The Role of Career Academies in Realizing OUSD’s Full-Service Community School District-wide Policy and Goals

A Case Study of the Sustainable Urban Design Academy (SUDA) at Castlemont High School

PLUS Client Partners

Matt Duffy, Network Executive Officer, Oakland Unified School District

Tim Bremner, Teacher and Director, Sustainable Urban Design Academy

Aixle Aman, MPP Candidate 2012
Oakland PLUS Fellow
ROADMAP FOR OUR DISCUSSION

1. Project Question
2. Preview of Recommendations
3. Policy Landscape
   - District level
   - Community level
   - School level
4. Methodology, Analysis, and Findings
5. Recommendations
6. Questions and Discussion
**Project Question**

How can a Career Academy, such as the Sustainable Urban Design Academy (SUDA), aid in the planned transformation of Castlemont High School into a full-service community school while simultaneously addressing larger community development goals?
PREVIEW OF PRELIMINARY RECOMMENDATIONS (Deb⇒Me⇒Simple)

- **District Level: OUSD**
  1. Incentivize Linked Learning/career pathway efforts

- **Community Level: TCE & Community Partners**
  1. Increase awareness of OUSD school programs that support BHC goals
  2. Provide sustainable support to organizations and school programs
  3. Explicitly recognize in outcome measures the direct link between BHC priorities and school and district programs

- **School Level: SUDA**
  1. Conduct a formative assessment of the program
  2. Deepen community resources and partnerships
  3. Systematically track students’ academic progress
What is happening at the district and community level in Oakland?
**Vision**
- 5 components

**What’s unique about OUSD:**
- District-wide policy
- Focus on eliminating inequity
POLICY LANDSCAPE: DISTRICT LEVEL

- Linked Learning
  - Goal: 80% of OUSD students enrolled

- Career Pathways/Academies
  - Over 25 career pathways in OUSD
    - The Health Academy at Oakland Tech Model
CALIFORNIA PARTNERSHIP ACADEMIES

Three main features

1. Small learning communities
2. College preparatory material with a career theme
3. Partnerships with employers, the community, and local colleges
Finding: Schools are not explicitly identified in EO BHC outcomes only in implementation strategies.
Outcome 2: Healthy Home

Outcome 4: Health Promoting Land Use

Outcome 5: Safe from Violence

Outcome 6: Support Youth Development

Outcome 7: Neighborhood and Schools Support Healthy Behaviors

Outcome 8: Economic Development
Outcome 4, Strategy: Improve the quality and nutritional value of school-based food programs

Outcome 5, Strategy: Create safe school sites; train youth to advocate for positive systems and community change

Outcome 8, Strategy: Link educational and career pipelines to the high-demand job sector and opportunities; develop youth to be change agents
Given the diverse policy landscape, how can an Oakland career academy align its program, so that it accomplishes district and community goals?
METHODOLOGY

- Literature Review
- Interviews
  - 4 OUSD personnel
  - 5 Castlemont Administrators
  - 2 Community Partners (current and potential)
  - SUDA: Director, 2 teachers, 4 students
  - 1 Other career academy director
- Survey
  - 24 SUDA students
- Observations
  - SUDA’s program activities
  - Meetings (PLUS meetings with the Center for Cities & Schools; Castlemont design team; TCE hub managers)
CONNECTING THE DOTS

OUSD’s Full-Service Community Schools

CA Partnership Academies

TCE’s EO Building Healthy Communities
FINDINGS: ACADEMICS

8 academic activities accomplish district and community goals, while the remaining focus on improving student academic outcomes.

- Academic Support Services
  - Study Table
  - Peer or Adult Tutoring
  - Skills Objective System
  - Advisory
  - Work Parties

- Instruction
  - Culturally Relevant Teaching Strategies
  - Pop Ed Philosophy
  - Differentiated Instruction
  - Integrated Curriculum
  - Project-Based Learning
  - Youth Participatory Action Research

- College & Career Prep
  - A-G Requirements
  - Career Technical Educ
  - Linked Learning
PROJECT-BASED LEARNING

Soil testing and land use

Room for Growth: Assessing Effectiveness

Safe and healthy center of community

Connects academics to real-world application

Links education to career pipelines
12 partnership activities accomplish district and community goals.*

*includes Advisory Board
Green Pioneers: Internships

Volunteer with Us!
Help us with our Urban Sustainability Projects
M-W-Th
3:30-5:15pm

In Green Pioneers, students identify their interests, develop skills for sustainable urban living and teach other students and community members their best practices.

Want More Information?

Address: Castlemont Community Garden
86th and MacArthur Blvd
East Oakland 94605

Program Coordinator:
Grace Proctor
grace.greenpioneers@gmail.com
Green Pioneers: Internships

People United for A Better Oakland (PUEBLO)

- Trusting partnerships;
- Shared capacity

Green Pioneers

- Real-world application;
- Links education to career pipelines

Room for Growth: Assessing Effectiveness
**Findings: Community Projects**

All 11 community project activities accomplish district and community goals.
COMMUNITY MAPPING & DATA COLLECTION
COMMUNITY MAPPING & DATA COLLECTION

MKThink and OUSD’s Facilities Master Plan

Room for Growth: Assessing Effectiveness
Assessing Effectiveness

Example Logic Model for SUDA to Assess Effectiveness
What next?
PREVIEW OF PRELIMINARY RECOMMENDATIONS (Deb⇒Me)

- **District Level: OUSD**
  1. Incentivize Linked Learning/career pathway efforts that align with community programs and resources

- **Community Level: The California Endowment & Community Partners**
  1. Increase awareness of OUSD school programs that support BHC goals
  2. Provide sustainable support to organizations and school programs
  3. Explicitly recognize in outcome measures the direct link between BHC priorities and district and school programs

- **School Level: SUDA**
  1. Conduct a formative assessment of the program and identify intended outcomes focusing on academic and civic/WBL outcomes
  2. Deepen community resources and partnerships to systematically align with OUSD FSCS goals, as a potential model
  3. Create a tracking system to monitor students’ academic progress
PRELIMINARY RECOMMENDATIONS (DEB)

- **District Level: OUSD**
  1. Support/incentivize Linked Learning/career pathway efforts that align closely and leverage civic/community programs and resources

- **Community Level: The California Endowment & Community Partners**
  1. Increase awareness of OUSD educational programs and resources that support community development goals
  2. Provide sustainable support to organizations and school programs that provide reciprocal benefits for young people of East Oakland
  3. Explicitly recognize in outcome measures the direct link between BHC priorities and OUSD Linked Learning/career academy programs

- **School Level: SUDA**
  1. Conduct a formative assessment of the program and identify intended outcomes focusing on academic and civic/WBL outcomes
  2. Deepen and expand additional community resources and partnerships to systematically align with OUSD FSCS goals (providing potential model)
  3. Create a tracking system to monitor students’ progress toward academic goals and intended outcomes
QUESTIONS

1. Missing? Most Helpful?

2. Points to emphasize?
   • E.g., What are realistic goals for schools to have when trying to support the community and the work of community organizations?

3. Given that different leadership teams will have different strengths, what kinds of district resources, coaching, and connections might become available to assist school site teams?