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?

3

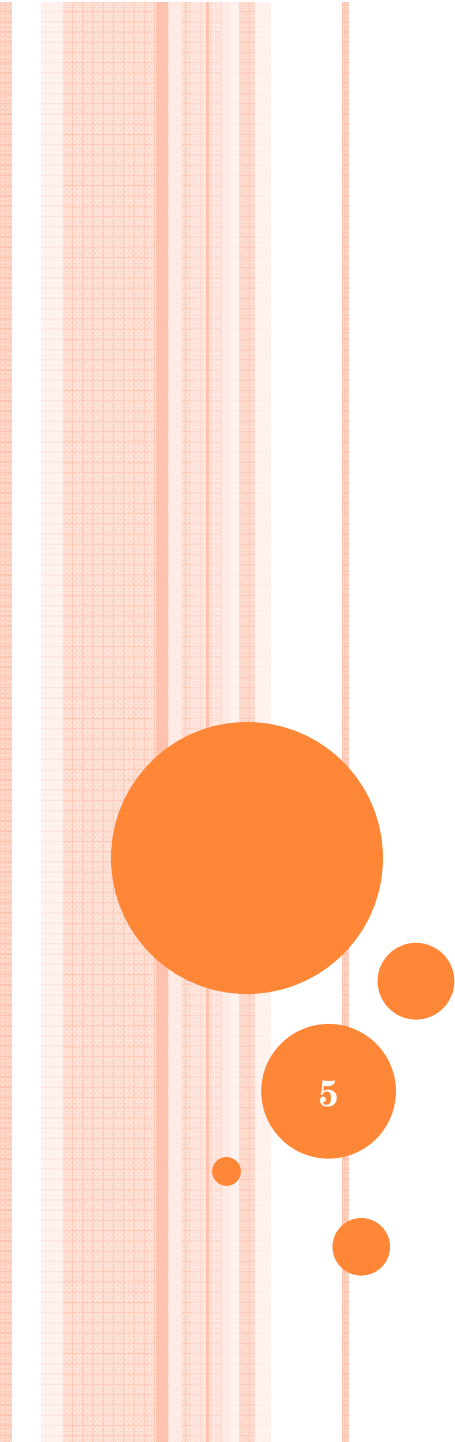# PREVIEW OF PRELIMINARY RECOMMENDATIONS (DEB→ME→SIMPLE)

- **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

4

What is happening at the district and community level in Oakland?

5

OUSD'S FULL-SERVICE COMMUNITY SCHOOL

Vision
- 5 components

What's unique about OUSD:
- District-wide policy
- Focus on eliminating inequity

SUDA's Components & Program Activities		A. OUSD's Full-Service Community School Components				
		A1. FSCSs offer a coordinated and integrated system of academic and support services.	A2. FSCSs become a safe and healthy center of the community.	A3. FSCSs foster trusting, intentional relationships and partnerships.	A4. FSCSs build the capacity of adults and students to share responsibility for leadership and decision-making.	A5. FSCSs tailor the specific approach and mix of services to each community through a process of understanding and addressing inequities.
Partnerships / Referral Support Services	Academic	X				X
	Mental	X	X			X
	Behavior Management (RJOY)		X	X	X	X
	Physical		X			X
Partnerships / Career Preparation	Job Shadowing		X	X		
	Interning			X	X	
	Mentoring (1:1 or small group)			X		
	Career Exploration			X		X
	Certification	X				X
Partnerships / College Preparation	Partnerships with colleges and universities	X		X		
	Dual Enrollment	X				
	Articulation	X				

6

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
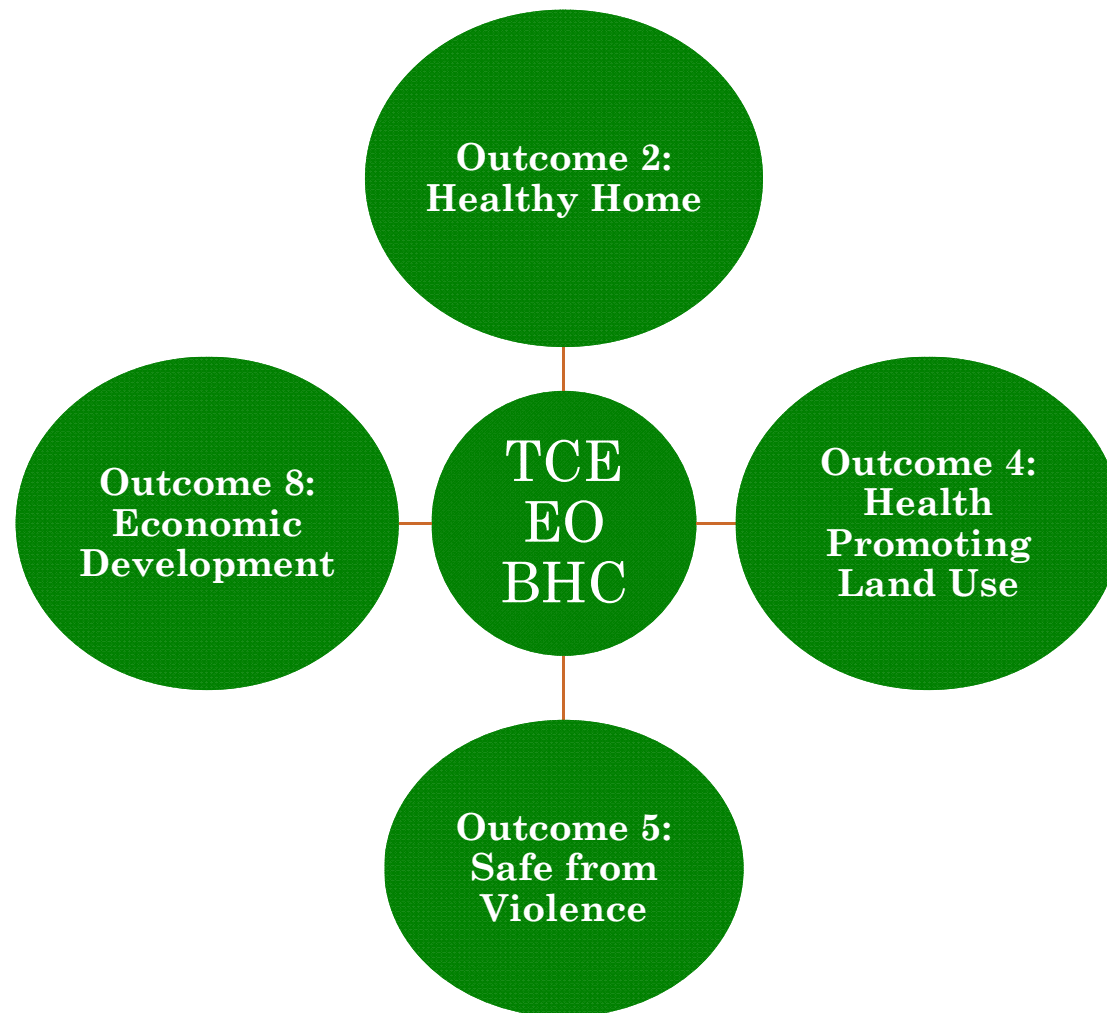
CALIFORNIA PARTNERSHIP ACADEMIES

Three main features

1. Small learning communities
2. College preparatory material with a career theme
3. Partnerships with employers, the community, and local colleges

SUDA's Components & Program Activities		A. California Partnership Academy Features		
		B1. STRUCTURE: A small learning community, comprising a group of students within a larger high school who take classes together for at least two years, taught by a team of teachers from different disciplines.	**B2. CONTENT:** A college preparatory curriculum with a career theme, enabling students to see relationships among academic subjects and their application to a broad field of work.	**B3. RESOURCES:** Partnerships with employers, the community, and local colleges, bringing resources from outside high school to improve motivation and achievement.
Academics / Academic	Work Parties	X		X
	Advisory	X	X	
Academics / Instruction	Culturally relevant teaching strategies	X		
	Popular Education philosophy	X		
	Differentiated instruction	X		
	Integrated curriculum	X	X	X
	Rigorous Academic Curriculum	X	X	
	Project-based learning	X	X	X
	Youth Participatiory Action Research (YPAR)	X	X	

EAST OAKLAND BUILDING HEALTHY COMMUNITIES

Outcome 2:
Healthy Home

Outcome 8:
Economic
Development

TCE
EO
BHC

Outcome 4:
Health
Promoting
Land Use

Outcome 5:
Safe from
Violence

Finding: Schools are not explicitly identified in EO BHC outcomes only in implementation strategies.

EAST OAKLAND BUILDING HEALTHY COMMUNITIES

Outcome 2:
Healthy Home

Outcome 8:
Economic
Development

TCE
EO
BHC

Outcome 4:
Health
Promoting
Land Use

Outcome 6:
Support Youth
Development

Outcome 5:
Safe from
Violence

Outcome 7:
Neighborhood
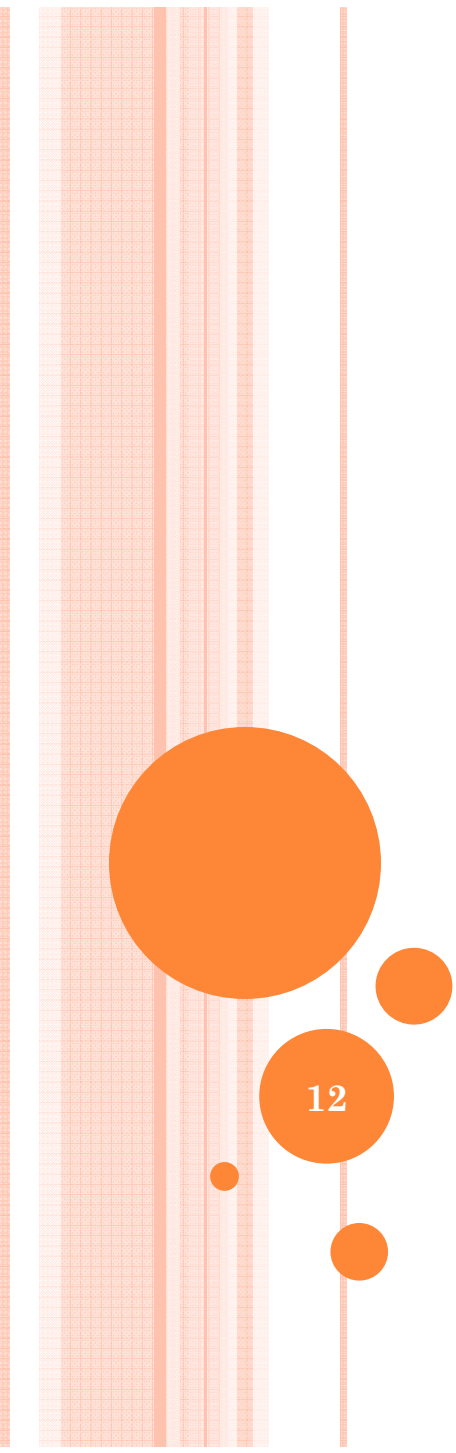and Schools
Support
Healthy
Behaviors

10
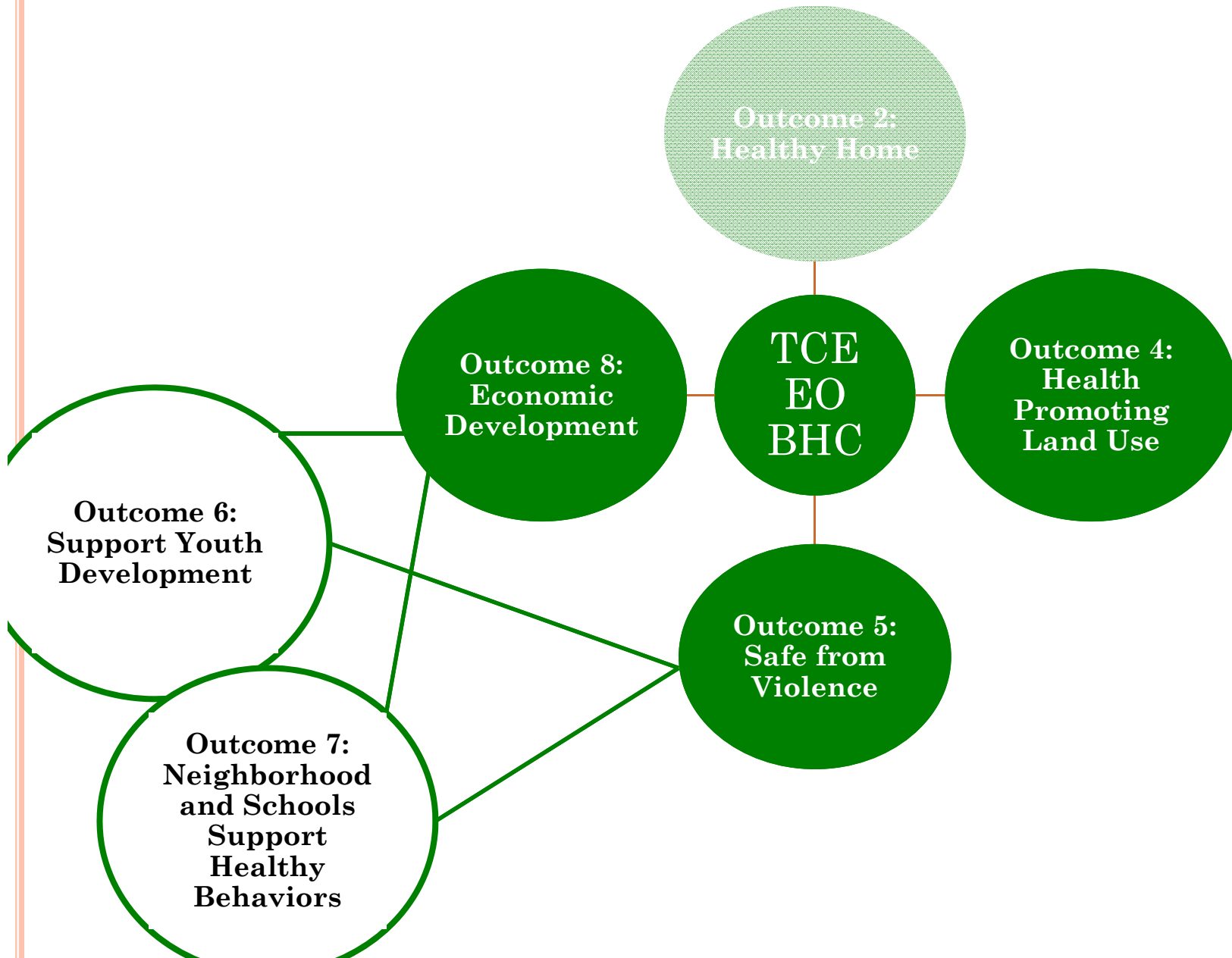
EAST OAKLAND BUILDING HEALTHY COMMUNITIES

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

| SUDA's Components & Program Activities			C. The CA Endowment's EO *Building Healthy*		
			C1. Outcome 4: Residents live in communities with health promoting land use, transportation, and community development. *Strategy:* Improve the quality and nutritional value of school-based food programs	C2. Outcome 5: Children and their families are safe from violence in their homes and neighborhoods. *Strategies:* Create safe school sites; train youth to advocate for positive systems and community change	C3. Outcome 8: Community health improvements are linked to economic development. *Strategies:* Link educational and career pipelines to the high-demand job sector and opportunities; develop youth to be change agents
Community Projects	On-Site Service Learning	Community garden	X		
		Farmer's Market	X		X
		Waste reduction programs	X		
		Construction (PUEBLO)		X	X
		Culinary training & business development	X		X
		Landscape Horticulture - Garden and Greenhouse Management; Tree Planting	X		X
	Off-Site Community Service Learning	Urban Forestry	X		
		Community Mapping & Data Collection	X	X	X
		Park Stewardship	X		
	Small Business	Plant Propagation & Sales	X		X
		Bike Program		X	X

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)

13

CONNECTING THE DOTS
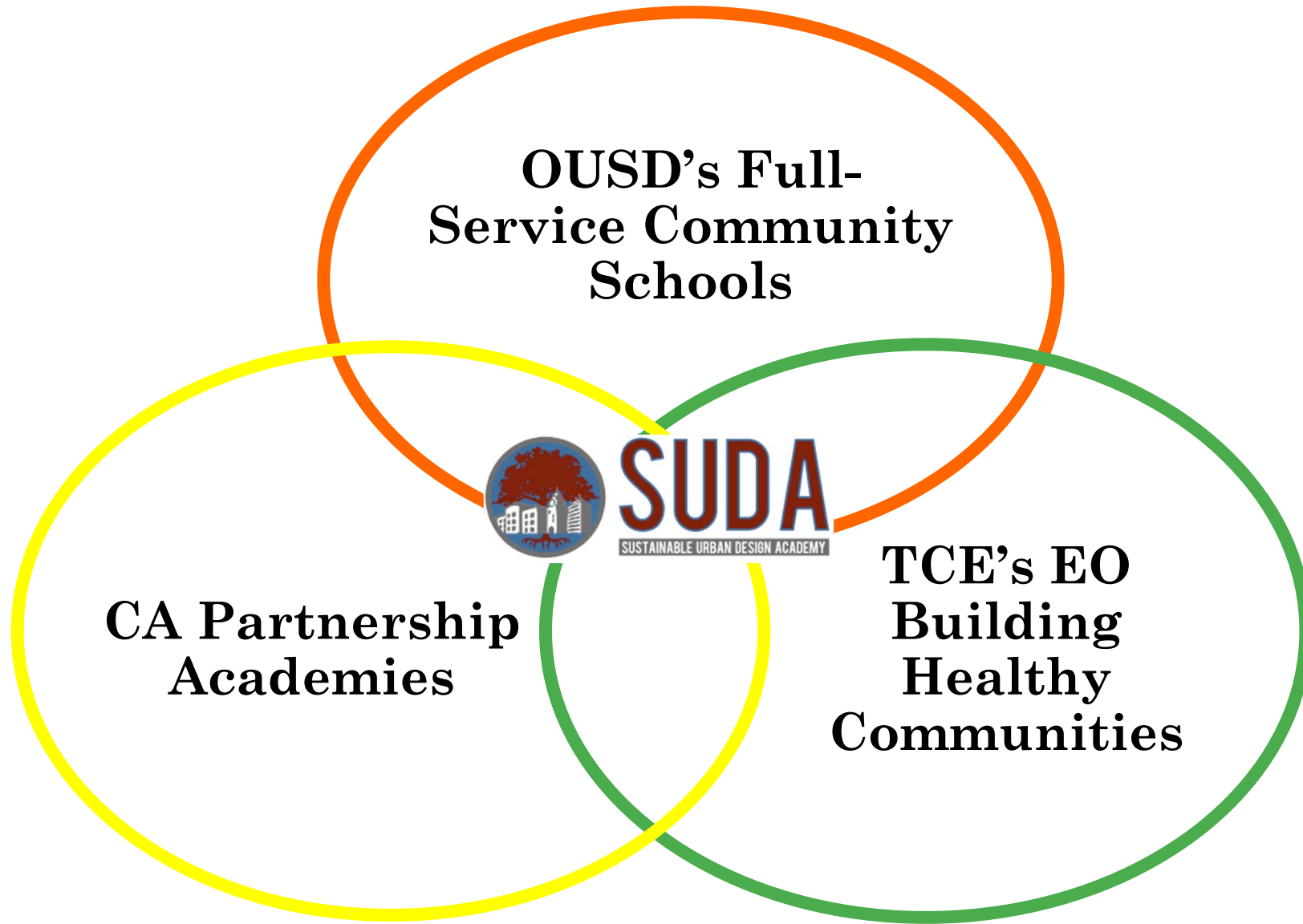
FINDINGS: ACADEMICS

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**

Academics

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**

15

PROJECT-BASED LEARNING

PROJECT-BASED LEARNING

Soil testing and land use

Safe and healthy center of community

Connects academics to real-world application

Links education to career pipelines

Room for Growth: *Assessing Effectiveness*

FINDINGS: PARTNERSHIPS

12 partnership activities accomplish district and community goals.*

*includes Advisory Board

Partnerships

Referral Support Services
- **Academic**
- **Mental**
- **Behavior Management**
- Physical

Career Prep
- **Job Shadow**
- **Internships**
- **Mentorships**
- **Career Exploration**
- **Certification**

College Prep
- **Universities and Colleges**
- **Dual Enrollment**
- **Articulation**
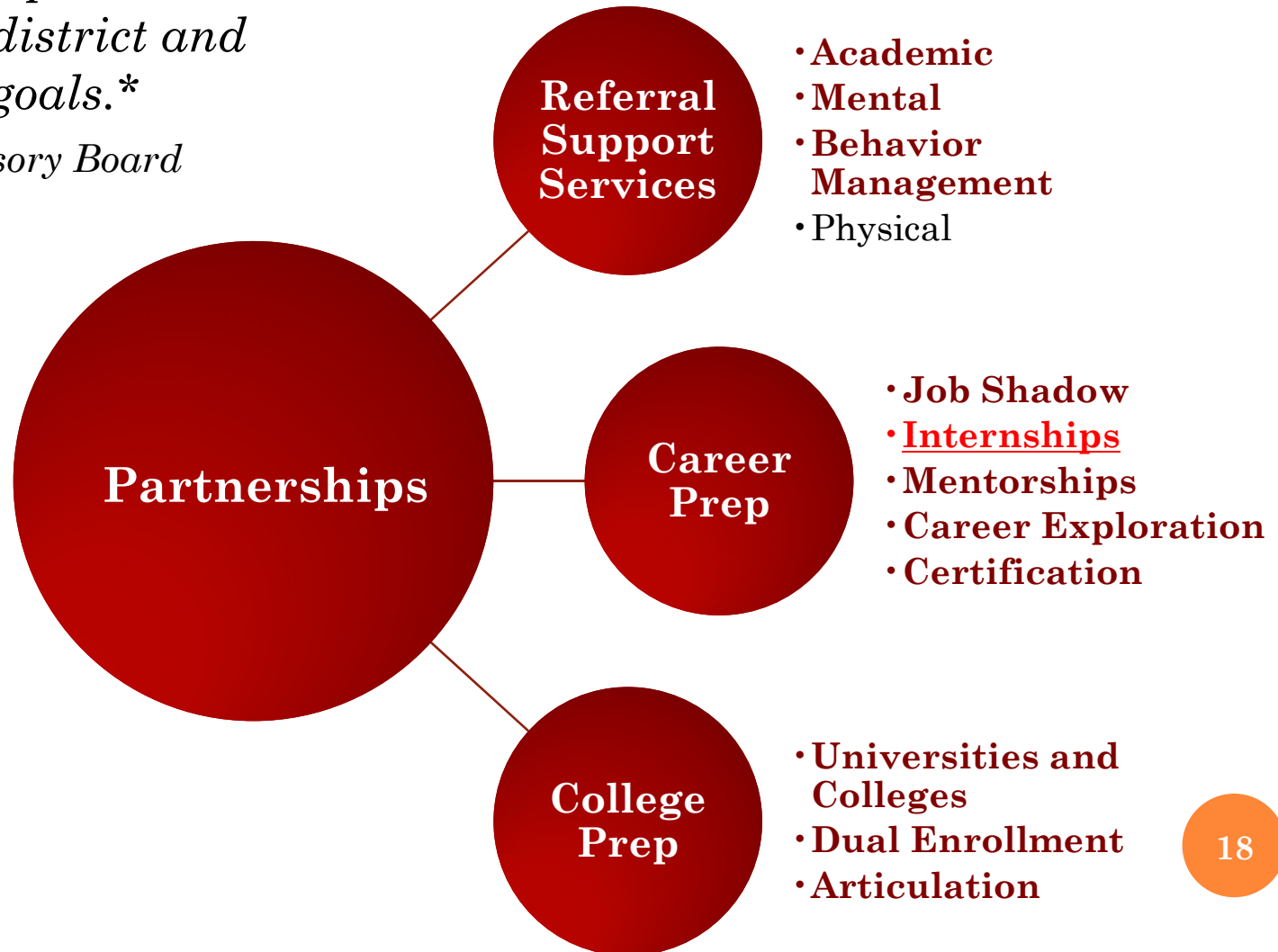
Green Pioneers: Internships

www.castlemontgreenpioneers.org

HOME ABOUT US OUR PIONEERS OUR NEWS LINKS DONATE

CHECK OUT OUR PHOTOS ON FLICKR!!

Like   63 people like this.

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?

Green Pioneers

Green is good for the hood

CHECK OUT OUR BLOG!

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

Program Coordinator:
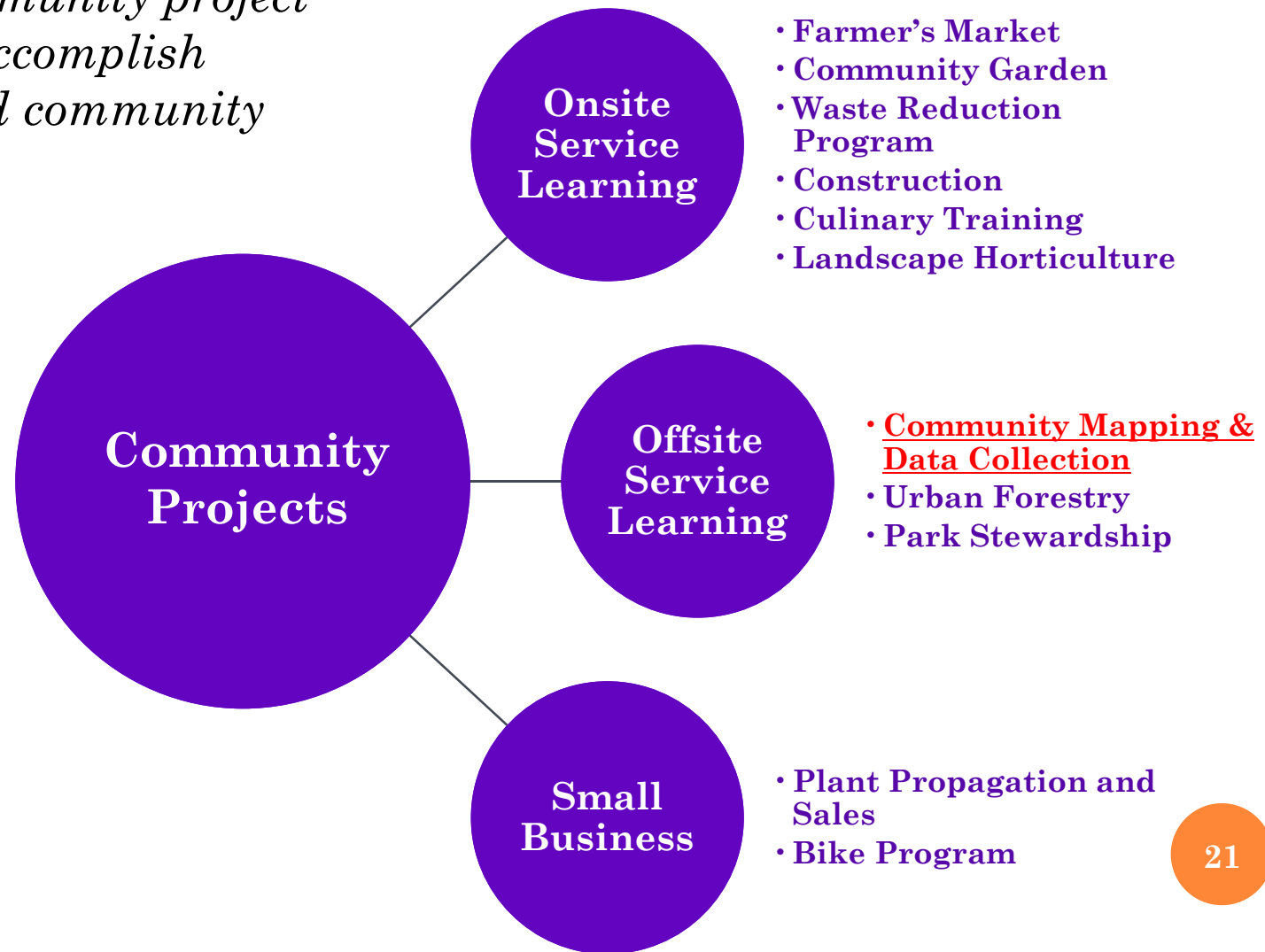**Grace Proctor**
grace.greenpioneers@gmail.com

19

Green Pioneers: Internships

People United for A Better Oakland (PUEBLO)

Trusting partnerships; shared capacity

Real-world application; employer partnerships

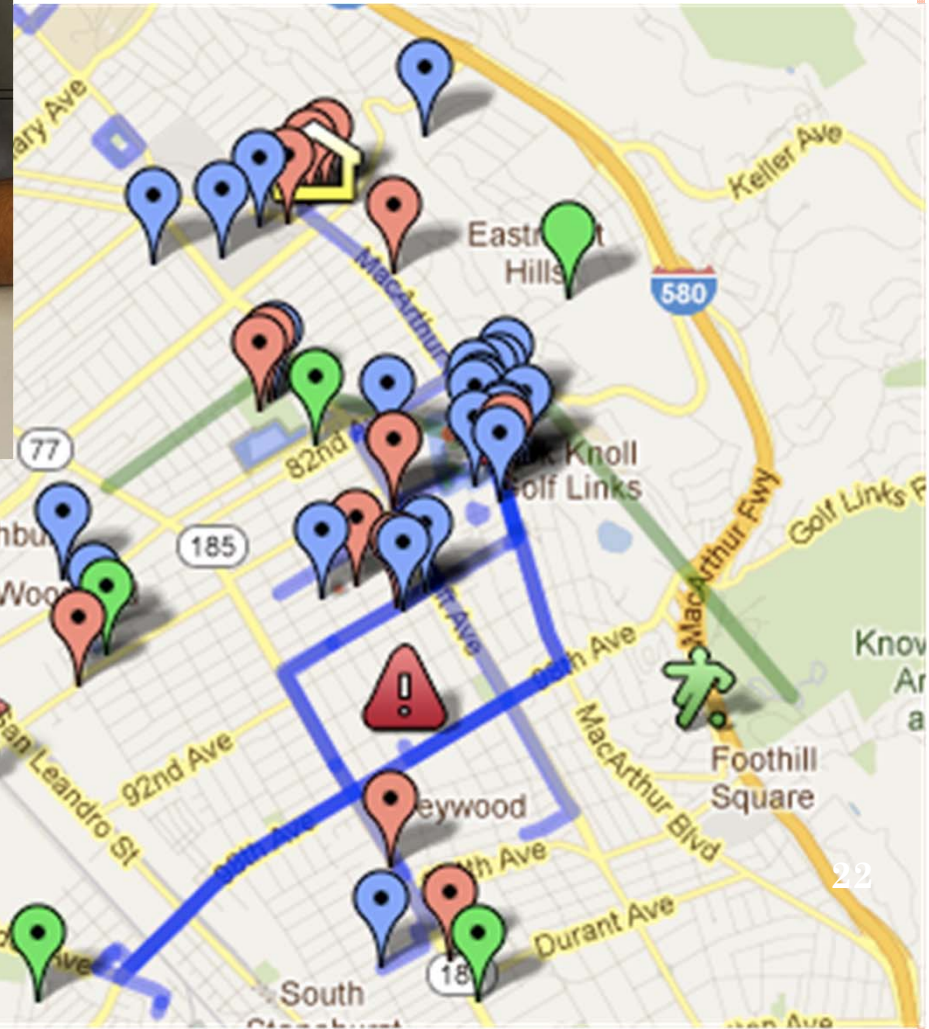Links education to career pipelines

Room for Growth: *Assessing Effectiveness*

FINDINGS: COMMUNITY PROJECTS

All 11 community project activities accomplish district and community goals.

Community Projects

Onsite Service Learning
- Farmer's Market
- Community Garden
- Waste Reduction Program
- Construction
- Culinary Training
- Landscape Horticulture

Offsite Service Learning
- **Community Mapping & Data Collection**
- Urban Forestry
- Park Stewardship

Small Business
- Plant Propagation and Sales
- Bike Program

COMMUNITY MAPPING & DATA COLLECTION

COMMUNITY MAPPING & DATA COLLECTION

MKThink and OUSD's Facilities Master Plan
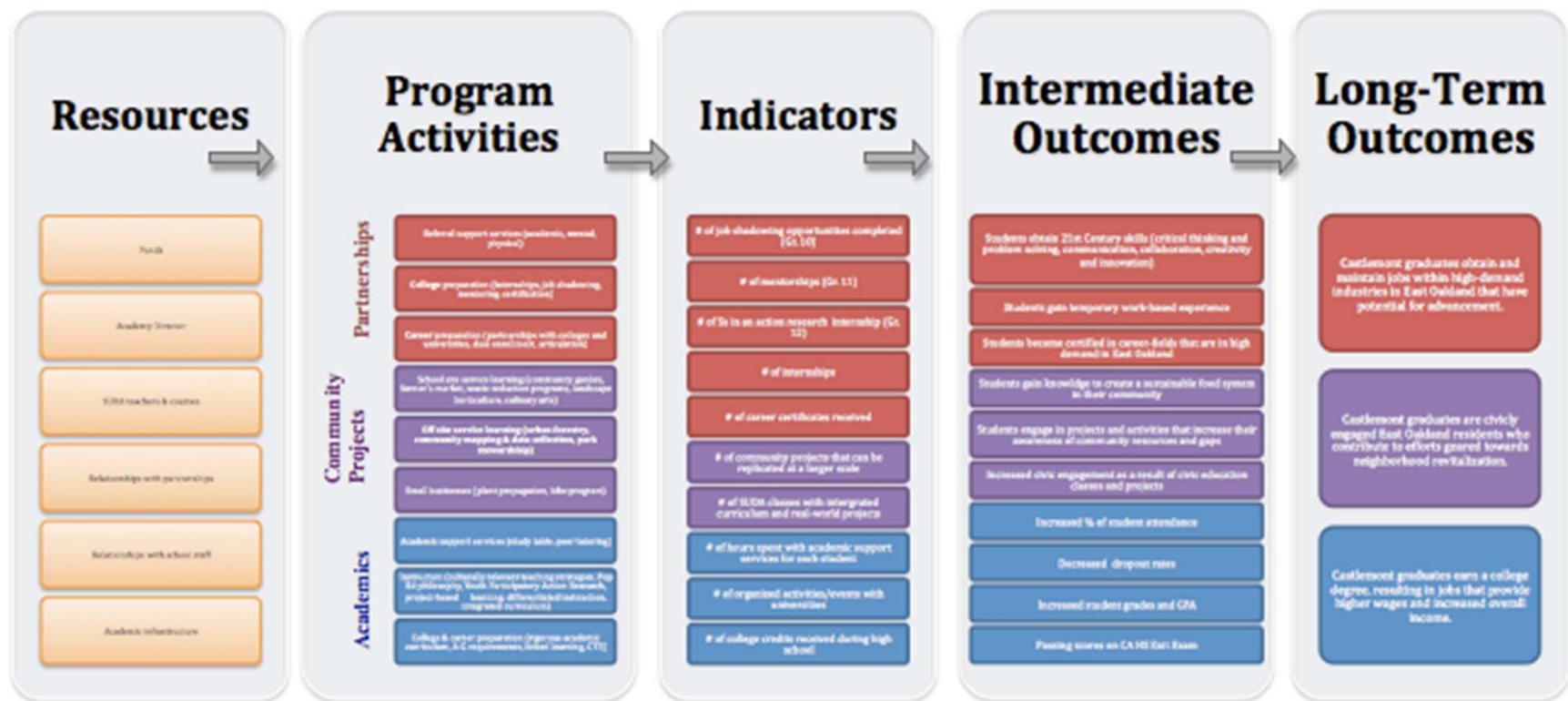
Shared capacity for leadership

Real-world application; community partnerships

Positive community change

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. <u>Incentivize</u> Linked Learning/career pathway efforts that align with community programs and resources

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

- **School Level**: SUDA
  1. Conduct a <u>formative assessment</u> of the program and identify intended outcomes focusing on academic and civic/WBL outcomes
  2. <u>Deepen community resources and partnerships</u> to systematically align with OUSD FSCS goals, as a potential model
  3. Create <u>a tracking system</u> 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?