



**College &
Career for
All Fund**

Established by Measure N



**OAKLAND UNIFIED
SCHOOL DISTRICT**

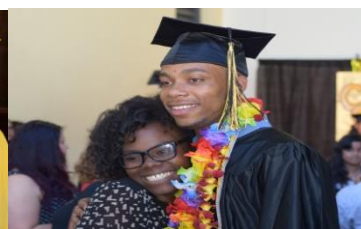
Community Schools, Thriving Students



McClymonds High School

2025-2026 Measure N and H

Education Improvement Plan Presentation



Presented to Measures N and H Commission

April 23, 2025

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Overview of School



- 266 students
- Highlights of Student Demographics (including LCAP and Focal Population)
- Schoolwide Systems Supporting Pathway Quality Improvement
- Other highlights:

Graduation rate increase, dropout rate decrease, A-G readiness increase, % of students in pathways, other college and career readiness indicators (dual enrollment passage with a C or better, post-secondary plan completion, CTE course participation and passage with a C or better, financial aid application, work-based learning)

CLASS OF 2025 STATISTICS

Average unweighted GPA: **2.62**

Average weighted GPA: **2.7**

Highest weighted 10-12 GPA: **4.47**

% plan to attend a 4-year university: **63%**

% plan to attend a 2-year college: **29%**

SCHOOL DEMOGRAPHICS

76% Black/African-American

15% Hispanic/Latino/x

4% Middle Eastern

2.2% Pacific Islander, Samoan

>1% of the following: White, Filipino, Vietnamese, Asian Indian

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 CHARACTERISTICS

- McClymonds High School is a comprehensive, full-service, community four-year high public high school, with an enrollment of 272 students in grades 9-12.
- Founded in 1915, McClymonds High School is the third oldest high school in Oakland and the only high school operated by the Oakland Unified School District in West Oakland.
- 85% of students qualify for free or reduced lunch.

CURRICULUM

- Academic programming operates on an A/B block schedule, with 90-minute class periods. Students attend four classes each day.
- Students participate in our Engineering career pathway starting in 9th grade.

GRADUATION REQUIREMENTS

- 230 credits are required to graduate
- Graduation requirements are aligned to the A-G requirements, as established by the University of California. Each class receives 5 credits per semester.

English 40 credits	Visual/Performing Arts 10 credits
Mathematics 30 credits	World Language 20 credits
Science 20 credits	Electives 60 credits

Our Pathway(s)



- Engineering Pathway
- 266 Students enrolled in Engineering Pathway
 - 100% Enrollment
- Focus on African-American Girls



Pathway Name: Engineering Reflections on 2024-2025 so far



Progress:

- What specific evidence of progress in *pathway development* are you most proud to highlight?
 - Integrated projects in 11th (with OUSD Assistive Technology Dept) and 12th grade (Hood Design Studio)
 - Spring Semester showcase grades 9-12-April 30-LIT Center
 - What might be some ways that your pathway(s) help to addressing equity challenges in your school for your LCAP focal student groups (African American Girls)?-- Apple WBL event with focus on AA girls, Wives of Basketball Event
 - Program of Study: Increased gateway CIS 1 dual enrollment course to 9th grade students; Increased IED to include 9th graders; Grew our CS program of study to include Data Science (an emerging field of study, new major & college);
 - Work-Based Learning Plan: Includes various, differentiated events from WBL continuum
 - Master Schedule: reflects pathway core courses to make students competitive for post-secondary options (doubling up of Geometry & Algebra I for 9th grade); (addition of Calculus- available to seniors to double up their math)
 - Engineering Capstone: Alignment and partnership with industry (Hood Design, West Oakland)

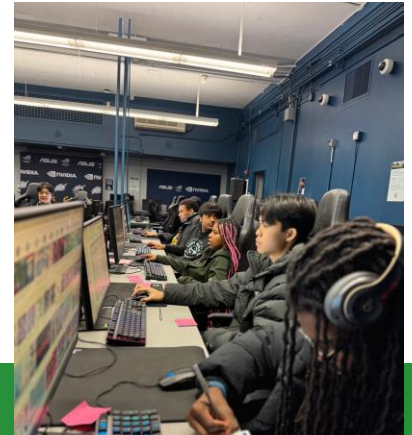
Pathway Name: Engineering

Reflections on 2024-25 so far



Question #2:

- What might be some challenges that you encountered in making progress toward your three-year goals?
 - While initial stipends were approved for grade level PLCs, the subsequent salary raise resulted in insufficient funds to adequately compensate teachers for their additional time.
 - With a small staff, high teacher turnover and limited resources, it has been difficult to coordinate beyond our existing roles.



Pathway Name: Engineering

Looking Ahead to 25-26



Question #3:

- What insights have you gained through the development of the new plan for 2025-2026, and how do you intend to apply this learning to achieve your school-wide goals?
 - What challenges do you anticipate related to pathway development in the coming year?
 - New teacher (again)
 - Campus construction
 - Filled/over-capacity classes (32 per section grades 11 and 12)
 - How do you anticipate addressing these challenges?
 - Attempt at freeing up a prep period for coaching (constrained by 8 period day and lack of teachers)
 - Summer curriculum development to support new teacher and define pathway scope and sequence
 - How will Measures N and H funds continue to support strategic actions and progress toward addressing both?
 - They won't; it just pays for positions



Questions?



EVERY STUDENT THRIVES!



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