

Submitted to:

Oakland Unified School District
Superintendent and Board

Submitted by:

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2607 Myrtle Street
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OVERVIEW

School Name: McClymonds STEAM Early College

Principal: Tinisha Hamberlin

Design Team: Dr. Allie Whitehurst

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School Model:

McClymonds STEAM Early College is an academically rigorous, grade 9-12 full-community and early college model that puts all students on a personalized 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 in a STEAM Pathway.

Proposed Grade Level Configuration at Build Out:

School Year	Year 1 (9 th Grade)	Year 2	Year 3	Year 4	Total
2016-2017	100	100	100	60	360

Proposed Enrollment Year One and at Build Out:

School Year	Year 1 (9 th Grade)	Year 2	Year 3	Year 4	Total
2016-2017	100	100	100	60	360
2017-2018	100	100	100	100	400
2018-2019	120	100	100	100	420
2019-2020	120	120	100	100	440
2020-2021	130	120	120	100	470

INTRODUCTION

McClymonds STEAM Early College represents an innovative academic program provided through a partnership between Oakland Unified Public Schools, the Community College of Peralta, and local business/community partners. Maintaining a proactive approach to student support and academic excellence, we seek to serve the young people in West Oakland to ensure that every student is guaranteed the benefits of an excellent education and the opportunity to pursue his or her personal academic and career interests beyond high school. Our educational model is inspired by the Early College High School Initiative (ECHSI) and we subscribe to its guiding core principles.[1]

Early Colleges:

- Are committed to serving students underrepresented in higher education;
- Are created and sustained by a local education agency, a higher education institution, and the community, all of whom are jointly accountable for student success;

- Jointly develop an integrated academic program with their higher education partners so all students earn one to two years of transferable college credit leading to college completion; and
- Work with initiative partners to create conditions and advocate for supportive policies that advance the early college movement.[2]

These principles underpin the theory that by earning college credit while in high school students internalize confidence in their academic performance, improve their transition onto a college campus, and increase their probability of completing a four-year degree.[3]

MISSION AND VISION

Mission

McClymonds High School students will create and implement a 10-year personalized STEAM pathway in order to actively contribute and advocate for their local and global communities. We will serve as a transformative learning environment for students and educators in a climate that embraces individuality while fostering respect for others. By serving students' personalized educational trajectory, McClymonds exhibits its legacy as a hub for knowledge and empowerment that is an essential aspect of the West Oakland Community.

Vision

McClymonds High School will serve as a transformative learning environment for students and educators in a climate that embraces democratic responsibility and individuality while fostering respect for others. By serving students' personalized educational trajectory through STEAM skills and knowledge, McClymonds exhibits its legacy as a hub of community empowerment that is an essential aspect of West Oakland.

In order to attain our mission we have established the following goals:

Academic

- Every students will participate in a summer bridge program;
- Every student graduates from high school;
- Every student earns a year of college credit while in high school;
- Every student will be prepared to attend and succeed at a four-year college without remediation; and

Every student will have the opportunity to graduate with an Associate of Arts or STEAM certification/license.

Climate and culture

- Every student strives to achieve the school’s standard for attendance and discipline;
- Every student engages in a service learning project and internship; and
- Every student will report that they are satisfied or highly satisfied in their relationship with peers, teachers and administrators through the support of a mentor.

Parent engagement and support

- Every parent or caregiver will participate in student led conferences twice each year;
- Every parent or caregiver will participate in at least 2 community events per semester; and
- Every parent will report that they are satisfied or highly satisfied in their relationships with school staff.

THEORY OF ACTION

Given that more than 85% of our current student population meets Local Funding Formula indicators (i.e. free/reduced meal, English Language Learners) ELL, and/or foster youth; based on trauma-screening data, 65% demonstrate symptoms of trauma exposure, 60% rank Far Below Basic and 15% Below Basic on formal benchmarks, and 18% have an identified disability... If we, in partnership with our community, provide access and opportunity for all students to engage in educational experiences that are rigorous and relevant so that they understand the connections to their lives in the present and the future, and provide caring and supportive relationships to develop, implement, and assess their STEAM (Science, Technology, Engineering, Arts and Mathematics) 10-Year Personalized Pathway Plan and celebrate their progress, then they will engage more deeply and acquire the knowledge, skills and behaviors to make positive contributions to their local and global community and succeed in college and careers of their choice.

High Skill		Math Acceleration Intel will support and create a specialized program. Science through Berkeley Latin/Art and Dual Enrollment AP/Honors Push
Low Skill	<p>9th Grade:</p> <ul style="list-style-type: none"> ● Students are known well by the adults. ● High Safety in the school site. ● Mandatory Intake for all students. ● Alignment from Middle School to High (30 students) 	<ul style="list-style-type: none"> ● AVID structures/accountability

	<ul style="list-style-type: none"> Relationship building with students in adults in summer, bridge, advisory, trips, mentoring, etc. Students report back to school earlier! 	
	High Stress/Trauma	Low Stress

If teachers are regularly engaged in differentiated and relevant professional development and participate in regular goal-setting, observation, and assessment (feedback); then, teachers will implement and demonstrate effectiveness of these practices and students will demonstrate increased levels of engagement and competency.

Culture and Core Values

The educational program is founded on a highly rigorous Early College model. The Early College High School Initiative defines early college high schools as “small schools designed so that students can earn both a high school diploma and an Associate’s degree or up to two years of credit toward a Bachelor’s degree.”[4] Early college high schools all share the following characteristics:

- Students have the opportunity to earn an Associate’s degree or up to two years of transferable college credit while in high school.
- Mastery and competence are rewarded with enrollment in college-level courses and the opportunity to earn two years of college credit for free.
- The years to a postsecondary degree are compressed.
- The middle grades are included in the school, or there is outreach to middle-grade students to promote academic preparation and awareness of the early college high school option.
- Schools provide academic and social supports that help students succeed in a challenging course of study.
- Learning takes place in small learning environments that demand rigorous, high-quality work and provide extensive support.
- The physical transition between high school and college is eliminated—and with it the need to apply for college and for financial aid during the last year of high school.

The Early College model and McClymonds STEAM design draw on the research and experience of high-performing small schools. These critical features[5] include:

- A common focus on key, research-based goals and an intellectual mission;
- Small, personalized learning environments;

- Respect and responsibility among students, among faculty, and between students and faculty;
- Time for staff collaboration and for including parents and the community in an education partnership;
- Technology as a tool for designing and delivering engaging, innovative curricula; and
- Rigorous academic standards for both high school work and the first two years of college-level studies.

We add a unique continuum of individualized education and intervention. Our systematic focus on mastery of content and personalized care and support for each student addresses the academic, social and emotional challenges of each young person. Specifically, each student will demonstrate the “Mack Way”:

A Warrior is a...

Leader

Holds self and community to the Mack Way through inquiry, responsibility, accountability, and commitment

A Warrior uses...

Inquiry

Activates an interest, asks questions, promotes and supports active learning in others

And shows...

Respect

Demonstrates integrity, honesty, truthfulness, and responsibility; is cooperative in solving problems and seeks to resolve disagreements with positive words, tone, and body language

And...

Determination

Perseveres through difficult tasks, shows self-discipline through productive struggle in order to build inner strength

And...

Resilience

Utilizes supports to overcome stress, adversity and trauma

Our learning community believes that all students can learn, and that all students should be prepared for a productive, prosperous life in marketplace. Our design employs a comprehensive

approach—caring adults who build relationships and use effective interventions—and strong teachers who offer high-quality instruction through use of best practices and college-oriented programs such as AVID and **Project Lead the Way**. The implementation of our design will result in our students becoming both equipped and motivated to succeed at highly selective post-secondary institutions of their choice and in a range of careers in STEAM industries.

To further honor our rethinking around the “how” and “what” of learning, we build our innovation around five essential Core Values that serve as an intellectual and cultural compass for our collective undertaking. More importantly, they message our uniqueness as an Early College model, and they internalize our institutional urgency and focus for our students to extend their reach to college and beyond. Tied to our Mission Statement and overarching goal, our Core Values are as follows:

Our framework is designed to nurture the seeds of potential that is inherent within each child in a learning environment using the **5Rs Educational Framework: Rigor, Relevance, Relationships, Reflection, and Renewal**.

We believe that if students can see themselves in the curriculum (e.g. content—language arts, mathematics, science, social science, art, physical education, world language.) and its relevance to their lives in the present and future they will acquire the knowledge, skills and behaviors for success in college and career. Our design will help students to increase their understanding of self, societal issues and needs, and what they need to prepare for their future as a productive, contributing members of society (i.e. local school, family, community...country.), including college and career.

The **5Rs Educational Framework** draws from the work of Rigor/Relevance Framework developed by **Willard R. Daggett**, *President of the International Center for Leadership in Education*. All students will be supported to engage with **rigorous** standards-based curriculum that requires students to demonstrate in-depth mastery of demanding tasks in the, school classroom and broader community that require higher order thinking skills. The curriculum will be **relevant** as students apply core knowledge, skills and concepts to understand and solve real world issues and problems. Using a coherent and cohesive range of research based applied, experiential, brain-based learning instructional strategies (e.g. authentic problems and tasks, inquiry-based, project-based learning, cooperative learning, service-learning, internships learning). Relevance is a key component of our educational approach so students see themselves in the curriculum and are able to demonstrate the usefulness of the curriculum to real life situations.

The third component, **relationships** addresses the need for supports and positive interactions between and among students, as well as adults within the school and outside the school who are involved in the teaching and learning process (e.g. students, teachers, staff, college/career mentors, work-based learning mentors). A key strategy for this component is

“The Learning Village”. A team of teachers will be responsible for a grade level learning village consisting of cohorts of 15 – 20 students assigned to an advisory teacher. The advisory teacher will remain with their cohort of students for four years period. The “Learning Village” supports the development of strong relationships among students, teachers, and families and provides support for students’ personalized pathway plan and collective accountability for the outcomes of students in each “learning village.” The fourth component is designed to engage the entire school community in **reflection**. Students self-assess by engaging in reflective thought about their own learning and how what they have learned and need to learn connects to their future. As the school staff systematically engages in cycles of inquiry throughout the teaching and learning process, individual and collective reflection will guide continuous improvement at the classroom and school level. Frequent formal and informal sessions with parents will involve parents in reflective thought to keep them engaged in supporting their students in the teaching and learning process. The fifth and final component is **renewal**. Having reflected upon and assessed how well the learning organization is doing toward achieving its’ targets, the renewal component engages the school community, collectively and individually (leadership, faculty, staff, students, parents, community partners) in celebration of accomplishments and being accountable for results. This component requires an on-going commitment by all stakeholders to revitalize and revamp as needed to achieve our vision and mission.

Below is a snapshot of the McClymonds STEAM Early College—personalized--Model.

<i>Core Values</i>	<i>Key Strategies</i>
Rigor	<i>Standards aligned curriculum that includes graduation and A-G requirements’ including seminars, AP, college courses and other electives.</i>
Relevance	<i>Personalized Pathway Plan for each student, interdisciplinary project-based learning, service-learning, work-based learning.</i>

Relationships	<i>Grade-level Learning Village, Advisory, College/Career Mentors, Workplace Mentors, community school partners.</i>
Reflection	<i>Continuous improvement cycles of inquiry at all levels of the school, accountability sessions, and reporting results to all members of the school community using various forms of media and venues</i>
Renewal/Recommitment	<i>Celebrations, bi-annual and annual meetings to provide opportunities for stakeholders to demonstrate their ongoing commitment to work together to achieve the mission and vision</i>

EDUCATION PLAN

Our redesign model recognizes and is designed to care for and develop the whole child – academically, emotionally and socially. To ensure that students receive all of the programs and supports necessary for long-term success in and beyond school we propose implementing several critical structures and programs.

Challenging Curriculum

The personalized education plan design is a college-preparatory program that prepares students to meet or exceed California State High School graduation requirements and utilize STEAM skills achieve both college and career readiness.

The graduation plan provides a 10 year roadmap for our students to follow as they move from high school to college academic work. All faculty and staff support students’ progression through the graduation plan by:

- Utilizing a standards-based classroom model that builds upon the California Common Core State Standards and the rigorous elements of the College Board’s Advanced Placement program;
- Supplementing and enhancing the Code.org and Project Lead the Way curricula and supporting materials;

- Providing students and teachers with the resources (texts, software, laboratory equipment, etc.) necessary for high-quality teaching and learning in both high school and college-level courses;
- Providing students with a grading system that distinguishes between the demonstration of content knowledge (product) from the work habits (process) ensuring that students are evaluated and reports of achievements and progress are based on what students know and are able to do;
- Utilizing common writing rubrics across all subjects;
- Expecting and support each student to present a defense of learning at the end of each semester to community members.

Concurrent Enrollment

Ultimately, all students attending McClymonds STEAM Early College will graduate from high school with credits earned that can be applied to college. Students will take college courses and earn one year of college credit. Upon completing their personalized graduation plan, students can graduate with an Associate of Arts or Associate of Science degree and continue their studies at a post-secondary institution: the utmost goal for our students is to obtain admission into and graduate from the college or university of their choice with a degree in their field of study.

Our design supports the opportunity for students to earn both high school and college credit from the same courses through a system of dual credit or concurrent enrollment. *Dual credit* is typically awarded to students who complete higher-level high school courses that also meet the course curriculum requirements of the community college. *Concurrent enrollment* allows our students to gain credit for courses taken at the community college. Instructors of general education dual credit courses must meet the licensure requirements of the school district and the credentialing requirements of the community college.

It is our intent that many of the career technical courses and arts courses offered will be eligible for dual credit. The Oakland Unified School District and the Peralta Community Colleges already have several dual credit agreements in place for career and technical education courses. These dual credit courses can be easily included in the establishment of pathways leading from high school to personalized Career and Tech Ed Plans at the community college level. Some courses may be taken for community college credit only or in concurrent enrollment as a high school elective credit. To provide students the opportunity to simultaneously enroll in both high school and college coursework, this may require periodic adjustments to ensure seamless coordination of students' schedules.

STEAM Exploration

McClymonds STEAM Early College will strategically aligned partners in order to provide scholarly and purposeful opportunities to prepare our students for both college and career. A professional and smaller learning community will support personalized learning in the areas of science, technology, engineering, arts, and math. Each student will have a diagnostic profile that includes strengths, areas for improvement, personality and interest inventories, as well as college and career goals. Students, families, advisors, and counselors will refer to the profile and academic and attendance reports to prepare Personalized Learning Plans (PLP) including academic and career goals, a wellness plan, citizenship development and community service, and other areas specific to the student. The plan will serve as the guide for the student’s work with opportunity for review and adjustment as needed.

More importantly, these plans will support the development and navigation through STEAM. Every 9th grade student will take a STEAM Exploration course that introduces the concepts and opportunities embedded within each domain. At the end of 9th grade, students will decide with the support of their mentor and advisor the next level of study. The chart below provides an example of student progression.

Grade	Pathway Focus	Work-based Learning
9th	STEAM Exploration	Field Trips Job Shadows
10th	*Engineering/Science Entrepreneurship	Field Trips Job Shadows
11th	*Engineering Food Science/Sports & Fitness/ Arts/ Medicine/Marketing	Job Shadows Internships
12th	*Engineering Food Science/Sports & Fitness/ Arts/ Medicine/Marketing (*partnership w/Intel & PLTW)	Internships (i.e. Central Kitchen/ Cal/Uber/OUSD/ County)
Graduates earn a high school diploma STEAM Pathway Certification and/or Associate of Arts Degree		

Class Size and Structure

Class size (pupil: teacher ratios) will be maintained as close to twenty students per class as possible. Smaller class sizes enable teachers to provide more individualized attention, enable teachers and students to develop stronger, more trusting relationships that promote student effort and achievement, as well as higher levels of engagements. The ability to maintain lower class sizes is a direct function of the funding levels provided for the school. The school will use its allocations in such a way as to maximize the numbers of teachers and maintain relatively lower class sizes.

****Therapeutic Structure**

In order to maximize the benefits of cohorts, we will operate on a modified block schedule that includes a challenging curriculum, community building, personalized learning time, and teacher collaboration:

Sample 9th

Monday	Tuesday	Wednesday	Thursday	Friday
English/Honors 8:00-9:15	Village 8:00-9:15	Village 8-8:45	English/Honors 8:00-9:15	Village 8:00-9:15
Nutrition 9:15-9:25	Nutrition 9:15-9:25	Nutrition 8:50--9:05	Nutrition 9:15-9:25	Nutrition 9:15-9:25
PE 9:30-10:15	CTE 9:30-10:15	English 9:10-9:55	PE 9:30-10:15	CTE 9:30-10:15
Geometry 10:20-11:05	PE 10:20-11:05	History 10-11	Geometry 10:20-11:05	PE 10:20-11:05
Lunch 11:10-11:45	Lunch 11:10-11:45	Science 11:05-11:55	Lunch 11:10-11:45	Lunch 11:10-11:45
History 11:45-1:00	Pre-AP Bio 11:45-1:00	PE 12-12:45	History 11:45-1:00	Pre-AP Bio 11:45-1:00
Digital Art/Language 1:05-1:50	Geometry 1:05-1:50	Lunch	Digital Art/Language 1:05-1:50	Geometry 1:05-1:50
CTE 1:55-3:10 (STEAM exploration)	AVID/Advisory 1:55-3:10		CTE 1:55-3:10	AVID/Advisory 1:55-3:10

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Scope and Sequence

A-G	9th Grade	10th Grade	11th Grade	12th Grade
English	Honors Introduction to Literature & Composition	Honors American Literature	AP Language and Composition – Dual Enrollment	AP Literature and Composition – Dual Enrollment
Math	Geometry	Algebra II	Pre-Calculus Dual Enrollment	AP Calculus - Dual Enrollment
Science	Honors Biology	Honors Chemistry	Honors Physics Dual Enrollment	AP Physics, AP Chemistry or AP Biology II – Dual Enrollment
Social Studies	African-American History	AP World History	AP US History Dual Enrollment	AP US Govt Politics and Civics – Dual Enrollment
Physical Education	PE Dance	PE Dance Athletics	Sports Med Dual Enrollment	Sports Med Dual Enrollment
World Languages	Spanish I Latin--Dual Enrollment	Spanish II Dual Enrollment	AP Spanish LAT – Dual Enrollment	AP Spanish LIT – Dual Enrollment
Fine Arts	Photography Digital Media Music	Photography Digital Media Music	Fine Arts – Dual Enrollment	Fine Arts – Dual Enrollment
(CTE) Technology	Exploration	PLTW Computer Science (CS)	PLTW CS Food Science	Technology– Dual Enrollment

		Marketing	Kinesiology	
Electives	AVID	Intro College and Communication 115 Leadership Manhood Development Dual Enrollment	College Seminar Leadership Internship Dual Enrollment	Internship Leadership Dual Enrollment

					<i>Engineering Magnet Program</i>	
<i>Period</i>	<i>Engagement Center</i>	<i>Cohort 1</i>	<i>Cohort 2</i>	<i>Cohort 3</i>	<i>Cohort 4</i>	
<i>1</i>	<i>1 Teacher</i>	<i>English 1</i>	<i>AA History</i>	<i>Biology</i>	<i>Algebra</i>	
<i>2</i>		<i>AA History</i>	<i>English 1</i>	<i>Algebra</i>	<i>Biology</i>	
<i>3</i>		<i>Biology</i>	<i>Algebra</i>	<i>English 1</i>	<i>AA History</i>	
<i>4</i>		<i>Algebra</i>	<i>Biology</i>	<i>AA History</i>	<i>English 1</i>	
<i>5</i>		<i>PE</i>	<i>Exploration</i>	<i>PE</i>	<i>Exploration</i>	
<i>6</i>		<i>Exploration</i>	<i>PE</i>	<i>Exploration</i>	<i>PE</i>	
<i>7</i>		<i>Digital Media</i>	<i>Digital Media</i>	<i>Geometry CS</i>	<i>Geometry CS</i>	
<i>8</i>		<i>AVID</i>	<i>AVID</i>	<i>AVID</i>	<i>AVID</i>	
<i>1 English Teacher (4 English + 1 Digital Media + AVID Study Hall 2x)</i> <i>1 History (4 AA History and 1 Digital Media)</i> <i>1 Math (4 Algebra + 1 Geometry CS+AVID Study Hall 2x)</i> <i>1 Science (4 Biology and 2 Exploration)</i> <i>2 PE Teachers (2 Coaching session for athletics)</i>						

Mentees/Mentors

The MCCLYMONDS STEAM EARLY COLLEGE student mentorship program attends to the social-emotional needs of students, builds cultural capital, and provides structured support for college planning, career planning, life choices, and academic intervention.[6] The program pairs students with adults to build strong relationships ensuring that every student has the benefit of a caring, interested adult at school that provides them with positive learning experiences, monitors their progress, and intervenes quickly and effectively when needed. The mentee-mentor relationship is intended to continue from the time a student enters McClymonds STEAM Early College through graduation. The longevity of the relationship enables the advocate to know each student well and work with each student and his or her family to support and celebrate the student's academic achievements.

Advancement Via Individual Determination (AVID)

Advancement Via Individual Determination (AVID), is an elementary through postsecondary college readiness system that is designed to increase school wide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change.

AVID is implemented on a school-wide basis. All students will have one AVID class a day that focuses on providing all students the academic skills, social skills, and work habits needed to graduate from a four-year college or university. AVID uses Cornell note-taking, study and organizational strategies and research-based teaching strategies to accomplish this. All teachers will receive AVID training in August 2011 and be prepared and expected to use AVID strategies to support and reinforce the academic habits and behaviors of highly effective and successful learners.[7]

Community of Learners – Village Meetings

We seek to ensure that our students' academic day starts off successfully by providing all-school meetings with adult and peer mentors and leaders who will help them remain focused on improving and upholding the Core Values and Mission of the school. Morning meetings provide time to share personal words of wisdom, encouragement and challenge, as well as express the importance of getting a college education. These brief inspiring words centered on various themes will serve to set the tone for the day. They will reinforce the school's vision in promoting a positive learning environment that produces critical thinkers and self-directed lifelong learners as they prepare for success in college.

ASSESSMENTS

Metrics and Interventions

MCCLYMONDS STEAM EARLY COLLEGE Assessment Schedule												
Assessments	JUL Y	AUG	SEP	OCT	NOV	DE C	JA N	FE B	MA R	AP R	MA Y	JUN
Intake Diagnostics	x											
SRI		x				x			x		x	
SMI		x				x			x		x	
Classroom Assessments		x	x	x	x	x	x	x	x	x	x	x
SBAC Interim				x								
History Writing Task						x						
PSAT (10 th Gr)				x								
SBAC									x			

SAT (11 th /12 th Gr.)						x					x	
ACT (11 th /12 th Gr.))												
AP (10 th /11 th /1 2 th Gr.)							x				x	
Final Exams												x

Assessing Student Progress

The “R” for reflection in the 5Rs framework addresses progress monitoring and assessment. The entire school learning community, teachers, students and parents, mentors will engage in progress monitoring based on established goals and benchmarks. For example, students will develop success plans every five weeks based on school and individual targets. During Personalized Learning Time, students assess and reflect on how well they are doing and update their 5-week success plan. Teachers will use reflective practices to assess their own instructional practices (e.g. teacher assignments) and student learning (e.g. student work, student responses), to make adjustments and provide feedback to students to increase student learning. They will also use reflective practices with other teachers during collaborative planning time as they review student data and share practices. Parents and mentors will participate in scheduled sessions to obtain training in the use of simple protocols and tools to use to monitor and assess students’ progress.

Formative assessments such as questioning, providing feedback to students, and similar strategies will be used to monitor and support student learning. Formative assessment is a cycle of instruction, immediate data-gathering to collect feedback that helps the teacher re-adjust instruction, and the sharing of that feedback so students themselves are engaged in the learning process. This classroom cycle of inquiry will be the common practice in all classrooms to support differentiation and the implementation of each student’s Personalized Pathway Plan. A few examples of formative assessments to assess student learning and to inform instruction are: exit/admit slips, individual/small group conferencing, peer/self-assessments, discussions, practice presentations, think-pair-share, four corners, quizzes. An instructional framework will

be developed to help guide coherent instructional practice school-wide, including deepening the practice of reflective teaching.

Interim assessments required by the district that are aligned to standards will be implemented in accordance with the district assessment calendar. These assessments include the following:

9th Grade:

- The English interim assessments will consist of SBAC diagnostics, quarterly SRI, OUSD Performance Writing Tasks, and pre-post assessments for each units of study that need to be developed.
- The Math interim assessments will consist of SBAC diagnostic, quarterly SMI, OUSD Performance Tasks, and pre-post assessments for each units of study that need to be developed.
- The Science interim assessments will consists of the OUSD Biology Performance Task.
- The History interim assessments will consists of the OUSD performance tasks, and the pre-post assessments aligned/linked with English
- AVID students will engage in weekly tutorial in order to assess their progress towards standards in core classes
- At the end of the academic year, students will have to defend their competency portfolio

10th Grade:

- The English interim assessments will consist of SBAC diagnostic, CAHSEE exam, quarterly SRI, OUSD Performance Writing Tasks, and pre-post assessments for each units of study that need to be developed.
- The Math interim assessments will consist of SBAC diagnostic, CAHSEE exam, quarterly SMI, OUSD Performance Tasks, and pre-post assessments for each units of study that need to be developed.
- The Science interim assessments will consists of the OUSD Chemistry Performance Tasks will engage in weekly tutorial in order to assess their progress towards standards in core classes
- PSAT
- The History interim assessments will consists of the OUSD performance tasks, and the pre-post assessments aligned/linked with English, and AP World History
- At the end of the academic year, students will have to defend their competency portfolio and AVID students will complete their AVID portfolio

11th Grade:

- The English interim assessments will consist of SBAC, SRI, OUSD Performance Writing Tasks, AP exams, and pre-post assessments for each units of study that need to be developed.
- The Math interim assessments will consist of SMI, OUSD Performance Tasks, and pre-post assessments for each units of study that need to be developed.

- The Science interim assessments will consist of the OUSD Chemistry Performance Tasks will engage in weekly tutorial in order to assess their progress towards standards in core classes
- PSAT
- The History interim assessments will consist of the OUSD performance tasks, and the pre-post assessments aligned/linked with English, and AP US History
- At the end of the academic year, students will have to defend their competency portfolio
- Concurrent course completion

12th Grade

- The English interim assessments will consist of SBAC, SRI, OUSD Performance Writing Tasks, AP exams, and pre-post assessments for each unit of study that need to be developed.
- The Math interim assessments will consist of SMI, OUSD Performance Tasks, AP Calculus, and pre-post assessments for each unit of study that need to be developed.
- The Science interim assessments will consist of the OUSD Physics Performance Task.
- SAT/ACT
- The History interim assessments will consist of the OUSD performance tasks, and the pre-post assessments aligned/linked with English, and AP Government
- At the end of the academic year, students will have to defend their competency portfolio
- Concurrent course completion

The grade level team will be responsible for bi-weekly collection and discussion of the students' demonstration towards goals and indicators. Students who need acceleration and support will either be referred to the PLT advisor for personalized supports: SST, tutorials, extended learning time, etc. PLC teams will collaborate bi-weekly to discuss and review student progress towards mastery of standards and competency indicators.

At the classroom or teacher level, student work samples and teacher assignments will be reviewed in order to inform practice. At the end of each marking period, the leadership will lead all stakeholders through data analysis and root-cause analysis to inform adjustments that may be needed. If data reveal that some classrooms or teachers are consistently falling short of the goals for the school, individual performance goals will be reviewed, and coaching will be intensified. If these measures prove to have little or no impact, based on analysis of the data, school leadership will seek the support of the Network Superintendent to re-assign personnel to ensure that student needs are being met.

At the school-wide level, data will be systematically reviewed during leadership team meetings. We will analyze whether our model is falling short in terms of inadequate professional development, insufficient time allowances, poor fidelity to the model, or other deficiencies. We will then collaborate with support staff within the OUSD Central Office to refine and improve

our approaches, as well as outside experts. Based on our analysis corrective actions will be employed and/or abandonment of practices that are not working.

ELL

PEC

CULTURE AND CLIMATE

Student Behavior and Discipline

The discipline policy will align with OUSD’s most recently adopted discipline policies. The use of suspension and expulsion will be limited to the behaviors listed in the Discipline Matrix as Type III, IV, V or VI offenses, befitting suspension and expulsion. The Pre-Referral Intervention Guide will be used to prevent the loss of instructional time for students engaged in Type I offenses/behaviors (defiance, minor violations, truancy, etc.), and the Post-Referral Intervention Guide will be used to minimize the loss of instructional time for students engaged in offenses/behaviors listed as Type II or higher. Our multi-tiered approach to discipline will preserve the dignity of students while addressing inappropriate student behavior. The disciplinary progression at McClymonds STEAM Early College includes mediation/restorative conversation, after school detention, in-school/lunch detention, Saturday detention, in-school suspension, off-site suspension, and expulsion.

Students and parents/guardians will be provided with comprehensive information about the school’s discipline policy through the Parent Guide, “learning village/tribe (traditionally advisory), presentations at in-school assemblies, Back-to-School night, and other parent outreach meetings, where they will be informed that they have the right to:

- be informed of the policies and rules governing student conduct and discipline
- be informed of charges of misconduct and the evidence used as a basis for the charges
- present their version of the facts and any supporting evidence or testimony to the appropriate school administrator prior to disciplinary action being taken, unless the administrator deems it an emergency situation
- have a conference with school staff
- be notified in advance of any disciplinary hearing
- subpoena witnesses, and appear and be represented in disciplinary hearings
- appeal expulsion decisions to the Alameda County Board of Education within 30 days

Parents and students will also be informed that parent/guardian or student complaints regarding the implementation of the District’s discipline policies can be submitted to the Office of the Ombudsperson (contact information will be provided).

Constructive, positive interventions from the Pre and Post-Referral Intervention Guides will be utilized when student misbehavior occurs. But the focus at McClymonds will be on preventing

behavior issues by improving adult-student relationships and increasing positive supports throughout the school. Positive relationships lie at the heart of the envisioned school culture, and will help drive adults' ability to engage students to achieve our school's vision for successful career and college-ready graduates. To support more positive relationships, McClymonds will implement school-wide Positive Behavior Interventions and Supports (PBIS). PBIS has been shown to increase time on task, improve behavior throughout the school building, and reduce office discipline referrals, suspensions, and dropouts (Bohanon, Flannery, Malloy, & Fenning, 2009; Bradshaw, Mitchell, & Leaf, 2010; Lewis et al., 2006). PBIS requires the establishment of clear expectations, which helps to decrease the effects of implicit bias by reducing ambiguity in disciplinary decisions (Lai, Hoffman, Nosek, & Greenwald, 2013), and reduces overall disproportionality in the use of discipline (Vincent, Swain-Bradway, Tobin, & May, 2011). With PBIS our school will teach and reinforce behavioral expectations that are fair and equally applied to all students in all contexts. These behavioral expectations will be posted throughout the school and reinforced in positive ways through both formal and informal means (more on this under Student Engagement), to ensure universal, shared awareness of behavioral expectations and potential rewards and consequences.

We will also renew its commitment to restorative practices by participating in Project Prevent, a program funded by the US Department of Education and administered by OUSD's Behavioral Health Unit. Through professional development, coaching, and onsite support, participation in Project Prevent will help McClymonds personnel recognize and address trauma-related behaviors in classrooms, and deepen our use of restorative practices to address and resolve conflict more effectively. Furthermore, because OUSD's Restorative Justice model has recently been found to help schools reduce the disproportionate use of discipline with African American students, we believe our involvement in Project Prevent will help move McClymonds toward more racially equitable disciplinary practices.

We anticipate that Project Prevent will build upon the McClymonds peer mediation program. In this approach students of the same age-group facilitate resolving disputes between two people or small groups. This process has proven effective in schools around the United States, changing the way students understand and resolve conflict in their lives. Changes include improved self-esteem, listening and critical thinking skills, and school climate for learning, as well as reduced disciplinary actions and fewer fights. These skills are transferable outside of the classroom. The process is voluntary for both sides. Peer mediators do not "make decisions" but rather work towards a win-win resolution for both sides in order to avoid further trouble. Administrators in charge of discipline incorporate this conflict resolution process into their strategies as well. Peer mediators must be trained and monitored since they often lack maturity and experience, both in conflict management and negotiation skills. Strategies include role-playing, problem-based learning and active-learning. If possible, workshops should be

conducted away from school to minimize distraction. The goal is to move from mutual blame toward a solution acceptable to all parties. The approach is highly consistent with Peer-RJ and will form a solid cultural foundation for authentic implementation of the Project Prevent model.

Additionally, we will use a Peer Review Board to resolve formal complaints from students. This Board comprises 5 students (sophomores, juniors and seniors), 1 administrator, 1 parent and 2 teachers. Students who participate get an elective course credit. Cases are presented and heard on Fridays, discussed for a full week, and participants are notified of resulting decisions on Mondays. Responsive measures are educationally-based and designed to address behavior that relates to creating a positive school culture.

Another function of these data reviews will be to flag any students who might be in need of additional supports, including Tier 2 supports like Check-In/Check-Out, assessments, healing circles, etc., and to monitor and recognize progress made via Tier 2 and Tier 3 supports and interventions. We will use regular data reviews to help identify where we need to put additional effort as a school, which school personnel might be in need of individualized support in implementing the models, and how we can support our students more effectively.

STUDENT ENGAGEMENT

Our goal is to reduce chronic absences by 50% incrementally over the next two years, and achieve and maintain a 97% positive attendance rate. We will encourage high rates of attendance through positive intrinsic and extrinsic incentives (Tier 1) and attendance agreements (Tier 2). Students, supported by their “learning village/tribe teacher and mentors will monitor attendance data weekly. Students will use attendance data, as well as other performance data to update their short term success plans that are benchmarked to their long range personalized pathway plan. Attendance data will be shared with students and their families. Our attendance compliance officer, attendance clerk, and data analyst will be responsible for monitoring and reporting on attendance data. These data will be shared monthly with Collaboration of Services Team (COST) members and teachers. In the event we do not reach our goals using Tier 1 and Tier 2 supports, we will conduct home visits for chronically absent students to investigate the root cause (Tier 3) and implement strategies to address the cause(s).

To build a sense of community within the student body, grade level “learning villages/tribes” will be organized based on the advisory model. Teachers will be assigned to and remain with their learning village/tribe through graduation. Additionally, each advisory “learning village tribe” will meet at least two times per week for personalized learning time to support the development, implementation and assessment of student Personalized Learning Plan.

A bridge structure will be designed to engage with rising 9th grade students and their families during the Spring of their 8th grade year. This will be done through a series of workshops, campus visits/shadow days, and family interviews. Students will get acclimated to the McClymonds campus the summer before 9th grade year. During this time, in-coming 9th grade students will be partnered with upper classmen to foster mentor/mentee relationships. More importantly, 9th grade students will begin school two weeks earlier in order to experience “Freshmen Seminar--inventory assessment and induction.

EMPLOYMENT

To meet the needs of our students, improve student achievement, and fully implement our educational program, McClymonds STEAM Early College requires the flexibility to select and hire individuals that further our mission, vision, and academic goals. Furthermore, we need the flexibility to evaluate, support and compensate staff in alignment with our educational program.

Employment Status.

In order for the faculty and staff to require the necessary tools to maximize the design, it is critical that we utilize summer months for professional development and training. Namely faculty and staff will work an 11 month calendar year:

Month	Faculty/Staff	Purpose	Outcome
July 5-29	9th Grade Team Culture Team	Plan integrated STEAM lessons (AP/AVID) Align PBIS into the climate of classrooms and prepare for Bridge	Students and families will experience a cohesive, aligned program. They will know and understand clear expectations.
August 8-17	9th Grade Team Culture Team Support Staff	Summer Bridge	Staff will assess students strengths/weaknesses while acclimating families to the Mack Way.
August 12-13	Support Staff	Registration	Enroll 10th-12th grade students.

August 15-19	All Staff Return	Prep for 2016-2017...Implementation Implications	All teachers will experience the implementation.
August 15-17	9th Grade Team Culture Team	Overnight Team Builder with Freshmen Class	Create the beginnings of positive relationships between staff/students and students/students.
Every 1st/4th Saturday	Assigned Teachers	Saturday School	Integral component of discipline/climate matrix. Small group GATE/AP acceleration
June 13-24	Assigned Teachers	Semester Recovery	Opportunity for 9th-11th grade to recovery credit through an extended marking period.

As Described in this document, McClymonds STEAM Early College is requesting maximum flexibility to:

- Recruit and hire staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school’s Innovation Plan.
- Post vacant positions, recruit, and hire staff as the need arises, even if such need falls outside the District’s standard hiring cycle.
- Not be subject to direct placement of teachers by the District.
- Create non-traditional job descriptions, which may include adding roles to any job description.
- Hire non-licensed teachers for non-core subjects who are not required to meet NCLB highly qualified criteria; the school will hire teachers who meet the highly qualified requirements for all core content classes.
- Create a professional development program that supports the design. McClymonds STEAM Early College will have the option to participate in the District-provided professional development or to opt out and provide its own professional development that is specific to the unique needs of McClymonds STEAM Early College students, staff, and programs.

- Create a process to address under-performing employees.
- Establish compensation rates and other methods of rewarding performance, including additional bonuses and/or incentives.
- Implement other programs and policies, such as a dress code and employee and student conduct expectations, that will support the school’s culture as described in the Innovation Plan.

In addition to required FTEs to provide a comprehensive A-G, Early College program, we will require the additional personnel:

Role	FTE	Role in Design
Design Principal	1.0	Manages the implementation and scope of the design; leads stakeholders through progress monitoring; collaborates with Central offices to maximize effectiveness
Attendance Compliance Officer	1.0	Decreased the number of chronic absences in order to maximize seat time. The CO communicates with families through both written form and home visits; serves on the Culture Team
Attendance Clerk	1.0	Increase positive attendance, completes compliance and state regulation reports, manages both suspension and independent contract paperwork
Registrar	.5	Organizes and maintains cum files, responds to the transcript requests, and manages registration and intake of new students
College and Career Readiness Manager	1.0	Organizes and manages personalized learning plans and college and career opportunities: concurrent Enrollment, Oakland Promise, internships, and Intel Partnership
Social Worker/Case Manager	1.0	Coordinates care with SEL partners, manages SST meetings, and participates in 504 plan

		development; provides initial SEL assessment for all new students (foster, probation, etc.); serves on the Culture Team and COST
RJ Manager	1.0	Facilitates pre-referral restoration, leads conflict mediation, supports teacher with re-entry from referral and suspension; serves on the Culture Team
Dean	1.0	Handles lower-level offenses and works with student leaders to establish and maintain a positive school culture, manages ISS room; serves on the Culture Team and COST
Transitional Principal	1.0	Leads the FAP strategic plan for grades 10-12, works in conjunction with the Design Principal, ILT, and Culture Team
Athletic Director	.5	Manage student-athletics: CIF Rules, OAL Bylaws, Site Contracts, Travel, Eligibility
AAMA Manager	1.0	Manages a caseload of 20 Tier 2-3 Male students, Facilitates AAMA curriculum; serves on Culture Team and COST
Mentor Coordinator	.5	Manages AVID tutors, collaborates with Dean/Career Readiness Manager, manages Village Time and schedule ILT for students; serves on Culture Team
Academic Counselor	1.5	Manages students A-G and graduation plans (.5 FTE specifically for 9th grade)
Community Schools Manager	1.0	Manages community based partnerships and negotiates funding/MOUs

Compensation

The compensation package will have, as its foundation, the salary system established in 11-month Employment Agreement. A stipend structure will be developed in collaboration with Human Resources to exceed these minimum salary expectations to compensate teachers for extended work time (summer learning, summer bridge, intercession, overnight trips). The new

stipend policy and faculty roles and responsibilities will be outlined in the *McClymonds STEAM Early College Employee Handbook*.

All full time employees at McClymonds STEAM Early College will participate in the CalSTRS retirement system.. Should any staff or faculty member transfer from McClymonds STEAM Early College to another OUSD assignment, all pension benefits will be portable and there shall be no loss of benefit. This structure will be outlined in the Employee Handbook.

Professional Development & Teacher Effectiveness

Professional development will be provided to support McClymonds STEAM Early College teachers in three key areas: content and pedagogy and SEL. All teachers will participate in training to support their understanding of course content and their ability to deliver this content using effective instructional practice. Professional development on core content will occur primarily within the regular school day during common planning periods and will focus on collaborative planning, common assessments and effective practices. Professional development on effective instructional practices will be aimed at school wide goals and strategies. McClymonds STEAM Early College teachers and leaders will benefit from AVID and AP as they provide structures and strategies addressing the needs of all students and their academic needs.

McClymonds STEAM Early College will have the flexibility to administer a teacher evaluation system that is in alignment with our mission, vision, values and educational program. McClymonds STEAM Early College intends to use TGDS, the district's teacher evaluation process.

FACILITIES

[Plans](#)

[Budget Projections](#)

[Management Plan](#)

PROPOSED PROJECT DESIGN SCOPE

Tasks Listed in Facilities Summary Assumed to be part of M&O outside the scope of this project:

Fumigate buildings

Clean basement for storage.

Operational Related Needs Included in Facilities Summary:

Provide authentic learning experiences in environmental studies and issues

Create Driver's Education Course

Reallocate main floors for all McClymonds school programming

The campus swimming pool will be opened to expand the P.E curriculum and to provide classes and certification on swimming technique and safety.

TASK 1: Facility Planning

Facility Assessment and Documentation

Refine Site Goals

Define Potential Projects

ROM Cost for Projects

Prioritize Potential Projects

Develop Phasing and Implementation Plan

Meetings:

Site Assessment Visit

3 Meetings with Site Committee

2 Stakeholder Group Facilitated Brainstorming / Visioning Sessions

TASK 2: Design and Construction Oversight of Non-DSA Work with a budget of \$800K

Systems:

Upgraded Site Surveillance (inclusive of auditorium/cafeteria/gym)

WiFi in cafeteria/ Plaza of Peace

Upgrade site HVAC / Ventilation System

FF&E:

Cafe seating and vending machines in cafeteria

Collaborative desks

Picnic seating in the Plaza of Peace with charging docks

Finishes:

Painting

TASK 3: Design, Approval, and Construction Oversight of DSA Approved Modernization and

New

Construction Work with a budget of \$2.1M

Site Upgrades:

General:

Provide two digital marquees for both inside and outside

Safety:

Provided secured gate at 28th Street entrance to the parking lot

Parking lot lights

Sports:

Opposing stadium seating the field McClymonds High School Modernization Proposal
(continued)

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New Baseball field within ½ mile from school and batting cage where current tennis courts are located

Swimming pool seating area

Outdoor Learning:

Provide expanded outdoor power and data access

Renovate McClymonds Community Garden and greenhouses to facilitate lessons and research in biological sciences

Provide space for an outdoor theater to support the arts program

Provide collaborative seating to allow students to use computers and work together in an outdoor setting.

Modernization / Renovation:

General:

Provide technology labs to support Personalized Pathway Plans/programs and STEM curriculum

Upgrade science rooms with chemical hoods/vents and new counters/stools

Windows replacements with upgraded blinds and operability.

Update student store space

Safety:

Upgrade door safety hardware.

Upgrade emergency exit doors with alarm

Auditorium:

New seating

New house lighting and spot light

Replace stage floor

Upgrade power

New backstage controls

New bluetooth sound system

New projector/screen

Library: Renovated to function as a research-media space

Finishes: Painting, new flooring

Program: Additional storage, study spaces, cafe furniture space

New security system for entry and new emergency exit door

System Upgrades: additional power, charging docks, projector/sound system, flat screen television, smartboard

FF&E: New furniture, Chromebook cart (30), 6 computers, high speed wireless printer/copier/scanner, printer for circulation desk, 3-D printer

Cafeteria:

Upgrade sound system

Replace windows, and doors

FF&E: New projector

New Construction

New Automotive Shop will to support a automotive engineering curriculum

New Two-story gym for both site and community use (basketball, volleyball, racquetball, shower/locker room)

PARTNERSHIPS

Service Provider	Scope of Work	Impact of Design
<p>Alternatives In Action</p>	<p>Through our Community Programs, we partner with school staff, youth, parents and organizations to create powerful, real-world learning opportunities for over 1,300 high school youth in our “Six Pillars of Collaborative Programming”. These include After School Community Projects, Academic Support and College Preparation, Career Development, Parent Engagement, Health and Wellness, and Cascading Leadership. We offer a place and supports that meet the needs of the whole child, from leadership to tutoring to physical check-ups. As youth progress and grow, they may take on roles of greater influence in the school and co-lead programs with other youth.</p>	
<p>SPAAT</p>	<p>A comprehensive approach to student athlete development that allows for them to understand and practice principles of sound health, safety, mental fortitude, physical fitness and workforce readiness.</p>	
<p>East Bay Consortium</p>	<p>The East Bay Consortium provides services to students and teachers in Oakland to achieve the goal of increasing the number of students finishing high school and enrolling in postsecondary institutions.</p>	

	<p>For Students the East Bay Consortium provides:</p> <ul style="list-style-type: none"> - Summer academic enrichment programs for 7th-11th graders - Year round tutoring and mentoring - Saturday programs for students and parents - Parent and family programs - College and career fairs - Financial aid workshops - High school and college advising <p>For teachers and prospective teachers the East Bay Consortium provides:</p> <ul style="list-style-type: none"> - Summer teacher and prospective teacher institute - Support in the classroom - Academic and professional training for prospective teachers. 	
Chappelle Hayes		
Catholic Charities		
TUPE	<p>Provides funding through an application process for tobacco-specific student instruction, reinforcement activities, special events, intervention, and cessation programs for students.</p>	
San Francisco Foundation		
Elevate/51Oakland	<p>The Elevate Hope Foundation (EHF) is dedicated to providing abused and abandoned children an alternative method of therapy through music and arts education, and funding special services and programs that assist the needs of these children using these fundamental methods. EHF supports existing programs of their beneficiaries through monetary funding to purchase items (e.i. musical instruments, art supplies, and work stations complete with computers, keyboards and applicable instructional software) as well as in-kind donations. Foster care systems and outreach programs alike share the urgent demand for funding and unite in this strong commitment to serve the needs of disadvantaged</p>	

	children.	
Alameda County		
Planting Justice	The Planting Justice Education Team leads workshops using our self-designed curriculum in food justice, culinary arts, and permaculture design that empowers participants with the skills and knowledge they need to transform their common spaces into productive and educational organic gardens.	
Intel		
FOPL	Friends of the Oakland Public School Libraries (FOPSL) is working in partnership with Oakland Unified School District (OUSD) Library Services, individual donors, foundations, local businesses, principals, teachers, parents, community literacy partners and volunteers to create or modernize the physical library space. We believe the school library staffed by a professional teacher librarian is the most democratic, cost effective and efficient source for accessible information, literature, technology and expertise that supports the entire school community.	
Code.org	Code.org increases diversity in computer science by reaching students of all backgrounds where they are — at their skill-level, in their schools, and in ways that inspire them to keep learning. Read about our efforts to increase diversity in computer science.	
Oakland Promise		
SFSU		
Crucible	The Crucible is an arts education organization that fosters a collaboration	

	<p>of arts, industry, and community. Through training in the fine and industrial arts, The Crucible promotes creative expression, reuse of materials, and innovative design, while serving as an accessible arts venue for the general public in the Bay Area. Known for one-of-a-kind industrial arts education programs, The Crucible is also highly regarded for its innovative performances.</p>	
<p>National Equity Project</p>	<p>Our mission is to dramatically improve educational experiences, outcomes, and life options for students and families who have been historically underserved by their schools and districts.</p> <p>We work to build culture, conditions, and competencies for excellence and equity in districts, schools, classrooms, nonprofits, and communities. We work with partners across the U.S. and are always seeking new partners who are committed to achieving equity in education.</p> <p>We offer deep, authentic, and supportive partnership, meeting our clients where they are through a range of customized coaching and consulting services.</p>	
<p>Peralta</p>		
<p>Faith Network</p>	<p>We provide an array of services to public schools in low-income neighborhoods but concentrate our efforts on four targeted programs. Succeeding by Reading helps improve the reading skills of 2nd & 3rd grade students through direct intervention with its Excel Reading Clinics and supports students through library services and parent engagement. Science Horizons gives low-income elementary and middle school students unique hands-on learning experiences in science, technology, engineering and math; Health4Kids distributes thousands of nutritious weekend food bags yearly to low-income children with limited access to food. In November 2014, we launched Career Bridge after a successful pilot. This</p>	

	new program helps close the opportunity gap by providing low-income students at West Oakland high schools with individual mentorship, life skills, academic enrichment and internship with stipend.	
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