



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# 2016-17 Measure N Commission Presentation

## McClymonds School of Champions in and out of the Classroom



Presented by McClymonds High School Team

Presented to Measure N Commission May 3, 2017



# McClymonds 2016-2017 Context

(Based on 2015-16 data)

## Graduate Outcome:

- 9th Graders On-track to graduate: 28%
- Students required remediation /credit recovery to graduate on-time
- 80% of current 9th graders were multiple years below based on SRI
- STEAM Personalized Pathway Focus- Early College Model
- Summer Bridge, 9th grade academy

## Post-Secondary Readiness:

- Pathway enrollment
- Dual Enrollment, Work-Based Learning (Internships), Block Schedule

## Climate & Culture

- Out of School Suspension Rate
- Leadership Stability: Leadership turnover -3 in four years
- Teacher Retention: 51.5 retention rate after 1 year and 17% after 3 years

## Rigorous Academics:

- A-G completion rate: 53% for 12th graders
- 6.5% of juniors met or exceeded standards in math (SBAC)
- 27% of juniors met or exceeded standards in language arts (SBAC))
- 100% of current 9th graders enrolled in algebra were one or more grade levels behind based on SMI.

[Lots of positives](#) (Grad. growth rate, A-G completion rate, CHKS etc)



# 2016-2017 Pathway Info

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- **Relevant Demographic information**
  - 373 students 2016-17 and projected 399 students 2017-18
  - 54% male and 46% female
- **Engineering** - Engineering currently exists; however we are solidifying our industry themes (PLTW)
  - Currently **73** 10th graders enrolled Intro to Eng. Design and **25** juniors enrolled in Principles of Eng. No senior course
  - Adding an additional 11th grade course, Digital Electronics
  - Adding a 12th grade course, Engineering Design and Development
- **Entrepreneurship** -
  - Non-pathway students, 2017- 2019 cohorts, will focus on concurrent enrollment opportunities and have the option to opt-in to Intro courses
- **McClymonds' Pathway Demographics 2017-18**
  - 55% Entrepreneurship/31% Engineering (20 Students undecided)



# Grounded: Root Cause Analysis

Focal Area	Challenge	Root Cause Narrative
Graduate Outcomes	65% of students are impacted by trauma that interrupts learning and impacts attendance, climate, and graduation.	High percentage of foster, SPED, and JJC youth who are .not ready for high school due to a lack of both academic and social/emotional capital. We must ensure that social/emotional capacities and remediation are integrated into the school-day after careful data collection and analysis of each student.
Post-Secondary Readiness	70% of incoming students are not ready for high school, which limits the capacity to take full advantage of our program offerings.	Because students are not ready for high school, we have students who need to remediate and/or retake courses. They lack the foundation skills necessary to access and unpack grade-level texts and concepts. Because 70% of rising seniors need to remediate during summer, they are not available to take advantage of summer work-based learning opportunities.
Climate & Culture	45% staff/teacher turnover prevents consistency and traction in systems and protocols.	Novice and ill-equipped teachers who are not properly prepared to engage students in a relevant curriculum, nor do they employ trauma-responsiveness. As a result, they feel defeated and burned-out. Teachers will need ongoing, relevant support in trauma-informed practices for both themselves and the students.
Rigorous Academics	65% students SRI FBB, 30% of students failing, only 30% of incoming freshmen matriculate through to seniors on the McClymonds campus.	According the high-school readiness report, 70% of rising students are not "ready" for high school. Our rising students lack the foundational academics needed to unpack and synthesize grade level materials. Again, 65% of students are impacted by traumatic experiences, their attendance and attention are compromised. Thus, we must provide social emotional supports needed to sustain and preserve through complex material. It is a difficult paradigm shift for students who are coming from a middle school environment where the NEED to pass all classes is not relevant. We must a better job teaching students and parents the wieght of A-G and transcript analysis. Likewise, tutoring must become an integral part of the inquiry of the process.

# GROUNDING: ROOT CAUSE ANALYSIS

## Questions that guided our focus/work:

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- How can we [align our resources](#) to address the students who are at the far below basic level?
- How can we [increase student engagement and ownership](#) of their learning?
- To what extent do [social/emotional factors play a role in academic struggle?](#)
- What supports and systems are needed to recruit and [retain quality teachers](#)
- How can we better support our growing [ELL population?](#)



# Measure N Strategies and Successes

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- [Consultants](#)-Professional Development, Coaching support of Yemeni students
- [Professional Development](#) and Conferences (AVID, CAAS &A, Differentiated Learning)
- ELA Interventions ([Lexia](#))
- The [A in STEAM](#) - Drum line and [Broadcasting](#)
- [Books](#) for redesigned Library
- [PBIS Support](#) (Hero)
- [East Bay Consortium](#) (Internship)



# Implementation Challenges

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- Graduate Outcome
- Post-Secondary Readiness
- Climate & Culture
- Rigorous Academics



# Learning from Implementation Year 1

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## Relationships Matter

- Time to build relationships is imperative
- MORE-Resources needed to focus on teacher support, development and recruitment
- Systems need to be established and owned by all



# Pathway: Implementation Year 2

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We will reflect periodically on our progress as we continue to implement our plan creating a continuous cycle of improvement around our key questions and root causes

- Engineering Senior Capstone Project, Entrepreneurship-Dual Enrollment, STEAM Exploration- Signature Elements
- Implement Pathway Professional Learning Community (PLC) structures to foster collaboration and monitor student mastery of Pathway standards and Content Language Objectives with 3 and 6 week inquiry cycles. Progress Monitoring (Cycle Of Inquiry & Improvement)
- Instructional Leadership Team (ILT) Meet weekly to plan Professional Learning and support Unit Planning, Lesson Planning (Project Based Learning) Progress Monitoring (Cycle Of Inquiry & Improvement)

# Moving Forward

## Pathway Revision Strategies

Based on lessons learned, we will:

- Implement common planning and PLC structures for pathways
- Senior Capstone Project for the Engineering Pathway
- Develop an Entrepreneurship dual enrollment pathway program of study aligned to standards



# 2017-18 Measure N Budget Allocations

Expense	Description	Rationale
\$284,940	Staffing & Benefits 3.5 FTE	<p>Teach Principles of Engineering and support the development of the engineering pathway including partnership with PLTW</p> <p>Teach STEAM Exploration and Intro to Computer Science for Career Exploration to support both Engineering and Entrepreneurship pathways</p> <p>Support the Career pathway development and STEAM Career Exploration classes through Maker-Centered learning</p>
\$54,208	Consultants	<p>Work in Partnership with the College and Career Manager to provide leadership and support with designing and developing the Engineering and Entrepreneurship pathways. Building and providing Work Based Learning experiences, job shadows, college tours and internships. Build and sustain community partnerships and advisory board</p>



# Promising Practices Moving Forward

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- Time with staff from June 13th-22nd for project-based learning PD, review and solidify systems
- Personalized Learning Platform time for 9th graders
- Camping with students to address some of the SEL Challenges(Funding)
- New Teacher support
- Yemeni Family Support
- Pathway Coach/Director on staff
- Literacy Interventions (Lexia and LLI)
- Start staff Aug. 1st
- Industry Partnerships w/ Intel, Chevron, PG&E and our District's BG&E
- Summer Programs with Alternatives in Action

# **EVERY STUDENT THRIVES!**



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# APPENDIX

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Feel free to view the additional information and documents that follow.

# Vision and Mission

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**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.

**Mission:** At McClymonds High School, students create and implement STEAM (Science, Technology, Engineering, Arts and Math) **Personalized Pathways** in a supportive climate that embrace individuality while fostering respect for others. By taking ownership of their education, students embark on a journey of **self-discovery**, become more responsible and accountable so that they graduate college, career, and community ready.

# Equity Imperative

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To disrupt systemic inequities and eliminate the achievement and opportunity gaps that exist in STEAM related fields and to better prepare young people in the West Oakland area for college, career, community, McClymonds High School, will:

- Foster and develop the existing STEAM focus
- Intentionally recruit, develop and retain effective teachers to ensure equitable access and exposure to personalized, rigorous and experiential learning that is both project based and work based.
- Increase opportunities for more females, immigrants, low-income students to learn about business creation, including financial literacy.

Targeted subgroups:

- Black males & females who currently are underrepresented in STEAM fields and in particular Engineering
- Language learners, special education and low-income students who are underrepresented in STEAM fields and postsecondary preparedness
- McClymonds female population (young men graduate at 70% and girls at 58%)



# McClymonds High School: School Environment

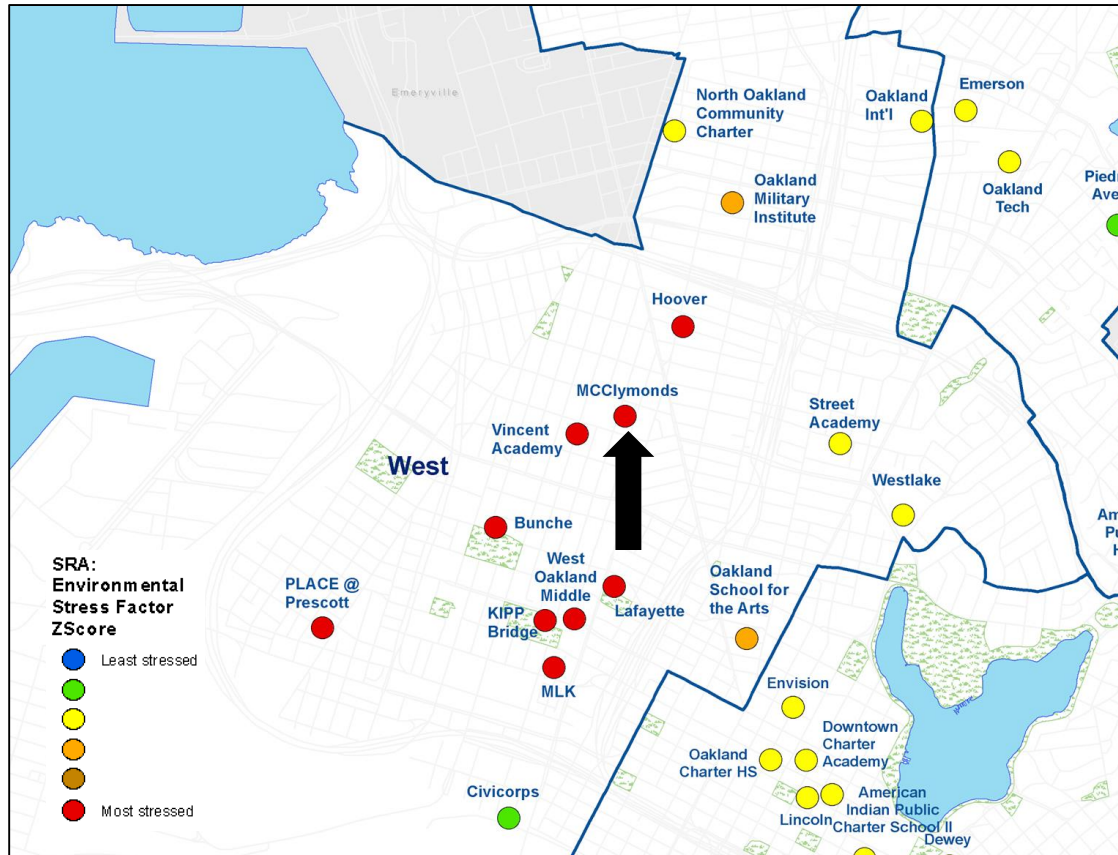
## Environmental Stress Factors

[Click for web link to data](#)

McClymonds sits in an area of West Oakland that exhibits high levels of environmental stress relative to the rest of the city. Environmental stress factors tend to be interrelated and concentrated in areas where:

- violent crime, unemployment, vacancy and poverty rates are high
- air quality is poor
- access to fresh food is limited
- liquor stores may outnumber grocery stores

The half-mile surrounding McClymonds contains the following environmental stress factors:



	McClymonds	Oakland Average
% of 1/2 mile area in a 100 Block*	8.85%	7.1%
Distance to closest 100 Block* (meters)	554	1185
Distance to closest full-service grocery store (meters/ inverse weighted by income)	1,248	822
Median household income	\$30,945	\$54,318
% Commercial properties selling liquor	5.0%	0.04%
% Asthmatic students	12.4%	11.1%
Residential vacancy rate	11.7%	2.5%
Unemployment rate	13.5%	11.2%

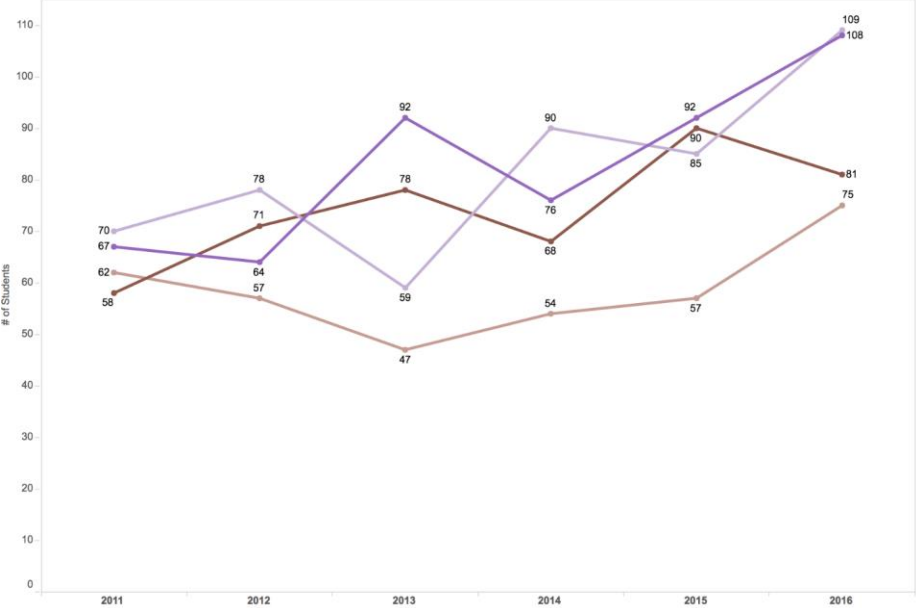
\*100 Block refers to the 100 city blocks where the vast majority of shootings and homicides occur in the city of Oakland. When the Oakland Police and the Mayor's staff analyzed both historical and current data on shootings and homicides, they found that 90% of shootings and homicides occurred in 5% of the city—or approximately 100 city blocks.

# McClymonds High School: Demographics & Enrollment

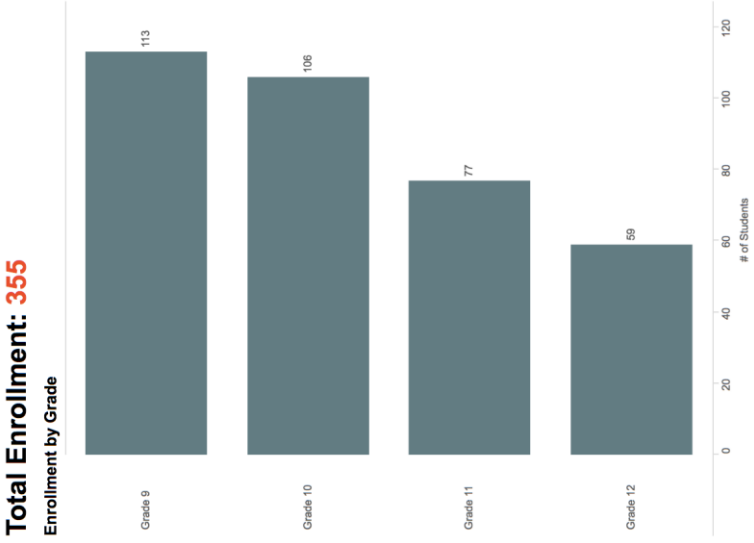
**Enrollment**

[Click for web link to data](#)

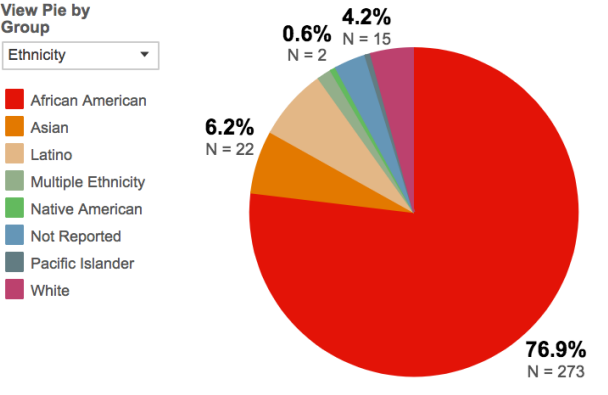
## 6 Year Enrollment Trend



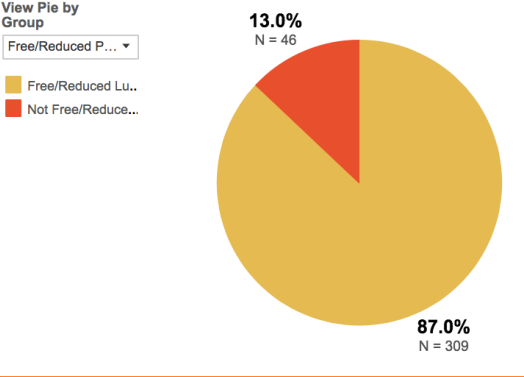
## 2016-17 Enrollment by Grade



## Enrollment by Ethnicity



## Enrollment by Free/Reduced Price Lunch



## Most Spoken Home Languages

Home Language	# of Students
English	305 (87.1%)
Arabic	28 (8%)
Spanish	13 (4.3%)
Khmer (Cambodian)	3 (0.9%)
Vietnamese	1 (0.3%)