathway COP Meeting Time:	10th Grade Program Grade level meeting time:	11th Grade Program Grade level meeting time:	12th Grade Program Grade level meeting time:	Graduate Pathway Outcomes (Student Learning Outcomes)
Academic Core Student Cohort Integrity (Replace with course names linked to course descriptions)	English 10: Faje AP World History: Heard Chemistry: TBD	English 11: Dr. Taylor US History: Lett Physics: TBD	English 12: Dr. Taylor Gov/Ec/AP USHIS: Lett	<ul style="list-style-type: none"> ● Design and present an engineering capstone project that demonstrates reflection, critical thinking, effective communication and community involvement; including presentation, research, and technical skills. ● Participate in interactive teamwork to solve real Engineering and Computer Science sector issues and problems. ● Participate in interactive teamwork to solve real Engineering and Computer Science sector issues and problems. ● Participate in interactive teamwork to solve real Engineering and Computer Science sector issues and problems. ● Integrate changing employment trends, societal needs, and economic conditions into career planning. ● Develop a college/career transition plan that reflects career interests, pathways, and postsecondary options. ● Recognize the role of professional organizations, industry associations, and organized labor in a productive society.
Math	Geometry: Vaughn OR Algebra 2 (for 9th graders doubled-up): Mota	Algebra 2: Mota OR Math Analysis: Vaughn	Math Analysis: Vaughn OR Calculus: Mota	
Technical Core/Theme (CTE Sequence) CTE Course Resources	Intro to Engineering: Ntui	Principles of Engineering: Evans	Engineering Design and Development Capstone Evans	
Dual Enrollment [Link to Dual Enrollment]	<ol style="list-style-type: none"> 1. Computer Science: Introduction to Computer Information Systems (CIS 1)- General nature of computer hardware, software and systems: Hands-on applications include introduction to word processing, spreadsheet, database management and presentation software, and a brief introduction to web browsing and email. 2. Computer Science: Introduction to Programming (CIS 6): This course is an introduction to the concepts of computer programming. The basic principles of programming are stressed, using a problem-solving approach, with emphasis on the design and implementation of functions, representation of abstract data, and the effects of different programming methods on software development. The fundamental constructs of programming are covered in detail: Variables, Data Types, 			

McClymonds HS-Engineering-Program of Study

Industry Sector: Engineering

Industry Partners: The Crucible, EBMUD, Golden State Warriors, Apple, TechLink/Pixar, Netflix

Post-Secondary Partners: Peralta Colleges, Cal State East Bay

Community-Based Partners: [List of Partners](#)

	<p>Commands, Decisions, Loops, and Functions are explained, and lab assignments are used to illustrate and further solidify the concepts. Programming as a career is discussed.</p> <p>3. Computer Science: Introduction to Computational Thinking with Data (CIS 116): Collecting data, sampling, and simulation; tables, graphs and data manipulation; histograms and distributions; elements of good programming style.</p> <p>4. Ethnic Studies: Race, Class, and Schools (ETHST 50)- Historical dimensions of the African-American experience: Emphasis on formation of a distinctive African-American culture. (Grades 10-12)</p> <p>5. Business: Introduction to Management (BUS 9): Introduction to the principles and practices of management</p> <p>6. Introduction to the Field of Education (EDUC 1)</p> <p>7. Business: Introduction to Business (BUS 10): 3-unit course that provides a comprehensive overview of various business aspects, including finance, marketing, operations, and management, helping students build a business vocabulary</p> <p>8. Real Estate: Real Estate Principles (RLEST 2A)- Basic laws and principles of California real estate: Provides understanding, background, and terminology necessary for advanced study in specialized courses; preparation for the real estate salesperson’s licensing examination.</p>	
Other Courses / Electives	Leadership, Power of Mind, Mastering Cultural Identity, Band	
Other Student Experiences (post-session, intersession, rituals, class trips, assemblies)	Industry visits, Job Shadow Day, Summer Opportunities Fair, Warriors Career Day, TechLink Mentorship, Warriors Mentorship, Netflix Partnership	
Work Based Learning [reference documents: WBL Continuum	McClymonds High School WBL Plan 2026-2027	
Student Leadership, including CTSO	<p>Student Leadership-One Section 9-12</p> <p>School Site Council</p> <p>Peer Tutoring</p> <p>Daily Student Announcements (School Communication)</p> <p>ASP Leadership</p> <p>CAMP Mentors</p>	

McClymonds HS-Engineering-Program of Study

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Summer Learning (Summer Bridge, summer learning, credit recovery)	Summer Bridge, Summer school (credit recovery)	
College Awareness & Exploration College and Career Readiness Classroom Framework	College Visits, College Seminars and workshops, Senior-itis Wednesday Workshops, College Speaker Series	
Community Building and Motivational Activities and Trips	The Crucible Visits, The National Association of Basketball Wives, The Warriors/Valkyries Women in Sports Day, Apple in Cupertino-Hardware Breakdown	
Personalized Supports	Coordination of Services team (COST), tutoring, Chapel Hayes Student Health Clinic	
Use of expanded learning time (before or after school)		

Work-Based Learning Lead: Colleen Piper

Pathway Name: Engineering

Collaborators:

Central Resources

- [WBL Continuum](#)
- [WBL Benchmarks](#)
- [Non-OUSD Sample WBL Plans](#)
- [OUSD 2023-24 WBL Plans](#)
- [Sample Goals](#)
- [Linked Learning Alliance Work Based Learning Silver and Gold Certification](#)
- [Measure N EIPs](#)

Goals: Key data points we are trying to sustain or move in this pathway

1. Increase in number of students who participate in internships
2. Increase in parent engagement opportunities (2 ECCCO Info. Sessions via Zoom; monthly newsletters emailed) and involvement (+20% from beginning of year to end of year)
3. Improved system to track students who participate in internships outside of OUSD
4. Pathway teachers lead at least 1 WBL-related activity a semester

Calendaring WBL (in [Program of Study](#)):

For All-Student Experiences: note WBL experience, teacher, class, and industry partner for each item

For Targeted Student Experiences: note subgroup, WBL experience, and staff lead

Grade	Cohort	Q1 Aug-Oct	Q2 Nov-Jan	Q3 Feb-Apr	Q4 May-Jul	All students at some point in four years
9	All-Students	A-G Presentations	Dual enrollment recruitment; Career inventory; Warriors Mentorship	Push-in resume workshops in class; Summer Opportunities Fair; Job Shadow Day; Warriors Career Day; Warriors Mentorship	Summer internship applications & interviews; Internship onboarding meeting (students & parents/guardians)	-Create/update resume -Attend at least 1 career-aligned college tour
	Targeted students	All	All	All	All	
10	All-Students	A-G Presentations Dual enrollment recruitment; The Crucible-Industry-specific experience	Career inventory; Interview a professional Mentoring; Career guest speakers; Warriors Mentorship	Push-in resume workshops in class; Summer Opportunities Fair; Job Shadow Day; Warriors Career Day; TechLink Mentorship; Warriors Mentorship	Summer internship applications & interviews; Internship onboarding meeting (students & parents/guardians)	

	Targeted students	All	All	All	All	
11	All-Students	Dual enrollment recruitment; The Crucible-Industry-specific experience	Career inventory; Mentoring; Career guest speakers; Warriors Mentorship	Push-in resume workshops in class; Summer Opportunities Fair; Job Shadow Day; Warriors Career Day; TechLink Mentorship; Warriors Mentorship	Summer internship applications & interviews; Internship onboarding meeting (students & parents/guardians)	
	Targeted students	All	All	All	All	
12	All-Students	Dual enrollment recruitment; Intro in capstone	Resume workshop; Professional email etiquette workshop; Warriors Mentorship	Industry visits for Capstone project; Push-in resume workshops in class; Summer Opportunities Fair; Job Shadow Day; Warriors Career Day; TechLink Mentorship; Warriors Mentorship	Capstone presentation & feedback from professionals; Internship onboarding meeting (students & parents/guardians)	
	Targeted students	All	All	All	All	
Partner-Staff Engagements Advisory board meetings, externships, etc.		Ongoing: Pathway Meetings, Grad Team Meetings	Ongoing: Pathway Meetings, Grad Team Meetings; Monthly Warriors Mentorship meetings	Ongoing: Pathway Meetings, Grad Team Meetings; Monthly Warriors Mentorship meetings	Ongoing: Pathway Meetings, Grad Team Meetings; Monthly Warriors Mentorship meetings	

General Roles/Responsibilities:

Person or Position	Responsibilities
<ol style="list-style-type: none"> 1. Leah Jensen 2. Clayton Evans 3. Felicia Ntui 4. Colleen Piper 	<ol style="list-style-type: none"> 1. Pathway Coach, Engineering Pathway Meeting facilitator 2. Engineering Team Lead Teacher 3. Engineering Teacher 4. WBL, Dual Enrollment Coordinator

<ul style="list-style-type: none">5. Joyce Song6. Graduation Team	<ul style="list-style-type: none">5. Counselor, graduation status, support with internship readiness6. Collectively plan and manage college-related activities
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Master Schedule - Fall

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Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
19 Bell, B			MSTRNG CUL IDEN/Y		DE PLCHLDR 2/Y	MSTRNG CUL IDEN/Y	PWR OF MND MNTG/Y			
54 Brescia, B		ENGLISH 1 L1/Y		WORLD HIST L1/Y			ENGLISH 1 L1/Y			
54 Brescia, B		ENGLISH 2 L1/Y					ENGLISH 2 L1/Y			
54 Brescia, B		ENGLISH 3 L1/Y					ENGLISH 3 L1/Y			
54 Brescia, B		ENGLISH 4 L1/Y					ENGLISH 4 L1/Y			
53 Delaney, M		STUDY SKILLS/Y		STUDY SKILLS/Y						
2 Dewitt, B				SPANISH 1 P/Y	SPANISH 1 P/Y	SPANISH 1 P/Y		Academic ELD 1/Y	Academic ELD 4/Y	
2 Dewitt, B								Academic ELD 2/Y	Academic ELD 3/Y	
2 Dewitt, B								Academic ELD 3/Y		
68 Evans, C		ENGR DES & DEV/Y	3D ART DESIGN/Y	ENGR DES & DEV/Y		PRIN OF ENGR/Y	PRIN OF ENGR/Y		PRIN OF ENGR/Y	
37 Faivus, S		BAND BEG P/Y	BAND BEG P/Y		BAND INT P/Y		CHEMISTRY P/Y	CHEMISTRY P/Y	CHEMISTRY P/Y	
10 Fajemirokun, A		ENG 1 P/Y		ENG 1 P/Y	ENG 1 P/Y	STUDY HALL/Y	ENG 2 P/Y	ENG 2 P/Y	ENG 2 P/Y	
32 Gilyard-Shyne, A					ONE GOAL SUCCES/Y		PWR OF MND MNTG/Y		ONE GOAL SUCCES/Y	
3 Gold, N		BIOLOGY L1/Y	BIOLOGY L1/Y		ALGEBRA 1 L1/Y		ALGEBRA 1 L1/Y	ALGEBRA 1 L1/Y		
3 Gold, N		CHEMISTRY L1/Y	CHEMISTRY L1/Y		GEOMETRY L1/Y		GEOMETRY L1/Y	GEOMETRY L1/Y		
3 Gold, N		PHYSICS L1/Y	PHYSICS L1/Y		ALGEBRA 2 L1/Y		ALGEBRA 2 L1/Y	ALGEBRA 2 L1/Y		
15 Heard, E		WORLD HIST P/Y	WORLD HIST P/Y	AP WORLD HIST/Y						
12 Homran, B			DEBATE/Y				ETHNIC STDS P/Y	ETHNIC STDS P/Y	ETHNIC STDS P/Y	
56 Jackson, A			MSTR AAF CUL ID/Y			MSTR AAF CUL ID/Y				
49 Lett, B		AP AMER GOV'T/Y	AMER GOVT P/F	AMER GOVT P/F		US HISTORY P/Y	US HISTORY P/Y	AP AA STUDIES/Y		
34 Marsh, D		PE/Y	PE/Y		PE WL/Y	PE/Y	PE/Y	PE/Y		
11 Martyn, E			ALG 1 P A/Y							
11 Martyn, E			ALG 1 P B/Y							

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Master Schedule - Fall

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Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
11 Martyn, E			GEOMETRY P A/Y							
11 Martyn, E			GEOMETRY P B/Y							
11 Martyn, E			ALGEBRA 2 P A/Y							
11 Martyn, E			ALGEBRA 2 P B/Y							
52 Moffitt, J			ART 1 P/Y	PHOTOGRAPH Y/Y	PHOTOGRAPH Y/Y	ART 1 P/Y		PHOTOGRAPH Y/Y	LEADERSHIP/Y	
47 Mota, M		ALGEBRA 1 P/Y		ALGEBRA 1 P/Y	ALGEBRA 1 P/Y	ALGEBRA 2 P/Y		ALGEBRA 2 P/Y	ALGEBRA 2 P/Y	
39 Ntui, F		EXPL COMP SCI/Y		EXPL COMP SCI/Y	ART DIG MEDIA 1/Y	ENGR YOUR WORLD/Y	ENGR YOUR WORLD/Y	ENGR YOUR WORLD/Y		
9 Nuno, M			WORLD HIST P A/Y							
9 Nuno, M			WORLD HIST P B/Y							
9 Nuno, M			US HIST P A/Y							
9 Nuno, M			US HIST P B/Y							
25 Occhipinti, Nicholas						STUDY SKILLS/Y	STUDY SKILLS/Y		STUDY SKILLS/Y	
61 Pillai, P		PHYSICS P/Y		PHYSICS P/Y	PHYSICS P/Y	BIOLOGY P/Y	BIOLOGY P/Y		BIOLOGY P/Y	
962 Piper, C			DE PLCHLDR 1/Y		DE PLCHLDR 3/Y			DE PLCHLDR 5/Y		
60 Reyes, M		SPANISH 2 P/Y			SPANISH 2 P/Y		SPANISH 3 P/Y	SPANISH 2 P/Y	SPANISH 2 P/Y	
40 Song, J		SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	SEE COUNSELOR/Y	
40 Song, J		NO CLASS 1/Y	NO CLASS 2/Y		NO CLASS 4/Y	NO CLASS 5/Y		NO CLASS 7/Y	NO CLASS 8/Y	
58 Sparks, D								CIVIC ENGAGE/Y	CIVIC ENGAGE/Y	
4 Talasko, R			ENGLISH 1 P A/Y							
4 Talasko, R			ENGLISH 1 P B/Y							
4 Talasko, R			ENG 2 P A/Y							
4 Talasko, R			ENG 2 P B/Y							
4 Talasko, R			ENG 3 P A/Y							
4 Talasko, R			ENG 3 P B/Y							
952 Taylor, L.		AP ENGLISH LANG/Y	ENG 3 P/Y	ENG 3 P/Y		AP ENGLISH LIT/Y	ENG 4 P/Y		ENG 4 P/Y	

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Master Schedule - Fall

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903 Vacancy D				ALG 1 SUCCESS/Y					ALG 1 SUCCESS/Y	
988 Vaughn, F			GEOMETRY P/Y	GEOMETRY P/Y		GEOMETRY P/Y	MATH ANALYSIS P/Y			

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54 Brescia, B		ENGLISH 3 L1/Y					ENGLISH 3 L1/Y			
54 Brescia, B		ENGLISH 4 L1/Y					ENGLISH 4 L1/Y			
53 Delaney, M		STUDY SKILLS/Y		STUDY SKILLS/Y						
2 Dewitt, B				SPANISH 1 P/Y	SPANISH 1 P/Y	SPANISH 1 P/Y		Academic ELD 1/Y	Academic ELD 4/Y	
2 Dewitt, B								Academic ELD 2/Y	Academic ELD 3/Y	
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68 Evans, C		ENGR DES & DEV/Y	3D ART DESIGN/Y	ENGR DES & DEV/Y		PRIN OF ENGR/Y	PRIN OF ENGR/Y		PRIN OF ENGR/Y	
37 Faivus, S		BAND BEG P/Y	BAND BEG P/Y		BAND INT P/Y		CHEMISTRY P/Y	CHEMISTRY P/Y	CHEMISTRY P/Y	
10 Fajemirokun, A		ENG 1 P/Y		ENG 1 P/Y	ENG 1 P/Y	STUDY HALL/Y	ENG 2 P/Y	ENG 2 P/Y	ENG 2 P/Y	
32 Gilyard-Shyne, A					ONE GOAL SUCCES/Y		PWR OF MND MNTG/Y		ONE GOAL SUCCES/Y	
3 Gold, N		BIOLOGY L1/Y	BIOLOGY L1/Y		ALGEBRA 1 L1/Y		ALGEBRA 1 L1/Y	ALGEBRA 1 L1/Y		
3 Gold, N		CHEMISTRY L1/Y	CHEMISTRY L1/Y		GEOMETRY L1/Y		GEOMETRY L1/Y	GEOMETRY L1/Y		
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34 Marsh, D		PE/Y	PE/Y		PE WL/Y	PE/Y	PE/Y	PE/Y		
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39 Ntui, F		EXPL COMP SCI/Y		EXPL COMP SCI/Y	ART DIG MEDIA 1/Y	ENGR YOUR WORLD/Y	ENGR YOUR WORLD/Y	ENGR YOUR WORLD/Y		
9 Nuno, M			WORLD HIST P A/Y							
9 Nuno, M			WORLD HIST P B/Y							
9 Nuno, M			US HIST P A/Y							
9 Nuno, M			US HIST P B/Y							
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4 Talasko, R			ENG 2 P A/Y							
4 Talasko, R			ENG 2 P B/Y							
4 Talasko, R			ENG 3 P A/Y							
4 Talasko, R			ENG 3 P B/Y							
952 Taylor, L.		AP ENGLISH LANG/Y	ENG 3 P/Y	ENG 3 P/Y		AP ENGLISH LIT/Y	ENG 4 P/Y		ENG 4 P/Y	

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