McClymonds High

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Jarod M. Scott

Principal, McClymonds High

About Our School

At McClymonds, students explore some of the most exciting careers of the 21st century. The school exposes students to a college-preparatory curriculum, complete with Concurrent Enrollment and Advanced Placement courses. All students take STEAM Exploration prior to enrolling in one of two comprehensive pathways, Engineering and Entrepreneurship, which places them on a path to college and career readiness. McClymonds framework of Rigor, Relevance, Relationships and Reflection is actualized through Personalized Learning, Project Based Learning, mentoring, internships and work-based learning. The school is equipped with Makerspaces, computer labs, 1 to 1 devices, allowing students to have collaborative and hands-on experiences in product design, development and innovation. Partnerships with Intel, Chevron, Best Buy and Peralta Community College help bring learning to life.

Contact

McClymonds High
2607 Myrtle St.
Oakland, CA 94607-3415

Phone: 510-238-8607
E-mail: jarod.scott@ousd.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Oakland Unified
Phone Number	(510) 434-7790
Superintendent	Kyla Johnson-Trammell
E-mail Address	kyla.johnson@ousd.org
Web Site	http://www.ousd.org

School Contact Information (School Year 2017-18)	
School Name	McClymonds High
Street	2607 Myrtle St.
City, State, Zip	Oakland, Ca, 94607-3415
Phone Number	510-238-8607
Principal	Jarod M. Scott
E-mail Address	jarod.scott@ousd.org
Web Site	https://www.ousd.org/mcclymonds
County-District-School (CDS) Code	01612590110189

Last updated: 1/29/2018

School Description and Mission Statement (School Year 2017-18)

McClymonds High School Vision Statement

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.

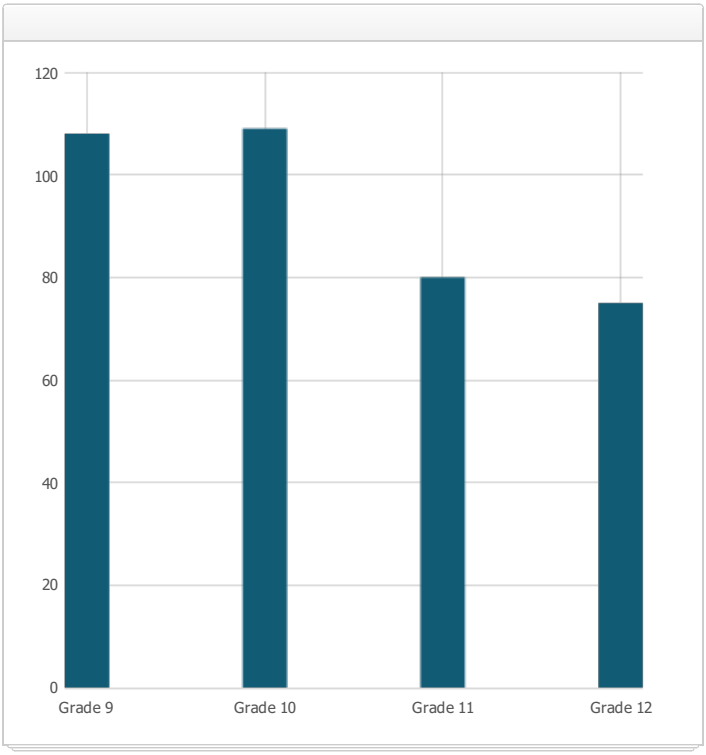
McClymonds High School Mission Statement

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.

Last updated: 1/29/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	108
Grade 10	109
Grade 11	80
Grade 12	75
Total Enrollment	372



Last updated: 1/16/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	79.3 %
American Indian or Alaska Native	0.3 %
Asian	5.4 %
Filipino	0.3 %
Hispanic or Latino	5.9 %
Native Hawaiian or Pacific Islander	0.5 %
White	4.3 %
Two or More Races	1.6 %
Other	2.4 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	89.0 %
English Learners	6.7 %
Students with Disabilities	13.4 %
Foster Youth	2.4 %

Last updated: 1/16/2018

A. Conditions of Learning

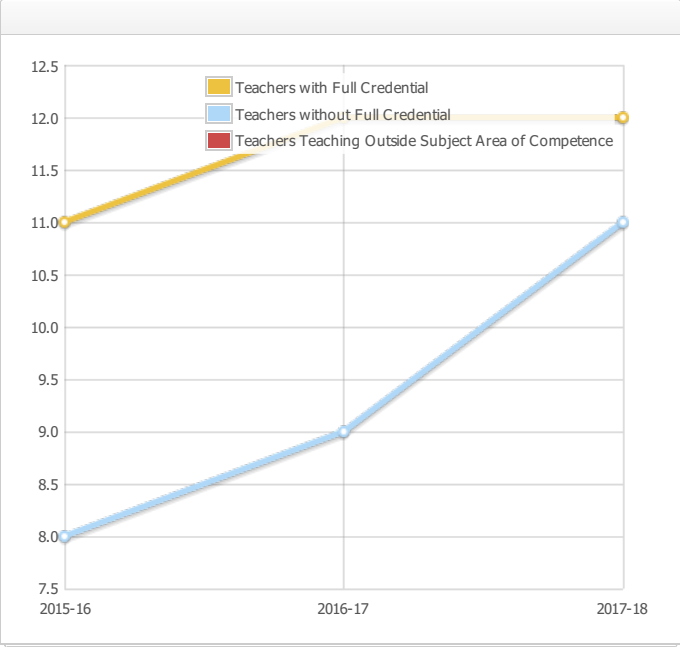
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

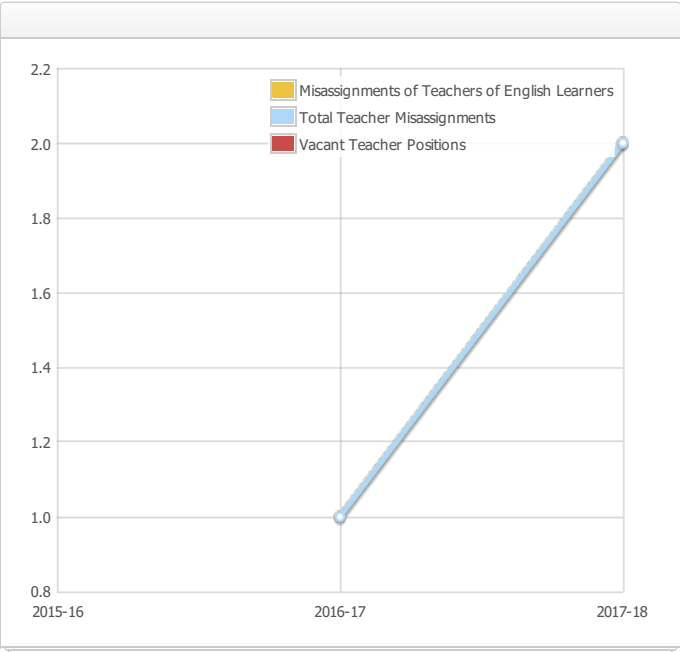
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	11	12	12	1695
Without Full Credential	8	9	11	347
Teachers Teaching Outside Subject Area of Competence (with full credential)				21



Last updated: 1/7/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners		1	2
Total Teacher Misassignments*		1	2
Vacant Teacher Positions			



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/8/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9 - Holt Literature and Language Arts (English) - Holt English 10 - Holt Literature and Language Arts (English) - Holt English 11 - Holt Literature and Language Arts (English) - Holt English 12 - Holt Literature and Language Arts (English) - Holt English 3 AP - Norton Reader (English) - People Press English 4 AP - Bedford's (English) - VHPS English 5 AP - Perrine's Sounds and Sense (English) - Thomson English 9 - Springboard Level 4 (English) - CollegeBoard English10 - Springboard Level 5 (English) - CollegeBoard English 11 - Springboard Level 6 (English) - CollegeBoard English 12 - Springboard Senior English (English) - CollegeBoard	Yes	0.0 %
Mathematics	Algebra I - CA Algebra I (English) - Pearson - Prentice Hall Intermediate Algebra - Intermediate Alegebra, 5th Edition (English) - Pearson - Prentice Hall Advanced Algebra - Algebra 2 (English) - Holt, Rinehart, Winston Geometry - CA Geometry (English) - Holt, Rinehart, Winston Probability & Statistics - The Basic Practice of Statistics (English) - Freeman AP Statistics - The Practice of Statistics (English) - Freeman Pre-Calculus/Math Analysis - Pre-Calculus - Graphical, Numerical, Algebraic (English) - Pearson - Addison Wesley AP Calculus - Calculus - Graphical, Numerical, Algebraic (English) - Pearson - Addison Wesley Algebra 1 - Springboard (English) - Collegeboard Algebra 2 - Springboard (English) - Collegeboard Geometry - Springboard (English) - Collegeboard Pre- Calculus - Springboard (English) - Collegeboard Algebra 1 - Core Connections (English) - CPM Algebra 2 - Core Connections (English) - CPM Geometry - Core Connections (English) - CPM	Yes	0.0 %
Science	Biology - Student Edition: Biology By Nowicki (English) - McDougall Littell Biology AP - Student Edition:Biology by Campbell (Englsh) - Pearson Chemistry - Student Edition: Chemistry CA Edition Textbook (English) - Pearson Chemistry AP - Student Edition: Chemistry the Central Science (English) - Pearson Physics - Student Edition:Conceptual Physics By Hewitt (Englsh) - Pearson Physics AP - Student Edition: Physics by Cutnell and Johnson (English) - People's Press Physiology - Student Edition: Essentials of Anatomy and Physilogy (English) - Pearson Enviornmental Science - Student Edition: A Study of Interrelationships (Englsh) - McGraw Hill Enviornmental Science - Student Edition:Living in the Enviornment (English) - Thomson Earth Science - Student Edition: Earth Science CA Edition (English) - Pearson Geology - Student Edition: Earth Science 11th Edition (Englsh) - Pearson Conceptual Physics - Student Edition: Physics a First Course By Hsu (English) - CPO Science	Yes	0.0 %
History-Social Science	Social Studies 10 - World History: The Modern World c. 2007 (English) - Pearson Social Studies 10 AP - World History AP: Traditions & Encounters c. 2006 (English) - McGraw Hill Social Studies 11 - US History: American Anthem (English) - Holt, Rinehart, Winston Social Studies 11 AP - US History AP: America Past and Present- 7th Edition (English) - Pearson Social Studies 12 - Magruder's American Government (English) - Pearson Social Studies 12 AP - AP American Government Coninuity and Change (English) - Pearson Social Studies 12 - Contemporary Economics (English) - Thomson	Yes	0.0 %

Foreign Language	Spanish I - Que Chevere (Spanish) - EMC Spanish II - Que Chevere (Spanish) - EMC Spanish III - Que Chevere (Spanish) - EMC Spanish IV - Que Chevere (Spanish) - EMC EPH II - Imagina (Spanish) - Vista Higher Learning EPH III - Imagina (Spanish) - Vista Higher Learning French I - T'es Branche (French) - EMC French II - T'es Branche (French) - EMC French III - T'es Branche (French) - EMC AP Spanish Literature - Reflexiones (Spanish) - Pearson AP French - Student Text: Themes (French) - Vista Higher Learning AP Spanish Language - Student Text: Temas (Spanish) - Vista Higher Learning Chinese I-III - Student Text: Zhen Bang (Chinese) - EMC	Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/12/2017

School Facility Conditions and Planned Improvements

The site is very clean and well maintained with no major maintenance issues at time of inspection. This site is in good repair and will be serviced as usual with continued routine scheduled maintenance as required. Data provided by facilities December 15, 2016.

Last updated: 1/22/2018

School Facility Good Repair Status

School Facility Conditions and Planned Improvements (School Year 2014-15) - Data provided by Department of Facilities on October 17, 2014

This site is in good condition.

Year and month of the most recent FIT report: October 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 111: Remount thermostat at door entrance, 1 ceiling tile is missing.
Interior: Interior Surfaces	Poor	Room 118: 10 Loose ceiling tiles, Rear door needs new door closure mechanism. Room 116: Door foyers needs patching, wall under windows need patching, inspect room radiator for leaks (visibile condensation), replace room base board. Room 111: Remount thermostat at door entrance, 1 ceiling tile is missing. Room 112: Holes in walls are stuffed with paper, install new soap dispenser
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Room 110: Electrical knockouts are missing covers at drain. Across from Stairwell to 2nd Floor: Electrical outlet cover is damaged.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Hallway at Room 101: Dring water fountain is clogged. Girls Restroom 9th Grade Wing: Adjust sink faucet timer on 1st sink, 1 light out. Room 112: Holes in walls are stuffed with paper, install new soap dispenser Hallway at Room 114: No water pressure at drinking fountain Drinking Fountain at Room 105: No water pressure.

Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Main Entrance: ADA Hand rails need painting. Room 118: 10 Loose ceiling tiles, Rear door needs new door closure mechanism. Room 116: Door foyers needs patching, wall under windows need patching, inspect room radiator for leaks (visibile condensation), replace room base board.

Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating	Good

Last updated: 1/22/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	28%	30%	33%	35%	48%	48%
Mathematics (grades 3-8 and 11)	7%	1%	27%	28%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/16/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	69	88.46%	30.43%
Male	42	37	88.10%	21.62%
Female	36	32	88.89%	40.63%
Black or African American	55	50	90.91%	32.00%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino		--	81.82%	22.22%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	71	64	90.14%	31.25%
English Learners	13	--	76.92%	--
Students with Disabilities	12	--	66.67%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	72	92.31%	--
Male	42	40	95.24%	--
Female	36	32	88.89%	--
Black or African American	55	52	94.55%	--
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino		--	81.82%	--
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	71	66	92.96%	--
English Learners	13		84.62%	--
Students with Disabilities	12	--	75.00%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/16/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	2.0%	10.0%	38.0%	39.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/16/2018

Career Technical Education Programs (School Year 2016-17)

Programs and classes offered that are specifically focused on career preparation and or preparation for work

CTE Programs offered:
Exploring Computer Science
Computer Technology
Computer Applications 2
Intro to Engineering Design
Principles of Engineering
Civil Engineering and Architecture

How these programs and classes are integrated with academic courses and how they support academic achievement

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.

How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students

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.

The measurable outcomes of these programs and classes, and how they are evaluated

Increase in % of students graduating
Increase the number of students completing the CTE Course sequence with a 2.0 or better.
Increase the number of juniors that complete an industry aligned summer internship.

State the primary representative of the district's CTE advisory committee and the industries represented on the committee.

Industries represented are:
STEAM - Engineering and Architecture

Last updated: 1/25/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	317
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	33.0%

Last updated: 1/16/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	52.8%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

	Percentage of Students Meeting Fitness Standards		
Grade Level	**Four of Six Fitness Standards**	**Five of Six Fitness Standards**	**Six of Six Fitness Standards**
9	18.7%	13.3%	30.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/16/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

McClymonds values its partnership with our parents; family engagement is a pillar of the school. We believe that we must equip our parents to advocate for both self and students. As a result, our Parent Liaison facilitates multiple monthly opportunities for parent to participate in school activities. Our stakeholders will be equipped to support and advocate for their student's success, receive training/services to address family needs, and collaborate with community partners/faculty. Parent meetings are bi-weekly and allow parents to learn about graduation requirements, financial literacy, college awareness, computer skills, transcript evaluation, and to express concerns. In addition, parents are encouraged to visit their student's classroom and to volunteer on-site. Parents volunteer their time primarily to support front office operations. Likewise, parents meet for School Site Council and West Oakland Community projects.

For more information please contact Carmel Hill (510) 238-8607

State Priority: Pupil Engagement

Last updated: 1/29/2018

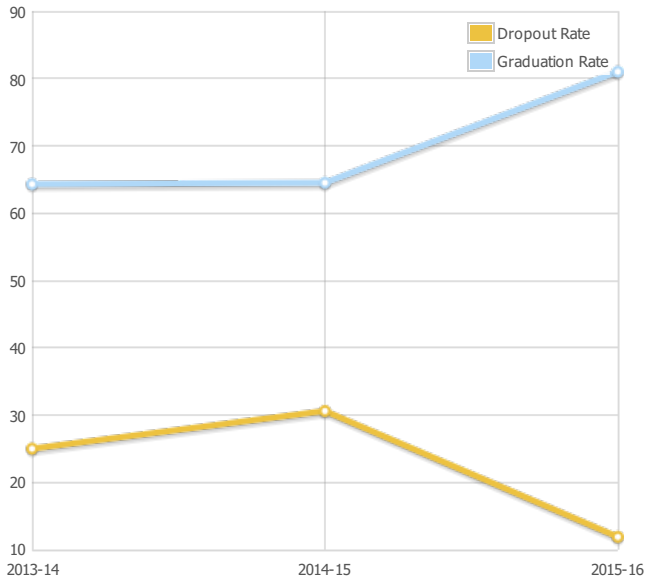
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

	School			District			State		
Indicator	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	25.0%	30.6%	11.9%	23.9%	24.1%	20.3%	11.5%	10.7%	9.7%
Graduation Rate	64.3%	64.5%	81.0%	60.5%	63.4%	64.9%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/16/2018

Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

Student Group	School	District	State
All Students	63.2%	74.6%	87.1%
Black or African American	60.0%	67.8%	79.2%
American Indian or Alaska Native	0.0%	37.5%	80.2%
Asian	0.0%	82.0%	94.4%
Filipino	0.0%	84.9%	93.8%
Hispanic or Latino	75.0%	73.9%	84.6%
Native Hawaiian or Pacific Islander	100.0%	63.3%	86.6%
White	0.0%	90.1%	91.0%
Two or More Races	0.0%	77.8%	90.6%
Socioeconomically Disadvantaged	62.5%	75.2%	85.5%
English Learners	0.0%	56.7%	55.4%
Students with Disabilities	87.5%	66.6%	63.9%
Foster Youth	0.0%	56.4%	68.2%

State Priority: School Climate

Last updated: 1/16/2018

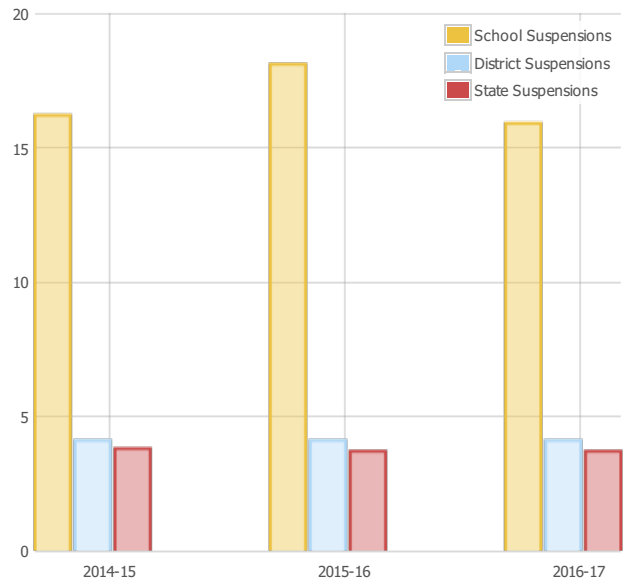
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

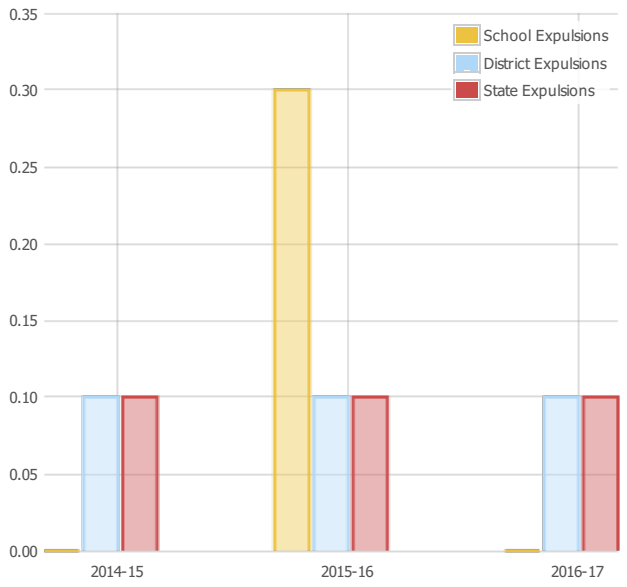
Suspensions and Expulsions

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	16.2%	18.1%	15.9%	4.1%	4.1%	4.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.3%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 1/16/2018

School Safety Plan (School Year 2017-18)

The school's safety plan includes processes and procedures to ensure the safety of staff and students in emergency situations. Our Culture Team is leads our the climate and culture work for our school. This team collaborates to implement an effective safety plan. The team is comprised of an Administrator, Lead Safety Officer, Restorative Justice Coordinator, Attendance Officer, Social Worker, Parent Liaison, African-American Male Achievement Manager, and Lead Case Manager. Additionally, our Culture Team coordinates services on truancy resulted in a significant gains in chronic absences. Through the coordination of their services, this team holds the site to a restorative model. Staff members have been trained in pre-referral restorative strategies and conflict de-escalation. As a result, this year's goals are to reduce suspensions by 10%, decrease chronic absences by 5%, and increase conflict mediations by 20%.

Our Coordination of Services Team works to ensure that teachers have a protocol to refer students who may be exhibiting social/emotional challenges. A team of 15 service providers support students with 1:1 or group interventions and counseling.

Likewise, our security team and support staff are all trained in restorative practices in order to mediate and circumvent major conflicts. According to the latest student survey, approximately 80% of students agree that our campus is a safe place where they feel supported.

Last updated: 1/29/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Last updated: 1/29/2018

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/16/2018

Average Class Size and Class Size Distribution (Secondary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	17.0	14	8	0	19.0	9	8	0	15.0	20	8	0
Mathematics	17.0	11	6	0	21.0	6	12	0	20.0	9	10	1
Science	18.0	8	8	0	27.0	2	9	0	19.0	8	12	0
Social Science	16.0	15	4	0	17.0	15	5	0	16.0	19	8	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/16/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	372.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	5.2	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/25/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11332.1	$1697.1	$9635.0	$94126.1
District	N/A	N/A	$6095.0	$62935.0
Percent Difference – School Site and District	N/A	N/A	45.0%	39.7%
State	N/A	N/A	$6574.0	$79228.0
Percent Difference – School Site and State	N/A	N/A	37.8%	17.2%

Note: Cells with N/A values do not require data.

Last updated: 1/9/2018

Types of Services Funded (Fiscal Year 2016-17)

In order to provide our students with the tools necessary to become college and career ready, we have invested in opportunities to enhance and expand student learning. There are an assortment of both intervention, enrichment and extention opportunities available to students. These are conducted during the school day, before and after school, and during the summer. These opportunities include, but are not limited to the following:

- Intel Partnership
- Best Buy Partnership
- Alternatives in Action Partnership
- APEX credit recovery program
- College/university study tours
- Extended summer learning/bridge
- Summer Bridge/ Ninth Grade Transition
- Athletic Tutoring
- Community Internships
- SAT/ACT Test Prep
- PSAT preparation
- College Application Support
- African-American Male Achievement
- Afrcian-American Female Excellence
- Project Lead The Way

Leveraging Community and Community-based Organizations

Several citizens and organizations from the community provide support to the school in the form of financial and human resource support, and leadership to the school. These people and agencies are described below:

- The East Bay College Fund, Marcus Foster Educational Fund, East Bay College Consortium, and Philanthropic Ventures and Donors Choose assist teachers with funds for classroom supplies, field trips, and other resources that the district has in short supply.
- African American Males Achievement has supplied teachers and course work for manhood classes for our 9th - 1th grade male students. These course gives male students a place to learn "how to become a productive young man with men instructors and guest speakers who can model appropriate behaviors and attitude".
- Black Lawyers Association visits the freshmen classes at least once a year to speak about life in general and to answer questions about anything related to law or the court system.
- McClymonds Alumni Association attends orientations for students, parents and community members. They present a Mack "Pride" Day each January so that students know the history of the school and the West Oakland Community.
- Library Project is underway to restock and organize our library. Student volunteers are working with this organization to earn community service hours.
- Upward bound is a Gear-Up Program housed at both UC Berkeley and Mills College. They both provide students with Saturday College and after-school tutoring. Students attend the summer program and stay on these campuses to get a feel for college life. They also provide students with college tours, individual counseling on high school and college majors and minors.
- Beyond the Chappell Hayes Health Center, and the Alternatives in Action after-school program, there are other community agencies that are a part of the school community:
- McClymonds Youth and Family Center (MYFC - opened in 2012), coordinated by Alternatives in Action, serves as a Community Support Center to sustain local youths and their families' academic, social-emotional, and health needs offering basic needs including food, clothing and house; job training; jobs; parenting classes; financial education; furniture and support, and treatment for victims of domestic violence and drug rehabilitation; the MYFC features a dance studio, computer lab and a community performance space and provides after-school meals, tutoring programs, college counseling, mental health counseling, dance classes and music.
- Other school business relationships per AIA are: HIFY, Planting Justice, Children's Hospital of Oakland, and Student Program for Academic Achievement and Athletic Transitioning (SPAAT) which is McClymonds' mandatory after school program that offers homework help so that student athletes are prepared to make the leap from high school to college via attaining their prerequisites for college, receive their high school diploma, SAT/ACT testing, school selection and application writing as well as increasing their college awareness, decision making skills, giving them healthy values, enhancing their self-esteem, and offering them positive group mentorship.

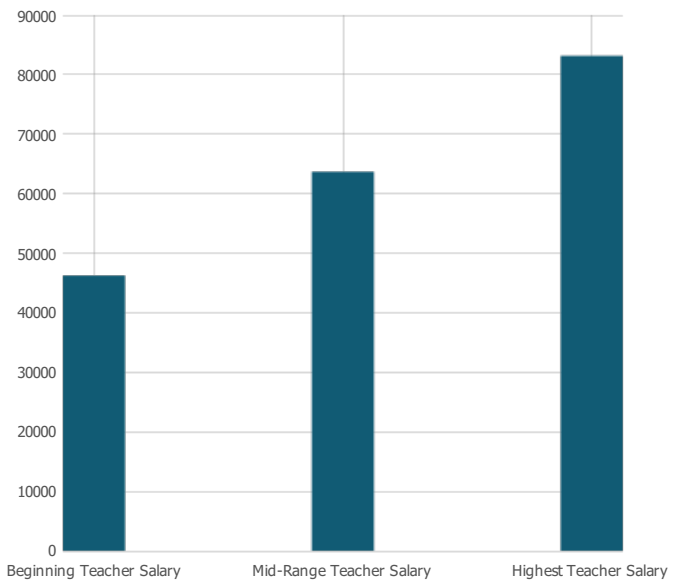
Last updated: 1/29/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

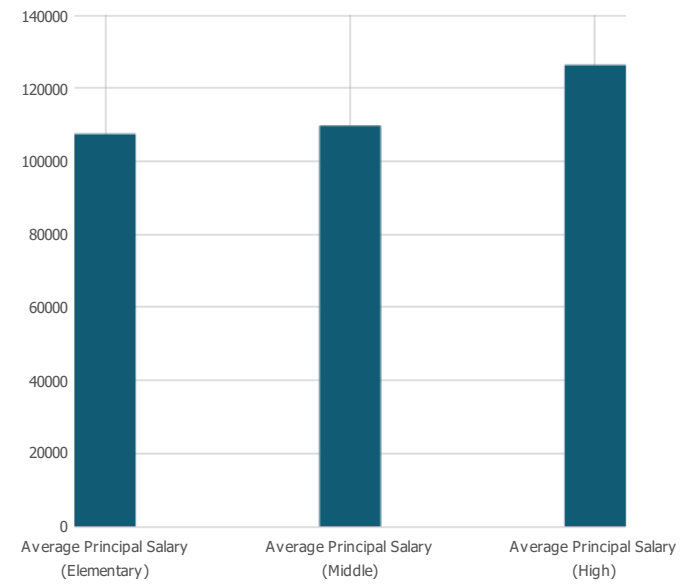
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,258	$47,808
Mid-Range Teacher Salary	$63,694	$73,555
Highest Teacher Salary	$83,162	$95,850
Average Principal Salary (Elementary)	$107,457	$120,448
Average Principal Salary (Middle)	$109,728	$125,592
Average Principal Salary (High)	$126,332	$138,175
Superintendent Salary	$288,400	$264,457
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	10.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/16/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	3	N/A
All Courses	8	18.8%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/16/2018

Professional Development

Over the past three years, our professional development calendar has been driven by data and follows the 6 week inquiry cycle. Teachers meet bi-weekly for whole staff PD for 60 - 120 minutes. The Instructional Leadership Team reviews observation/feedback data, student data and collaboration sessions with teachers and staff to develop a PD calendar using high-yield instructional strategies aligned to best practices in adult learning. Using a Trauma Informed Lens, our PD topics focus on our major improvement strategies, including Rigorous Academics, literacy and language, culture and climate and Post-Secondary Readiness.

Last updated: 1/29/2018