



Final Summary

Measure N Probationary School-McClymonds High School

- *Attach Program of Study Changes (old) and revised version with revisions being highlighted.*
 - [Entrepreneurship](#)-updates highlighted in pink
 - [Engineering](#)-updates highlighted in pink
- *Identify any budgetary, master scheduling, or staffing changes to align to the school's new vision in 2nd Semester of 17-18 and/or for the 18-19 school year.*
 - [McClymonds Measure N Budget](#)
- *Provide a sample budget for the 2018-19 school year that identify how you will shift funding to support Linked Learning. If you are going to access other funding sources (Title 1, LCFF, etc) to support Linked Learning please identify those as well.*
 - [McClymonds Measure N Budget](#)
- *Attach Master Schedule changes that will be made for the 2018-19 school year.*
 - [McClymonds Measure N Budget](#)

*Note: The McClymonds Measure N Budget includes staffing changes.

A pattern observed across all of our probationary schools is that there was a clear gap in knowledge of Linked Learning. In order to be successful, what will your school do to ensure all stakeholders deeply understand Linked Learning?

To address the gap in our shared learning of Linked Learning, we created a comprehensive Professional Learning plan that includes the following: 1) Comprehensive Professional Development plan with a focus on Pathway Development. 2) McClymonds Principal and Pathway Coach participates in respective LInked Learning Pathway Coach Community of Practice (CoP) which includes site visits and monthly PLCs, 3) build a shared leadership of Pathway Development within the Instructional Leadership Team (ILT) which includes Pathway leads, grade level leads, and content lead teachers, 4) Planned site visits to other Linked Learning sites including MetWest, Madison Park, Castlemont, Oakland Tech and out of district sites.

As a result of the learning and reflections on our practice from Mr. John Watkins and Pathway CoP meetings, the ILT identified rigorous academics, one of the 4 Linked Learning pillars, as the foundation to a high functioning pathway. Thus, rigorous, high quality instruction is the overall theme for professional learning at McClymonds this year.

Based on the feedback you received in the Spring of 2017, the fall site visit, participation in Charter Management Organization Leader meetings, and the Principal CoP, how have you adjusted the overall vision and program to align to Measure N?

Based on the October feedback and Principal CoP we have adjusted our overall vision and academic program for the 18-19 school year to more closely align to the Measure N four Pillars. We plan to hire for the following new positions:

Measure N Pillar	Reorganization structure	Rationale
Rigorous Academics	Literacy Coach & Math Coach	With 50% new teachers during the 16-17 school year and 50% new teachers for the 16-17 school year, and a 17% teacher retention rate over 3 years, our self assessment indicated that systematically we have not recruited, onboarded, developed or coached new teachers successfully. Both math and literacy coaches will be responsible for teacher professional learning including coaching and developing teachers, co-planning with teachers and providing weekly-observations and feedback sessions for teachers around rigorous planning and lesson execution.
Work Based Learning	Hire Pathway Coach and Work-Based Learning Coordinator	During the 17-18 school year, we hired a .5 Pathway Coach to unify our pathway efforts behind a collaborative vision and lead the work of building out our two pathways. For SY 18-19, we will add .5 Work-Based Learning Coordinator to the work of the Pathway Coach increasing the capacity of the Pathway Coach to focus 100% of the time on project, program and partnership development, recruitment, college and career experiences and



		exposure and accelerating outcomes for students within the pathway.
Personalized Student Supports	Graduation Coach/RTI Coordinator Dean of Students	The Graduation Coach/RTI Coordinator will work closely with the Leadership Team in collecting and monitoring student data, i.e. attendance, credits and academic performance. The Coach will monitor and ensure effectiveness and fluidity of the interventions. Additionally, the Graduation Coach will work closely with the Pathway Coach and College and Career Center to ensure that Post-Secondary Readiness experiences closely align with Pathways. Dean of Students will provide personalized student supports in a trauma informed and restorative way.
Career Technical Education	Entrepreneurship Pathway Teacher	We are altering our Entrepreneurship Program of Study for the 18-19 school year to include a 10th grade Financial Literacy CTE class instead of Introduction to Business Concurrent Enrollment class.

Linked Learning Pathways are built upon four pillars: Academic Rigor, Career Technical Education, Work-Based Learning, and Integrated Student Supports; which of the pillars have you focused on to more fully develop your school's program in alignment with Measure N?

We are intentionally focusing on academic rigor. This year teachers will design and implement at least one integrated project for students enrolled in the Engineering and Entrepreneurship Pathways. Ninth Grade Academy teachers will design and implement integrated projects based on students' choice of the pathway selected (Entrepreneurship or Engineering).

Our focus on work-based learning resulted in an increase of internships for students over the past 3 school years from 15 interns in 2014 to 54 interns in 2017. We have also increased field trips for all students in grades 9 - 12 to provide career awareness and exploration of careers in engineering and entrepreneurship.

Tutoring during class (push-in and/or pull-out) has been an area of focus for integrated supports. Twenty-five ninth grade students are assigned tutors (ratio of 5:1) to provide personalized support in English, mathematics, and/or science to support their readiness for pathway participation in 10th grade. Additionally, 9 tenth graders enrolled in the Engineering Pathway are assigned tutors and 34 11th & 12th grade Engineering students have mentors. Three AVID classes provide academic support for 10th graders who are enrolled in the Engineering or Entrepreneurship Pathway. As part of our Extended-Day Academic Programming, academic support is also provided by Student Program for Academic Athletic Transitioning (SPAAT) and Alternatives In Action (AIA) to supplement what students are learning in their courses.

Academic intervention and support are provided by tutors supporting 10th and 11th grade Engineering students. Tutors support students who have been identified by teachers as a way to ensure students are on-track to graduate by completing prerequisite and core courses with a C- or better.

What are the changes you are making to the design of your school in master schedule and staffing to support the implementation of a Linked Learning pathway?

The master schedule will provide programming and staffing for an Entrepreneurship Pathway dual enrollment and non-dual enrollment strand. This strategy supports the goal for students to have an opportunity to earn an entrepreneurship certificate from Peralta Community College District upon graduation from high school.

There are currently [three Makerspaces](#) on campus, the Teen Tech Center, The Woodshop and the MackMaker space as part of the Library Innovation Technology (LIT) Center. We hired a consultant to work in collaboration with our pathway teams and coach. Maker-centered learning is an integral part of the design of both pathways and the foundation of the learning experience at McClymonds in order to inspire innovation, hacking, designing and dispositional behavior.

In a year from now, how will your school be dramatically different than the current design?

During the 2018-19 school year, the Engineering Pathway will be fully implemented with a cohort of at least 150 students in grades 10 -12, including a robust capstone project for seniors.

The Entrepreneurship Pathway will expand to grade 11 and will include a year two CTE dual enrollment strand. There will also be the addition of a course in Financial Literacy that will be offered to sophomores for the 2018-19 school year. We



will add a Business/Entrepreneurship course sequence through BUILD and/or NFTE that will be alternatives to dual enrollment Entrepreneurship courses that will be taught by the Business Teacher/Entrepreneurship Pathway Director.

Currently, the only Entrepreneurship courses offered are dual enrollment courses through Peralta Colleges, taught on-campus at McClymonds. The current sequence with Merritt College is:

Fall 2017	Spring 2018
Introduction to Business (BUS 10) 10th-11th grades	Small Business Management (BUS 54) 10th-11th grades

However, for the 2018-19 academic year, the sequence would be:

Fall 2018	Spring 2019
Financial Literacy 10th-11th grades	Small Business Management 10th grade
	E-Commerce (BUS) 11th grade

For the 2019-2020 academic year and beyond, the sequence would be:

Fall 2019	Spring 2020
Financial Literacy 10th grade	Small Business Management 10th grade
Introduction to Business (BUS 10) 11th grade	E-Commerce (BUS) 11th grade

As a result of the Measure N Commission's recommendation to withhold dual enrollment sophomore year in the Entrepreneurship Pathway, we will instead begin the course sequence with Financial Literacy that mirrors that dual enrollment course but taught by the Entrepreneurship Pathway teacher. Financial Literacy will provide a solid foundation upon which future Business/Entrepreneurship courses can build. The 2-unit course will introduce sophomores to key concepts of Business.

Both pathways will see an increase in work-based learning experiences for students which will include more job shadowing for sophomores and juniors. Currently, Engineering students are scheduled to shadow mentors at Intel in January 2018, and we plan on coordinating more job shadowing opportunities throughout 2018 and 2019.

This year our Pathway Team PD focus has been on Rigorous Academics which includes developing 2 integrated projects per grade level. Next school year will be dramatically different because we will be implementing these projects. The changes will include:

1. The units will align to the Student Learning Outcomes (SLO) for both Engineering and Entrepreneurship Pathways
2. The SLOs will be vertically aligned across the grade levels which means stakeholders will be able to articulate how the skills build on each other to culminate with a capstone experience in 12th grade.
3. Student projects will provide the opportunity to investigate and respond to an authentic, engaging complex question that will span across disciplines. Projects will reflect real world and current industry standard. For example, engineering software tools, entrepreneurship strategies, presentation styles, social media apps, etc are all current and relevant to today's workforce environment.
4. Grade level teachers will share common rubrics that focus on Student SLOs and cognitive skills. Students will be able to articulate the connections not only between disciplines but also how they are relevant to real world applications.



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