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Evolution of the Career Academies of the Oakland Unified School District in the 1994-95 Program Year: Evaluator's Final Report

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**Oakland Forum**

**October 1996**

**University of California at Berkeley  
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## **Working Paper 96-10**

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# **Evaluation of the Career Academies of the Oakland Unified School District in the 1994-95 Program Year: Evaluator's Final Report**

Oakland Forum



The University-Oakland Metropolitan Forum is a partnership of the University of California at Berkeley; California State University, Hayward; Mills College; Holy Names College; the Peralta Community College District; and the Oakland community.

University of California at Berkeley  
Institute of Urban and Regional Development



**Final Report**

**Evaluation of the Career Academies of the  
Oakland Unified School District in the 1994-95 Program Year**

**submitted to  
Oakland Redevelopment Agency**

**submitted by  
University-Oakland Metropolitan Forum**

**OCTOBER 1996**

**CONTENTS**

|                                                       |           |
|-------------------------------------------------------|-----------|
| <b>EXECUTIVE SUMMARY</b>                              | <b>i</b>  |
| <b>INTRODUCTION</b>                                   | <b>1</b>  |
| <b>FINDINGS</b>                                       | <b>2</b>  |
| 1. Enrollment in the academies and in academy courses | 2         |
| 2. Academic performance                               | 3         |
| 3. Internships                                        | 9         |
| 4. Mentoring                                          | 12        |
| 5. Retention in the program and graduation            | 12        |
| 6. Post graduation outcomes                           | 14        |
| 7. Curriculum and program development                 | 16        |
| 8. Site-based planning                                | 17        |
| 9. Budgeting and resources                            | 17        |
| 10. McClymonds remediation plan                       | 20        |
| <b>RECOMMENDATIONS</b>                                | <b>21</b> |



## EXECUTIVE SUMMARY

This report completes the examination of the 1994-95 program year of support from the Oakland Redevelopment Agency to the Career Academies of the Oakland Unified School District, and presents preliminary data about the 1995-96 year. It includes a reprise of information presented in our March 1996 Preliminary Report, along with a substantial amount of new data based on surveys, budgets, and school records.

Following is a summary of the main findings of the report.

### Enrollment and Participation Levels

**The program continued to grow and diversify:** 1994-95 was a year of expansion for the academies program, as nine sites were supported by the ORA and the District's overall school-to-career transition framework was being developed in response to federal legislation and local priorities. 1995-96 saw a continuation of the expansion with three more academies receiving ORA support, even though the amount of ORA funding was reduced by one-third.

- o Enrollment in the academies varied widely, from the Health Academy with 221 students (compared to a target in the ORA contract of 150), to the Business Academy with 85 students (compared to a target of 130.) This variation seems to be a result of student preferences and school-level enrollment and decisions, rather than a district-wide policy. By contrast, when ORA funding began in 1991 all academies were the same size.
- o The academy students took many more specialized academy courses than last year, a change which represented a major improvement in the District's management practices. In 1994-95, 67.9 percent of students were in four courses (the full load), compared to only 32.7 percent the previous year.
- o The academies are not serving as a three-year program for many students, as is intended. Almost half (49 percent) of the students who began tenth grade in an academy in 1992-93 left the program before they graduated. Many students stayed in the academies for only one year or two, and received half or less of the specialized curriculum.

## Academic Performance

**Student performance was similar to previous years, including wide variation among sites:** Overall, the Academies' performance in 1994-95 was roughly similar to the previous year. Grades, graduation rates, numbers of internships and most other statistical program indicators were stable from the previous two years. With a few exceptions, the same academies performed at a high level as in previous years, and the same ones fell short of the performance standards as before.

- o Overall, 68.2 percent of the students attained at least a 2.00 average in 1994-95. (The standards call for 70, 75 or 80 percent of students attaining 2.00, for tenth, eleventh and twelfth graders respectively.) Eighteen of the 26 performance measures for grades were not reached, though performance varied widely among the sites, in the same pattern as in previous years.
- o Trends in student attendance rates were similar to previous years, with absenteeism more prominent in the Spring semester than the Fall. The two academies at McClymonds High School had much higher absenteeism rates than elsewhere, a persistent problem which appears not to have been remediated by the extra measures put into place in 1994.
- o Students who stayed in the academy for three full years consistently outperformed those who dropped out or entered late. For example, in the second semester of tenth grade, 79.8 percent of students who remained in for three years had at least a 2.00 GPA, compared to 50.7 percent of students who did not complete the program.

## Internships

**Work experience provided through the academies continues to be a positive learning opportunity:** The summer internships continue to be the most highly rated component of the program by both students and employers alike. Employers' assessments of the students whom they supervised continued to be mostly very favorable. Those supervisors who had recommendations for improvement mostly asked for more extensive advance preparation of the students and intensive follow-up by academy staff.

- o There were 325 academy summer internships in 1995, with 61 percent of them located in downtown Oakland. The City of Oakland government provided sites for 48 of the ORA internships, nearly 15 percent of the total. Private funding financed 26 of the internships: eight percent of the total, down slightly from the previous year.
- o Interns reported though surveys generally high levels of learning, career motivation and satisfaction with their internships, compared to the same survey questions asked in previous years. Employers' level of satisfaction with the students was also comparably high, though as in previous years some proposed that there be greater preparation and interaction with the school staff.

## Mentoring

**A quality mentoring relationship was not available to most academy students.** As a result, the mentoring component was redesigned beginning in 1995-96.

- o The mentoring component, while valuable for a few students, was not reaching the numbers of students or having the impact which was desired. Only three of the academies made the expected number of matches, and many of these relationships were not ongoing. As a result, this component was redesigned during the 1995-96 school year in two ways. First, mentors would still be found to serve a much smaller group of students more intensively. Second, the larger number of students who take a summer internship would have their internship supervisor also serve as a “career mentor” before and after the internship. It is too early to assess the impact of the revised program.

## Retention and Graduation

- o **Graduation rates for academy students were high, when measured as a percentage of seniors who finish their last year.** Eighty-five percent of seniors graduated on time, compared to 90 percent the year before.
- o A different picture, one showing less continuity, emerges from tracking the three-year experiences of academy students. Only 51 percent of those who started in the programs in tenth grade completed their senior year in the program, and, conversely, only 54 percent of those who graduated from the academy had been in it for all three years. The net effect is that while academy slots are almost always filled, there is much more turnover than was anticipated when the program was designed.

## Post-Graduation Outcomes

- o **Higher education was the goal for most students.** Most academy graduates had a sufficiently strong high school record to start on that course. At least 60 percent of the students who graduated in 1995 started higher education that Fall, and virtually all academy graduates intend to attend higher education at some point. More than a third of the graduates expressed a goal of attaining at least a masters degree. Approximately half of the students expected their career to follow from the focus of their academy.
- o Results from a survey of 1995 graduates conducted by the School District show that slightly more than half see their career goal as related to their academy. More than 90 percent say that they would have completed high school even without the academy program, and they give the program some, but not a great deal, of credit for improving the work and study skills.

## **Planning and Curriculum Development**

- o The District made significant progress in 1994-95 integrating the academies into a system-wide school-to-career plan, but much work remains to be done to complete this transition. Efforts in 1995-96 were, of course, greatly hampered by the labor dispute and subsequent difficulties in completing the basic activities of the school year.
- o Clear progress was made during 1995 in four of the five areas of management practices which the evaluators had targeted in the February 1995 report.

## **Budgeting and Resources**

- o The ORA authorized \$1,202,000 in support of the Academies program at nine sites for the 1994-95 Year, following a performance-based contract. This was the fifth year of ORA funding of the Academies. There were 1,102 students enrolled for the Fall semester in these nine academies, up ten percent from the same timepoint in the previous year. If the District were to earn all the funds in its ORA contract, there would be \$1,091 per student, down from \$2,910 in the budget for the first year. The estimated amount per student for 1995-96, with a reduction in funding and increase in students, was \$545.
- o The amount of funds available to each academy has declined each year, from \$143,875 in 1992-93 to \$55,881 in 1995-96. The principal factors for this change are the increase in the number of sites and the decline in the size of the overall grant. Student stipends have grown each year as a proportion of the total contracted amount, from just 24 percent in 1992-1993 to 71 percent in 1995-96.
- o The academies program raised \$1,755,250 in extra-mural support apart from the ORA in the two year period from mid-1993 to mid-1995. More than half of this was in one-time grants, however, which indicates the magnitude of the challenge of continual fund-raising from government, corporate and foundation sources. A new grant of \$650,000 from the federal School-to-Work Opportunities Act was just announced in mid-September 1996. The academies have not secured the kind of support that would substitute for the items being supported by ORA funding, particularly in the payment for internships and other career-related activities.
- o The ORA academies budget was dispersed among many more programs and students than in past years, and concentrated on fewer components of the program. By 1995-96 the ORA budget per student was just \$545, down from \$2,910 when ORA support began in 1990-91. Most of the 1995-96 funding went directly for student internship stipends.

## **McClymonds remediation plan**

Two years ago, when attendance and grades were especially low at the Business and Law and Government Academies, the staff at McClymonds was required to implement a remediation

plan to work with students who were failing or at risk of failing. This has not, for the most part, had the desired effect. Grades for 1994-95 were slightly higher but still well below the standards, and attendance dropped even lower.

### **Recommendations (described at greater length in the body of the report)**

- 1) Target ORA Support for the Career Development Component of the Academies Program. The recent practice of allocating most of the ORA funding for student internship stipends should continue in any future years of ORA support.
- 2) Diversify support for internships and hiring. Enact a specific work plan with targets, schedules and assignments to increase the number of employers who will not only take academy interns, but will support all or part of their stipend. Utilize Office of Public Works employment referral and employer tax credit outreach offices among other resources.
- 3) Make the City government a model employer for school-to-work activities. Expand the number and diversity of City of Oakland staff who mentor or supervise academy interns.
- 4) Improve administrative procedures for implementing the academy model. Various steps are recommended to improve course scheduling, teacher recruitment and training, and the prompt execution of the contract with the ORA.
- 5) Integrate the academies into the new District-wide emphasis on accountability. A keystone of the current District reform strategy is greater accountability of school sites for management and student achievement. Integrate the academies' ORA performance standards and management plan into the direct review of principals, teachers and others at the sites and the central office who are accountable for their completion.
- 6) Make student and school remediation and intervention plans real, complete, and accountable, and continually revised if they do not succeed. Although there is a formal process in place for students who are failing or at risk of dropping out, it does not appear to be as widely followed as it could be. Take steps to ensure that the procedures are followed or, if they are not workable, that new procedures are adopted, but do not leave any academy student without a specific remediation strategy and the means to carry it out with his or her teachers and family.
- 7) Restructure the ORA budget to have the amounts of funds for each academy more closely reflect actual enrollment. If the academies are to continue to be widely different in their number of students, the funds should be reconfigured to more closely follow these actual enrollments.
- 8) Coordinate the academies with other education and youth development programs. The academies and all of the District's school-to-career efforts should be closely aligned with the Oakland Youth Employment Services, the Mayor's Summer Job Program, the Business

Employment and Training Connection (OPW), and other consortia and agencies to ensure that the largest number of youth are served in the most cost-effective manner.

9) Utilize Future Research on the Impacts of Academies. In the next year a major new survey of academy and non-academy students who graduated between 1991 and 1995 will be analyzed and reported, and the results should help the District and its partners in the efforts to expand and continually improve the program.

## INTRODUCTION

The Career Academies program have established themselves as a major factor in the School District during the six years in which they have received support from the Oakland Redevelopment Agency. Several of the academies regularly win state and national recognition, nearly 20 percent of Oakland high school students are enrolled in an academy, and the original four sites have grown to 12. The vast majority of academy graduates qualify for and attend higher education, including many who began high school with little prospect of attending college. There are partnerships with many firms and government agencies through which the students receive valuable work experience and training, including more than 300 internships each summer. Many of the sites have state-of-the-art technology, and the curricular innovations started in the academies provide the basis for the District's overall school-to-career plan, which will eventually touch all students.

The accomplishments are substantial then, by any measurement. At the same time, though, the program has known a number of persistent challenges, areas which need improvement, some of which have been slow to respond, even over a period of several years. In 1994-95 as in earlier years, for example, at least half of the academic performance benchmarks were not met.<sup>1</sup> Attendance, enrollment levels, and grade levels at McClymonds High School remain particularly low and resistant to improvement. At all the schools, creating and maintaining a true "school-within-a-school" of students who stay together for three years and complete all of a specially defined curriculum has proven elusive, and only partially achieved. Many, if not most, academy students therefore receive only part of the intended experiences and support. (And the more of the experience the student receives, the better their performance.) There are still problems in getting the full complement of interested, committed teachers assigned to each academy with the support and time to do what is expected from this demanding program.

The excellence of many aspects of the academies and their students coexists, then, with those persistent shortcomings in fully implementing the model or meeting all the performance standards in the ORA contract. While the shortcomings have not all been made up, the School District is making continual progress, and that the staffs have been open to changing some of the practices which have not worked as well as intended.

Aside from continuing to document the multiple outcomes of the academies, this evaluation is intended to provide useful information for the continued improvement of the program. Over the past five years we have seen many of the issues raised in our previous reports addressed successfully by the School District and its partners, and we see no reason why that should not continue.

The school year just ended, of course, was not at all typical, and the academies were not at all exempt from the strife which convulsed the District. This report augments our March 1996 report with new information from the students, internship supervisors and school district's

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<sup>1</sup> The benchmarks call for measuring the percentage of students with a 2.0 GPA each semester at each academy. The standards are: 70% for sophomores, 75% for juniors, and 80% for seniors.

records, and completes the evaluation of the 1994-95 year. Some preliminary information about the 1995-96 year is also presented, but most of the data about that year is yet to arrive. 1995-96 was, of course, heavily disrupted by the teachers' strikes and resulting problems of finishing the basic school year. We postponed our intended field work at the school sites in light of the disruption, and our access to central office staff and data was also delayed. We foresee no problem in completing a full assessment of each site in the coming months. Without that recent input from teachers and administrators, however, we do not have a complete perspective on the reasons for successes or lack of them. It is easier to measure the outcomes than it is to truly know how and why a program achieved or fell short of its goals.

The tables which were first presented in our March 1996 Preliminary Report are repeated here as Appendix Tables, while the new quantitative material appears as tables embedded in the text of the report. This enables the reader both to see the overall year's work in one place, and also to keep clear which material is being presented for the first time here.

## **FINDINGS**

Following is a summary of the key findings, presented with most of the same topic headings as the March 1996 report.

### **1. Enrollment in the academies and in academy courses**

The academies program continued to expand, as total enrollment in the nine ORA-supported academies grew by ten percent from 1993-94 to 1994-95, to 1,102 students. The amount of ORA spending per student was \$1,091, down eight percent from the previous year. For 1995-96, since the number of academies and students continued to rise and the ORA funding was reduced by one-third, the per student spending was approximately \$545. (See Appendix Table 1.)

Two new enrollment trends were observed this year. First, the District made excellent progress in increasing the proportion of academy students who took the full academy course load. Whereas in the Fall of 1993-94 only 32.7 percent of students were in all four courses, a year later that percentage had climbed to 67.9. The number of students who were in just two, one, or no academy courses, and therefore clearly not receiving the full effect of the program, declined from 31.3 percent in Fall of 1993 to 14.9 percent a year later. Appendix Table 2 shows the overall year-to-year comparison, and Appendix Tables 3 and 4 provide the details for each program. The need for the District to develop an effective process for scheduling academy students had been noted in our reports as a problem area for the last several years.

The other enrollment trend is that the academies are no longer anywhere near equal size, even though the contract with the ORA still gives identical or similar target enrollments, and budgets are presumably allocated based on these targets. Appendix Table 5 shows that the Health and Bioscience Academy has 221 students, despite a target of 150, while the Business and

Law and Government programs, with targets of 130 each, have 85 and 90 students respectively. Overall, two academies are over their target, two are at or within a couple students of exactly hitting their target enrollments, and five are at least ten percent below their targets.

We are not yet certain whether the divergence in size between sites represents a serious issue for the District. If a program such as Health can support the higher number of students it has taken in, then exceeding the target may not present a practical problem. Health, for example, was able to enroll virtually all its students in four courses, a considerable improvement from the previous year despite the larger numbers. This also requires more teacher orientation and training if the special curriculum is to be fully implemented. The biggest cost aside from teachers will come in finding paid internship opportunities for so many students. The Health Academy has shown excellent outreach capabilities, but whether local employers can sustain that number of internships is not clear.

The under-enrollment by 30 percent at the two McClymonds programs may reflect the overall low enrollment of this school, more than any deficiency per se of the academies. These academies are now closer in size to one classroom per grade than to the planned two. Perhaps the enrollment targets should be set even lower for these programs. We will explore the root cause of the enrollment drop at this time, but will explore it with the site and central office staff for our next report.

Budgets of ORA funds have been based on enrollment targets rather than actual numbers, leading to some recent disparities. If all ORA dollars for the 1994-95 contracts were earned by the programs, for example, the Health Academy would get an average of \$679 per student, while the Business Academy would get \$1,247, based on these actual enrollments. Therefore, we encourage the District to again reexamine the target enrollments that are set for each site, and to adjust the budgets accordingly to be closer to the actual number of students served.

## **2. Academic performance**

The overall percentage of academy students with a grade point average of 2.00 for 1994-95 was almost the same as the previous year: 68.2 percent in Fall 1994 compared to 67.2 percent in Fall 1993, for example. The ORA contract sets a 70 percent standard for tenth graders, 75 percent for eleventh grade, and 80 percent for seniors, so the overall performance continues to be slightly below these thresholds. Appendix Table 6 shows the overall GPA level, while Appendix Tables 7 and 8 show the performance of each grade at each academy.

Similar to the previous year, more than half (18 out of 26) of the grades were below contract standards. Pre-Engineering, Health, and Visual Arts were the only three sites where most or all of the standards were reached.

The academy students' attendance patterns were also similar to those of earlier years. The performance for each academy at each grade level for the two semesters of 1994-95 are shown in Tables 1 and 2. McClymonds High School had the most serious cases of poor

attendance, followed by the programs at Castlemont High School. The findings at McClymonds are very similar to those two and three years ago, at which point the school was required to put a remediation plan in place as a precondition for continuation in the ORA program.

When the findings on academic performance were presented last year, the School District staff suggested that many of the students with the lowest grades were ones who had dropped in or out of the academies for a shorter period of time, while those who were in the program consistently for the full three years did better. This explanation is now generally supported by a new calculation carried out for the first time this year. Tables 3 and 4, and the accompanying graphs (Figures 1 and 2) demonstrate the progress of the Class of 1995 of academy students over their three years. For example, in the Spring of 1993--the second half of tenth grade-- 79.8 percent of the students who ended up staying in for the full six semesters achieved at least a 2.00 GPA, but only 50.7 percent of their counterparts who stayed only part of the time had a 2.00. Similar findings are found for attendance: the continuous participants almost always did better than those who were in and out. At every one of the twelve measurement points of grades and attendance, the continuous participants had higher performance than the partial participants, and in half the points the continuous students exceeded the ORA contract standard. The differences were much greater in tenth and eleventh grade than in twelfth.

This findings tell us which students have the lower grades and attendance which have characterized many of the reports, but they are not yet definitive about the cause and effect relationship. We suspect that many of the students who were struggling during tenth grade dropped out of the academies after a year or two. The departing students may have been disproportionately those admitted under the 'at-risk' criteria, but until we do a further analysis (about which see below) we cannot be certain. In contrast, the students who joined late, particularly just for the senior year, tended to be somewhat more successful students. And those who received the full program benefits were the highest achievers. This reinforces the importance of providing the whole three-year program of courses and internships to the student. The academies as a part-time, easy entry/easy exit option are not nearly so impressive as the school-within-a-school model.

In research currently under way based on a survey of the graduates of academies over a five year period and a comparison group of other Oakland high school students, we will soon be able to explore the academic outcomes of the students who left the academies before graduation: whether they graduated high school, whether they went to college, and other factors. In this other analysis, which is supported by the Upjohn Institute for Employment Research, we will explore the issues raised by these new tables and many other question of the impacts of the academies over time.

TABLE 1  
ATTENDANCE, FALL 1994  
ACADEMY STUDENT ATTENDANCE 80% OR BETTER

|                          |  | Percent of Students<br>Attendance > 80% | Number of Students<br>(# Attend > 80% / Total #) |
|--------------------------|--|-----------------------------------------|--------------------------------------------------|
| <b>CASTLEMONT HIGH</b>   |  | <b>Computer</b>                         |                                                  |
| 10th Grade               |  | 69.8%                                   | 30/43                                            |
| 11th Grade               |  | 82.0%                                   | 41/50                                            |
| 12th Grade               |  | 93.9%                                   | 31/33                                            |
|                          |  | <b>Trade &amp; Transportation</b>       |                                                  |
| 10th Grade               |  | 76.7%                                   | 33/43                                            |
| 11th Grade               |  | 48.7%                                   | 19/39                                            |
| 12th Grade               |  | 89.5%                                   | 17/19                                            |
| <b>FREMONT HIGH</b>      |  | <b>Architecture</b>                     |                                                  |
| 10th Grade               |  | 93.7%                                   | 59/63                                            |
| 11th Grade               |  | 91.9%                                   | 34/37                                            |
|                          |  | <b>Media</b>                            |                                                  |
| 10th Grade               |  | 96.6%                                   | 57/59                                            |
| 11th Grade               |  | 100.0%                                  | 50/50                                            |
| 12th Grade               |  | 86.3%                                   | 44/51                                            |
| <b>McCLYMONDS HIGH</b>   |  | <b>Business</b>                         |                                                  |
| 10th Grade               |  | 54.5%                                   | 18/33                                            |
| 11th Grade               |  | 47.6%                                   | 10/21                                            |
| 12th Grade               |  | 23.3%                                   | 7/30                                             |
|                          |  | <b>Law &amp; Government</b>             |                                                  |
| 10th Grade               |  | 46.2%                                   | 12/26                                            |
| 11th Grade               |  | 53.1%                                   | 17/32                                            |
| 12th Grade               |  | 25.0%                                   | 8/32                                             |
| <b>OAKLAND HIGH</b>      |  | <b>Visual Arts</b>                      |                                                  |
| 10th Grade               |  | 92.9%                                   | 26/28                                            |
| 11th Grade               |  | 100.0%                                  | 31/31                                            |
| 12th Grade               |  | 82.1%                                   | 23/28                                            |
| <b>OAKLAND TECHNICAL</b> |  | <b>Health &amp; Bioscience</b>          |                                                  |
| 10th Grade               |  | 90.4%                                   | 94/104                                           |
| 11th Grade               |  | 90.0%                                   | 54/60                                            |
| 12th Grade               |  | 89.5%                                   | 51/57                                            |
|                          |  | <b>Pre-Engineering</b>                  |                                                  |
| 10th Grade               |  | 96.1%                                   | 49/51                                            |
| 11th Grade               |  | 97.3%                                   | 36/37                                            |
| 12th Grade               |  | 90.9%                                   | 40/44                                            |

Shading denotes performance below the ORA contract standards: at least 70% of 10th graders are to attend 80% of the time; at least 75% of 11th graders; at least 80% of 12th graders.

TABLE 2  
ATTENDANCE, SPRING 1995  
ACADEMY STUDENT ATTENDANCE 80% OR BETTER

|                          |  | Percent of Students<br>Attendance > 80% | Number of Students<br>(# Attend > 80% / Total #) |
|--------------------------|--|-----------------------------------------|--------------------------------------------------|
| <b>CASTLEMONT HIGH</b>   |  | <b>Computer</b>                         |                                                  |
| 10th Grade               |  | 42.5%                                   | 17/40                                            |
| 11th Grade               |  | 45.5%                                   | 15/33                                            |
| 12th Grade               |  | 61.5%                                   | 24/39                                            |
|                          |  | <b>Trade &amp; Transportation</b>       |                                                  |
| 10th Grade               |  | 51.1%                                   | 23/45                                            |
| 11th Grade               |  | 30.8%                                   | 4/13                                             |
| 12th Grade               |  | 27.6%                                   | 8/29                                             |
| <b>FREMONT HIGH</b>      |  | <b>Architecture</b>                     |                                                  |
| 10th Grade               |  | 83.1%                                   | 49/59                                            |
| 11th Grade               |  | 85.7%                                   | 30/35                                            |
|                          |  | <b>Media</b>                            |                                                  |
| 10th Grade               |  | 80.9%                                   | 38/47                                            |
| 11th Grade               |  | 92.3%                                   | 48/52                                            |
| 12th Grade               |  | 57.1%                                   | 28/49                                            |
| <b>McCLYMONDS HIGH</b>   |  | <b>Business</b>                         |                                                  |
| 10th Grade               |  | 50.0%                                   | 17/34                                            |
| 11th Grade               |  | 44.4%                                   | 8/18                                             |
| 12th Grade               |  | 14.8%                                   | 4/27                                             |
|                          |  | <b>Law &amp; Government</b>             |                                                  |
| 10th Grade               |  | 42.3%                                   | 11/26                                            |
| 11th Grade               |  | 45.5%                                   | 15/33                                            |
| 12th Grade               |  | 25.9%                                   | 7/27                                             |
| <b>OAKLAND HIGH</b>      |  | <b>Visual Arts</b>                      |                                                  |
| 10th Grade               |  | 76.9%                                   | 20/26                                            |
| 11th Grade               |  | 78.6%                                   | 22/28                                            |
| 12th Grade               |  | 46.4%                                   | 13/28                                            |
| <b>OAKLAND TECHNICAL</b> |  | <b>Health &amp; Bioscience</b>          |                                                  |
| 10th Grade               |  | 72.0%                                   | 72/100                                           |
| 11th Grade               |  | 54.8%                                   | 34/62                                            |
| 12th Grade               |  | 54.2%                                   | 32/59                                            |
|                          |  | <b>Pre-Engineering</b>                  |                                                  |
| 10th Grade               |  | 91.8%                                   | 45/49                                            |
| 11th Grade               |  | 85.7%                                   | 30/35                                            |
| 12th Grade               |  | 72.7%                                   | 32/44                                            |

Shading denotes performance below the ORA contract standards: at least 70% of 10th graders are to attend 80% of the time; at least 75% of 11th graders; at least 80% of 12th graders.

**Table 3**  
**Grade Point Average Performance for Class of 1995 Cohort**  
**Focus on students continuously enrolled in academy**

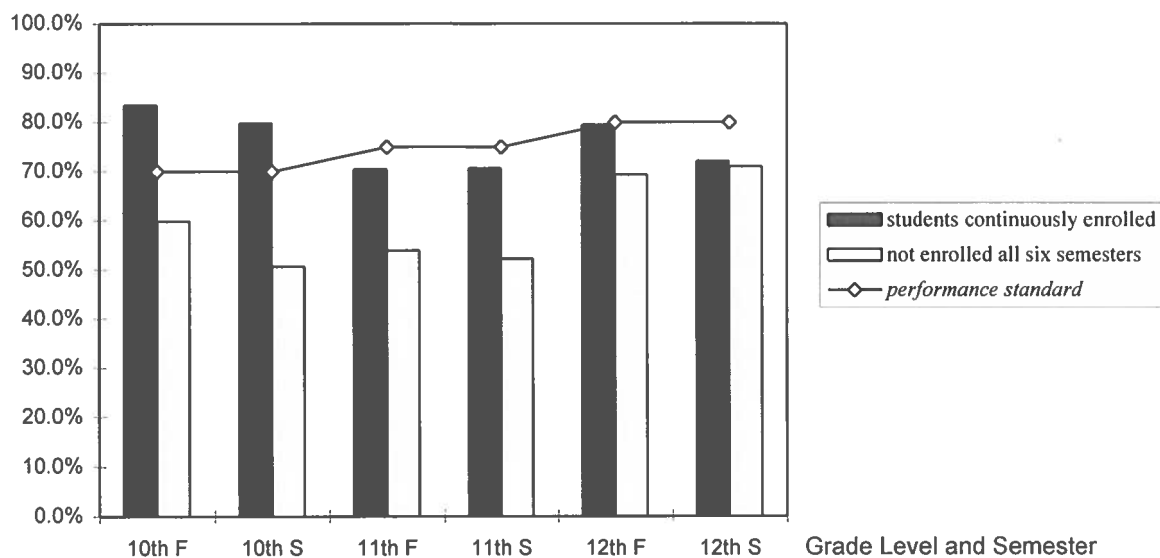
| performance at six timepoints:                                                        | fall 1992 - spring 93<br>(10th graders) |       | fall 1993 - spring 94<br>(11th graders) |       | fall 1994 - spring 95<br>(12th graders) |       |
|---------------------------------------------------------------------------------------|-----------------------------------------|-------|-----------------------------------------|-------|-----------------------------------------|-------|
| GRADE POINT AVERAGE (over 2.0)                                                        |                                         |       |                                         |       |                                         |       |
| Number of students continuously enrolled*                                             | 163                                     | 163   | 159                                     | 160   | 151                                     | 165   |
| Percent who met GPA standard                                                          | 83.4%                                   | 79.8% | 70.4%                                   | 70.6% | 79.5%                                   | 72.1% |
| Number of students enrolled at timepoint,<br>but not in an academy all six semesters: |                                         |       |                                         |       |                                         |       |
|                                                                                       | 152                                     | 152   | 189                                     | 197   | 137                                     | 131   |
| Percent who met GPA standard                                                          | 59.9%                                   | 50.7% | 54.0%                                   | 52.3% | 69.3%                                   | 71.0% |
| Total number students enrolled at timepoint                                           |                                         |       |                                         |       |                                         |       |
|                                                                                       | 315                                     | 315   | 348                                     | 357   | 288                                     | 296   |
| Percent who met GPA standard                                                          | 72.1%                                   | 65.7% | 61.5%                                   | 60.5% | 74.7%                                   | 71.6% |

**Table 4**  
**Attendance Performance for Class of 1995 Cohort**  
**Focus on students continuously enrolled in academy**

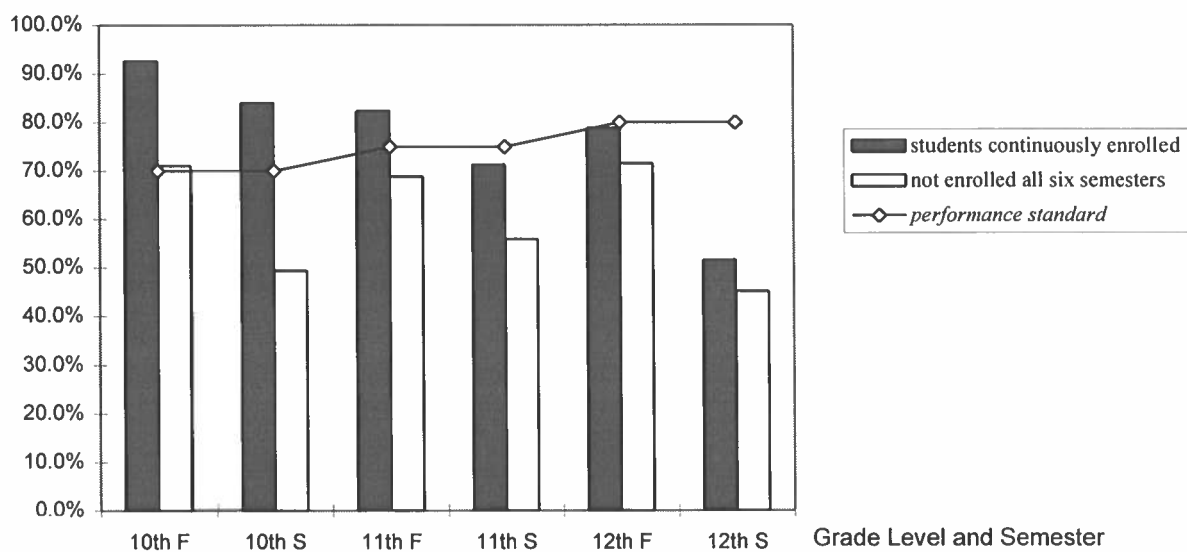
| performance at six timepoints:                                                        | fall 1992 - spring 93<br>(10th graders) |       | fall 1993 - spring 94<br>(11th graders) |       | fall 1994 - spring 95<br>(12th graders) |       |
|---------------------------------------------------------------------------------------|-----------------------------------------|-------|-----------------------------------------|-------|-----------------------------------------|-------|
| ABSENCES (less than 20% of the time)                                                  |                                         |       |                                         |       |                                         |       |
| Number of students continuously enrolled*                                             | 151                                     | 137   | 131                                     | 114   | 119                                     | 85    |
| Percent who met Attendance standard                                                   | 92.6%                                   | 84.0% | 82.4%                                   | 71.3% | 78.8%                                   | 51.5% |
|                                                                                       |                                         |       |                                         |       |                                         |       |
| Number of students enrolled at timepoint,<br>but not in an academy all six semesters: | 108                                     | 75    | 130                                     | 110   | 98                                      | 59    |
| Percent who met Attendance standard                                                   | 71.1%                                   | 49.3% | 68.8%                                   | 55.8% | 71.5%                                   | 45.0% |
|                                                                                       |                                         |       |                                         |       |                                         |       |
| Total number students enrolled at timepoint                                           | 259                                     | 212   | 261                                     | 224   | 217                                     | 144   |
| Percent who met Attendance standard                                                   | 82.2%                                   | 67.3% | 75.0%                                   | 62.7% | 75.3%                                   | 48.6% |

\* number of students varies: Students' official grade level, shown here, depends on number of course credits earned.

**Figure 1 Class of 1995 Cohort**  
**Students achieving GPA of 2.0 or more (in percent)**



**Figure 2 Class of 1995 Cohort**  
**Students achieving Attendance of 80% or more (in percent)**



### 3. Internships

The student internships continue to be one of the strongest elements of the program, with 325 ORA-funded internships documented for the 1994-95 year. Appendix Table 9 shows the number of internships for each site, which varies greatly, and not necessarily in proportion to enrollment. In fact, the small Business Academy had 56 internships, while the much larger Health Academy recorded only 32. Presumably, students in Health held these jobs for more hours on average.

The academies are being urged by the City to find more private sponsorship for the internship stipends. Each academy director was recently polled for the number of internships which were funded by sources other than ORA. The 26 privately funded internships for the 1994-95 year amounted to 8 percent of the total. This was down slightly from the previous year's total of 33 non-ORA internships.

The ORA contract reflects the District's intent that internships be given to students after their junior year, but as in past years this continues not to be the practice. Appendix Table 9 shows that just under half of the internships went to juniors, and that every site but one (Business) fell short of the performance standard for the number of juniors. Internships are intended to be something of a reward for satisfactory work in the classroom, usually defined as at least a 2.00 GPA. When there are not a sufficient number of qualifying juniors, the remaining internships go to seniors and sophomores.

The academies continued their capacity to place more than half of all interns in the central business district from which ORA funds are derived. In 1994-95, 60.9 percent of all placements were in downtown Oakland, up slightly from 56.3 percent the year before. This was a City Council priority which appears to have been successfully addressed in recent years by targeted recruitment. (See Appendix Table 10.)

The students who held the internships used a wide variety of skills, and most of them saw first-hand the connections between classroom work and requirements of the careers they would want to pursue. Table 5 describes some of these skills (reading, mathematics, writing, computers), and how their prevalence has increased slightly from 1993 through 1995. For example, 73.6 percent of interns used computers in 1993, and 87.7 percent in 1995. The computer skills are broken down into different applications in Table 6. Word processing was clearly the dominant use of information technology, but more than half were using database programs and one in ten reported operating computer-controlled machinery and instruments.

| <p style="text-align: center;"><b>Table 5</b><br/> <b>Skills students use in summer internships:</b><br/> <b>internship supervisor survey responses (adjusted percentages)</b></p> |                          |                          |                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| <b>Skills used on job</b>                                                                                                                                                          | <b>1993</b><br>(n = 127) | <b>1994</b><br>(n = 118) | <b>1995</b><br>(n = 122) |
| Reading                                                                                                                                                                            | 87.5                     | 85.3                     | 91.0                     |
| Mathematics                                                                                                                                                                        | 49.6                     | 46.3                     | 60.7                     |
| Writing                                                                                                                                                                            | 70.0                     | 74.1                     | 84.4                     |
| Computer                                                                                                                                                                           | 73.6                     | 80.6                     | 87.7                     |

| <p style="text-align: center;"><b>Table 6</b><br/> <b>Computer skills students use in summer internships:</b><br/> <b>internship supervisor survey responses (adjusted percentages)</b></p> |                         |                         |                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|--------------------------|
| <b>Skills used on job</b>                                                                                                                                                                   | <b>1993</b><br>(n = 89) | <b>1994</b><br>(n = 87) | <b>1995</b><br>(n = 107) |
| Word processor                                                                                                                                                                              | 76.4                    | 67.8                    | 87.9                     |
| Database, spread-sheet, mailing lists                                                                                                                                                       | 51.7                    | 41.4                    | 59.8                     |
| Computer-controlled machinery/instruments                                                                                                                                                   | 21.3                    | 13.8                    | 9.4                      |
| Statistical research tools                                                                                                                                                                  | 9.0                     | 4.6                     | 5.6                      |
| Multimedia or Telecommunications                                                                                                                                                            | 12.4                    | 9.2                     | 14.0                     |

**TABLE 7**  
**Survey of Summer Interns, 1993, 1994, 1995**

|                                                                                                                                           | <b>1993</b><br>(n = 196) | <b>1994</b><br>(n = 188 ) | <b>1995</b><br>(n = 197) |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------|--------------------------|
| "Is this job related to the career you want?" YES                                                                                         | 63.5%                    | 53.9%                     | 53.6%                    |
| "Did your employer give you any training when you began work?" YES                                                                        | 88.1%                    | 78.8%                     | 86.1%                    |
| "My job has influenced my career choice." AGREE and STRONGLY AGREE                                                                        | 66.3%                    | 68.3%                     | 62.7%                    |
| "School makes me realize how important it is to learn to do things well on my job." AGREE and STRONGLY AGREE                              | 89.3%                    | 89.2%                     | 91.4%                    |
| "How much has your job helped you ... learn how to learn?." SOME and A GREAT DEAL                                                         | 77.3%                    | 88.3%                     | 89.8%                    |
| "My job gives me a chance to learn a lot of new things." VERY TRUE and SOMEWHAT TRUE                                                      | 87.7%                    | 87.7%                     | 88.3%                    |
| "My job uses my skills and abilities." VERY TRUE and SOMEWHAT TRUE                                                                        | 76.2%                    | 82.9%                     | 80.2%                    |
| "A teacher or other school staff member visited me at my job on a regular basis." VERY TRUE and SOMEWHAT TRUE                             | 54.6%                    | 46.5%                     | 49.4%                    |
| "A teacher or other school staff member worked with my job supervisor to develop a training plan for my job." VERY TRUE and SOMEWHAT TRUE | 49.2%                    | 42.3%                     | 45.6%                    |
| "A teacher or other school staff member evaluated my job performance on a regular basis." VERY TRUE and SOMEWHAT TRUE                     | 53.6%                    | 53.0%                     | 55.3%                    |

The same survey has been administered to interns following their summer assignments each year of the ORA support. This enables us to note the trends from year to year, but for the most part the results are remarkably consistent. Table 7 shows results from ten key questions about the quality of the internships, and as in past years, the students are overwhelmingly positive about their experience. Over ninety percent agreed that "School makes me realize how important it is to learn to do things well on my job," and 80 percent said that the job used their skills and abilities. Slightly more than half (53.6 percent) reported that the internship was related to the career they want.

Also in the past year, the District developed a "work-based learning plan" score sheet for each student, to be used in conjunction with teachers and internship supervisors. This will allow all parties to assess the student's progress in appropriate work behavior, working with others, basic skills, thinking and problem-solving skills, understanding how business and industry work, having a safe and healthy work environment, and understanding principles of technology. There

will also be items on the scoresheet specific to each job. The key to making this document effective will be for all the parties to take it seriously and follow through on the objectives.

#### **4. Mentoring**

Although no one disputes the beneficial effects of mentoring of young people by caring adults, the Academies' intent of matching up hundreds of students with mentors has never been fully realized. Although there have certainly been a number of excellent, helpful relationships, many other "matches" were either made only for one or two meetings, or otherwise not carried on with sufficient frequency or support to be meaningful. The process of recruiting, orienting, supporting, tracking and documenting hundreds of mentoring relationships has never been fully executed, and the 1994-95 was no exception. We did not receive complete enough information on mentors yet to conduct a new survey, but a spot check showed that many had not been in contact with the student for more than a year, or had never heard from the District or the student since their first meeting. Appendix Table 11 is a summary of the data we have on mentor matches for 1994-95. Also, Table 16 shows that most 1995 graduates were not that satisfied with the mentoring they received: only 41 percent had a mentor, and of those 29 percent considered it "very valuable" and 33 percent called the experience "not valuable."

The Academies program director and staff substantially revised the mentoring component in the following year. Not every student needs a mentor to be a caring adult for their personal growth and emotional support in the face of daunting problems. Some students mainly need career guidance and support. Therefore, the academies program will from now on target the mentoring resources more precisely. A much smaller number of students, those who most clearly need this kind of relationship with a caring adult, will be matched in the tenth grade with well-oriented mentors. For these mentors, a substantial time commitment may be needed, and the hope would be for a long-term (several years long) relationship. For the other students, the emphasis will be on "career mentoring" and their internship supervisors will be asked to mentor students beginning in the months in the eleventh grade before they first come to the workplace. We believe both of these changes will be a step in the right direction.

#### **5. Retention in the program and graduation**

Almost all of the academies continued to graduate most of their seniors on schedule in the Spring of 1995, although the overall rate dropped slightly from the previous year. Overall for eight programs in 1995, 91 percent of the seniors who started the year graduated. In the previous year (1994) the graduation rate was 90 percent. (See Appendix Table 12.)

The program has been shown improvement in keeping students in the academies from one school year to the next. Fourteen of the 18 grades had a re-enrollment rate higher than the contract standard, compared to just five of 17 grades last year. A more stringent criterion for evaluating re-enrollment is now in use by program management: students must be enrolled in at least three academy classes. Seven of 18 grades met this higher re-enrollment standard (Appendix Table 13), up from three of 17 the previous year.

The academies differed substantially in how stable their student bodies were during this three year period. While the Visual Arts program was the most stable, with 68.2 percent of its tenth graders graduating three years later, only 38.2 percent of the Business Academy students were in for the entire period. (See Table 8.)

| <b>Table 8</b><br><b>Students who started 10th grade in an academy, Fall 1992 and stayed in academy through 12th grade in Spring 1995</b> |                                     |                                   |                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------|------------------------------------------------|
| <b>Academy</b>                                                                                                                            | <b>Started academy in Fall 1992</b> | <b>Stayed through Spring 1995</b> | <b>Stayed through Spring 1995 (in percent)</b> |
| Visual Arts                                                                                                                               | 22                                  | 15                                | 68.2                                           |
| Pre-Engineering                                                                                                                           | 36                                  | 20                                | 55.6                                           |
| Health & Bioscience                                                                                                                       | 49                                  | 27                                | 55.1                                           |
| Media                                                                                                                                     | 47                                  | 25                                | 53.2                                           |
| Trade & Transportation                                                                                                                    | 49                                  | 24                                | 49.0                                           |
| Law & Government                                                                                                                          | 42                                  | 20                                | 47.6                                           |
| Computer                                                                                                                                  | 36                                  | 17                                | 47.2                                           |
| Business                                                                                                                                  | 34                                  | 13                                | 38.2                                           |
| OVERALL                                                                                                                                   | 315                                 | 161                               | 51.1                                           |

| <b>Table 9</b><br><b>Students who finished 12th grade in an academy, Spring 1995, having begun academy as 10th graders in Fall 1992</b> |                                         |                           |                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------|----------------------------------------|
| <b>Academy</b>                                                                                                                          | <b>Graduated academy in Spring 1995</b> | <b>Began in Fall 1992</b> | <b>Began in Fall 1992 (in percent)</b> |
| Trade & Transportation                                                                                                                  | 29                                      | 24                        | 82.8                                   |
| Law & Government                                                                                                                        | 27                                      | 20                        | 74.1                                   |
| Visual Arts                                                                                                                             | 26                                      | 15                        | 57.7                                   |
| Media                                                                                                                                   | 48                                      | 25                        | 52.1                                   |
| Business                                                                                                                                | 26                                      | 13                        | 50.0                                   |
| Pre-Engineering                                                                                                                         | 42                                      | 20                        | 47.6                                   |
| Health & Bioscience                                                                                                                     | 59                                      | 27                        | 45.8                                   |
| Computer                                                                                                                                | 39                                      | 17                        | 43.6                                   |
| OVERALL                                                                                                                                 | 296                                     | 161                       | 54.4                                   |

## 6. Post graduation outcomes

In every past year, the vast majority of academy graduates have continued their education in community colleges or universities. Based on a survey conducted by the School District in December 1995, the previous June's graduates also chose this direction. Virtually all the respondents to this voluntary telephone survey had aspirations of at least some higher education, including 36 percent who planned to get at least a masters degree. More than 60 percent of respondents were currently in college at the time of the survey.

Tables 10 through 16 provide a portrait of the 1995 graduates through their survey responses. One of the objectives of the academies and of the ORA support is to strengthen the local workforce for jobs in the city. Consistent with the summer intern survey results, just over half of them believe that they will undertake a career related to their academy, and less than ten percent are certain that they will not live in Oakland in the next ten years.

The recent graduates give the academies good but not excellent marks for preparing them for success in work or college, as Table 13 demonstrates. The programs were thought by most respondents to help "a little" but not more with attributes such as basic skills, critical thinking, self-motivation, communication, and self-confidence. Thus the overall academy experience gets much more modest approval from these former students than did their summer internships in their own right. The results are intriguing, and when the more detailed survey of more graduates sponsored by the Upjohn Institute is completed, we will hopefully have a better understanding of what the former students think of their academy experiences.

| Table 10                                                                              |      |      |              |
|---------------------------------------------------------------------------------------|------|------|--------------|
| 1995 Academy graduate survey (adjusted percentages)                                   |      |      |              |
| Is your career goal [in a previous question]<br>related to the focus of your academy? | Yes  | No   | I don't know |
|                                                                                       | 54.5 | 25.9 | 19.6         |

| Table 11                                            |      |     |              |
|-----------------------------------------------------|------|-----|--------------|
| 1995 Academy graduate survey (adjusted percentages) |      |     |              |
| At some time over the next ten years ...            | Yes  | No  | I don't know |
| do you plan to work in Oakland?                     | 47.3 | 6.3 | 46.4         |
| do you plan to live in Oakland?                     | 50.9 | 8.9 | 40.2         |

| <p>Table 12</p> <p>1995 Academy graduate survey (adjusted percentages)</p> |      |
|----------------------------------------------------------------------------|------|
| <b>What is the highest level of education you plan to complete?</b>        |      |
| <b>Associate degree</b>                                                    | 7.5  |
| <b>Vocational / Trade Degree / Certificate</b>                             | 11.3 |
| <b>Bachelors degree</b>                                                    | 42.5 |
| <b>Masters degree</b>                                                      | 21.7 |
| <b>Doctorate</b>                                                           | 14.2 |
| <b>Other</b>                                                               | 2.8  |

| <p>Table 13</p> <p>1995 Academy graduate survey (adjusted percentages)</p>                  |                     |                 |                 |                   |
|---------------------------------------------------------------------------------------------|---------------------|-----------------|-----------------|-------------------|
| <b>Please rate how well your academy education helped you develop the following skills:</b> | <b>A great deal</b> | <b>Somewhat</b> | <b>A little</b> | <b>Not at all</b> |
| meet work deadlines                                                                         | 1.8                 | 11.5            | 45.1            | 41.6              |
| communicate with others                                                                     | 1.8                 | 8.8             | 47.8            | 41.6              |
| be punctual                                                                                 | 3.5                 | 15.9            | 43.4            | 37.2              |
| be self-motivated                                                                           | 4.4                 | 10.6            | 38.9            | 46.0              |
| think critically                                                                            | 4.4                 | 8.8             | 50.4            | 36.3              |
| improve basic skills (reading, writing, math)                                               | 6.2                 | 17.7            | 39.8            | 36.3              |
| be aware of requirements for success                                                        | .9                  | 16.1            | 29.5            | 53.6              |
| feel confident about my abilities                                                           | 5.4                 | 11.6            | 42.0            | 41.1              |
| understand link between school and real world                                               | 3.6                 | 6.3             | 42.0            | 48.2              |
| set future goals                                                                            | 3.6                 | 9.8             | 40.2            | 46.4              |

| <p>Table 14</p> <p>1995 Academy graduate survey (adjusted percentages)</p>                   |                                 |                                             |                     |
|----------------------------------------------------------------------------------------------|---------------------------------|---------------------------------------------|---------------------|
|                                                                                              | <b>I might have dropped out</b> | <b>I would have stayed in school anyway</b> | <b>I don't know</b> |
| <b>Do you think you would have dropped out of high school without the academies program?</b> | 4.5                             | 92.9                                        | 2.7                 |

| Table 15<br>1995 Academy graduate survey (adjusted percentages) |               |                   |              |
|-----------------------------------------------------------------|---------------|-------------------|--------------|
| Did you participate in an academy paid internship?              |               | Yes               | No           |
|                                                                 |               | 56.3              | 43.8         |
| How valuable was your internship experience?                    | Very valuable | Somewhat valuable | Not valuable |
|                                                                 | 62.5          | 31.3              | 6.3          |

| Table 16<br>1995 Academy graduate survey (adjusted percentages) |               |                   |              |
|-----------------------------------------------------------------|---------------|-------------------|--------------|
| Did you have a mentor through the academy?                      |               | Yes               | No           |
|                                                                 |               | 41.8              | 58.2         |
| How valuable was your experience with your mentor?              | Very valuable | Somewhat valuable | Not valuable |
|                                                                 | 28.8          | 38.5              | 32.7         |

## 7. Curriculum and program development

Most of the basic curriculum materials for each academy have been drafted, with additions in 1994-95 to address the Carl Perkins Act's concerns that students learn about "all aspects of the industry." An effort is underway to develop skills standards for each field in which academies are involved. Participants from higher education, business, professional groups, labor and others are involved in this effort.

In general, the District is attempting to unify its Career Education components, including but not limited to the academies. Curriculum and work experience are two of the key items through which this unification will take place. However, the development of career awareness among younger students, particularly ninth graders, has also been a high priority this past year.

The District is moving forward with its overall school-to-work planning and design process, following up the OaklandWorks project (funded by the U.S. Department of Labor) with a grant received via the Alameda County Office of Education as part of the School -to-Work Opportunities Act of 1994. In the first year of this five-year program, Oakland is receiving \$147,000. Six design teams are being assembled to create and implement the overall program. The teams cover the following dimensions of school-to-career programs:

School-based learning

Work-based learning  
Post-secondary Articulation  
Parent Involvement  
Community Partnerships  
Guidance and Counseling

The general approach being taken here assumes the eventual creation of ‘career pathways’ for all Oakland high school students, not only those in academy or vocational programs. This has major implications for many aspects of District-wide policies, from reconfiguration to site-based management to curriculum revision. From the perspective of the academies, this is both exciting and daunting. On the one hand, the District is attempting to incorporate much of the basic philosophy of the academies into a setting that can reach many more teachers and students. On the other hand, one of the original advantages of the academies was that they were small and therefore more manageable than a massive initiative. Given the continual challenges of making large-scale change in the Oakland Schools, there is the chance that the broader initiatives will take many years, or not have sufficient resources, or be so watered down as to not be effective. The challenge before the District will be to make these change in a manner that is well-thought-out, widely supported, and carefully implemented.

## **8. Site-based planning**

The statistics presented above show that there is quite a lot of variation from one academy to another based on de facto site-based decision-making, sometimes going well beyond the parameters set by the ORA contract. Two years ago we recommended, and the District and ORA agreed, that each academy develop individual goals and objectives for the contract, to avoid having each site marching in lock-step when variation would reflect justifiable differences in the student body or the teaching methods. This differentiation has now happened to a fair extent, though some of the enrollment and budgeting variations appear to still be the result of a gray area between centralized and decentralized decision-making.

The practice of having only a small centralized staff of private industry liaisons will be dropped, and each school will now have career liaisons who can do more targeted outreach to employers and mentors.

## **9. Budgeting and resources**

The academies have become institutionalized in their schools to a large extent, and the ORA funding covers many fewer activities than it once did. The uses of ORA funding by the academies has changed substantially over the past six years, and the differences tell us a great deal about how the program has evolved. Whereas originally most of the funding went for teachers’ time in and outside of the classroom, and for equipment, tutors, and other supports, as of 1995-96 almost three-quarters (71.3 percent) of the ORA budget was used for student

internship stipends. Many functions once supported by the ORA funds are now paid for out of regular District funds, or other grants, or are no longer provided or needed. Now that there are 12 programs instead of just four, each site receives much less and must arrange to maintain much of its activities by other means. The fact that they have mostly managed to do so may be the truest indicator yet of “institutionalization.” We will know more about what activities or facilities have been maintained and what has been lost or deferred when the consequences of the 33 percent cut in ORA funds for 1995-96 are assessed in several months.

Table 17 provides a four-year summary of the budget categories from 1992-933 to 1995-95. Aside from the growth in student stipends from 23.7 percent of the budget to 71.3, the recent absence of tutors, equipment, supplies and other program components are noticeable. The reduction in teachers’ is partly because much of the basic curriculum has been written by now.

The amounts of money for each academy have gone down significantly, from \$143,875 in 1992-93 to \$55,881 in 1995-96. (See Table 18.) (Going back to the first program year the reduction would be even greater, for in 1990-91 each site received almost \$300,000.) There was a slight increase in the proportion going to the Academies central office, mainly for the employer liaisons, who were moved from the school sites there two years, and the fact that the “school-based enterprise” funds are counted as central office money until they are disbursed to school projects at a later date.

We noted above that academy enrollments vary widely, but that site budgets have not kept pace with this, leading to large variations in spending per student unrelated to (or even inversely correlated with) program effectiveness. The budgeting process should be revised to more accurately connect resources to students.

| Table 17                                                                                             |           |           |           |           |
|------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|
| Budget categories as percentage of total annual ORA funding                                          |           |           |           |           |
|                                                                                                      | 1992-1993 | 1993-1994 | 1994-1995 | 1995-1996 |
| Staff compensation (Certified salaries & benefits, Other teacher salaries, Teacher sub, & Inservice) | 35.1      | 33.7      | 31.0      | 13.5      |
| Consultants/Contracts                                                                                | 7.7       | 8.6       | 9.8       | 6.5       |
| Tutor benefits                                                                                       | 10.1      | 3.3       | 3.8       | 0         |
| Student stipends                                                                                     | 23.7      | 31.7      | 36.4      | 71.3      |
| Supplies, Transportation, Printing, & Field Trips                                                    | 10.4      | 15.0      | 15.4      | 0         |
| Equipment                                                                                            | 13.0      | 7.0       | 0         | 0         |
| School-based enterprise                                                                              | 0         | 0         | 3.4       | 8.7       |

| <p align="center"><b>Table 18</b></p> <p align="center"><b>Average budget amount for each Academy and for Magnet Office</b></p> |                    |                     |                      |                      |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------|----------------------|----------------------|
|                                                                                                                                 | <b>1992-1993</b>   | <b>1993-1994</b>    | <b>1994-1995</b>     | <b>1995-1996</b>     |
| <b>Average allocation per academy<br/>(# of academies)</b>                                                                      | \$143,875<br>(8)   | \$121,000<br>(9)    | \$115,050<br>(9)     | \$55,881<br>(12)     |
| <b>Magnet central office<br/>(as percentage)</b>                                                                                | \$51,000<br>(4.2%) | \$113,000<br>(9.4%) | \$166,000<br>(13.9%) | \$132,270<br>(16.5%) |

Finding support from sources other than the ORA continues to be a major concern for the program, as well as for the ORA. In February 1995 we presented a table showing that the academies had raised \$1.755 million in other resources over the previous two years. That was an amount roughly equal on an annual basis to the 1995-96 ORA contract of \$803,000, so the programs had certainly made a substantial dent in their ongoing needs for equipment, student stipends, support for teachers, capital improvements and other types of costs. That table, which covers part of the 1994-95 program year, is reprinted in this report as Appendix Table 14.

It is critical to recognize that of the aforementioned \$1.755 million, at least 54 percent was one-time, non-renewable grants and capital improvement funds, mostly from the federal government, private foundations, and other parts of the City budget (the capital grants for the aviation program and health clinic.) In other words, even assuming that state government and employers' annual contributions to the academies continued at the same rate as before (and that is far from automatic) the District would have to find other one-time awards of nearly a million dollars every two years just to keep up with the amounts raised during 1993-95.

Some new funding has started to come from the 1994 federal School-to-Work Opportunities Act. First there is the grant which is administered by the Alameda County Office of Education, described in a previous section. Second, Oakland has just learned (on September 18, 1996) that the District and its partners in the OaklandWorks School-to-Career Partnership have been awarded a \$650,000 grant from the Department of Education in a highly competitive process. According to the press release, the new grant, part of the Urban/Rural Opportunities component of the 1994 School-to-Work Opportunities Act, is to be used for "restructuring Castlemont High School into Partnership Career Academies in grades 10-12 and a Pre-Academy model which expands upon the Career Exploration and Technology Course in Grade 9. Additionally, funds will support the development of career awareness and career exploration components for the targeted elementary and middle feeder schools. Linkages between Castlemont's academies and tech prep programs at Peralta Community Colleges will be expanded, as well as adult education and training and retraining programs throughout the City of Oakland. Emphasis will also be given to targeting and supporting drop-outs and students at risk of dropping out who live in Castlemont's attendance area."

Receiving the grant is a major achievement for the District and its partners, and also shows the scale of the job ahead to create a full school-to-career system citywide. But even as

other grant applications may be successful, it will be necessary to have local employers and foundations play a larger role in the program with each passing year.

For at least another year or two, there is no apparent substitute for ORA funds, particularly for the purpose of supporting student internships. The stipends for internships are the predominant budget item in the ORA contract, and the one most directly linked to work-based learning. So far there is little evidence that Oakland employers could or would pay for most of these stipends, though the effort to persuade them should continue. With further reductions of the federally-subsidized Summer Youth Employment and Training Program (SYETP) expected for the coming summer, the ORA-funded internships remain one of the largest centralized sources of summer employment in the City. Before the 1996 cutbacks SYETP typically funded 1,400 jobs, the Mayor's Summer Job Program raised approximately 700 others from local firms, and the ORA Academies supported approximately 300.

## **10. McClymonds Remediation Plan**

In 1994 the District was required, as a condition of the next year's ORA contract, to enact a remediation plan for improving grades and attendance, and addressing management problems, for the academies at McClymonds High School. These programs had consistently failed to meet the contract standards in those areas, or to fully implement the program over the first four years. The remediation plan centered on intensive counseling and family follow-up for students who were at risk of academic failure or who had very poor attendance.

Regarding grades, the McClymonds programs--the Business Academy and the Law and Government Academy--continued to fall below the contract standard for all twelve measurement points, as they had the previous year. However, there were some slight improvements in grades from 1993-94 to 1994-95: of the twelve measuring points, seven showed an improvement in the percentage of students with at least a 2.00 grade point average, three were the same, and only two declined. (The grade-by-grade 1994-95 measurements are shown in Appendix Tables 7 and 8.)

The evidence regarding attendance is particularly troublesome in that the already high rates of absenteeism in 1993-94 at the two academies in this school were even worse the following year. Of the twelve measurements of attendance for the Law and Business academies, nine were worse in 1994-95 than the previous year, two were the same, and one was slightly improved, and all twelve were below the ORA contract standards. For seniors in both academies, no more than 25 percent had the required attendance. (The standard is 80 percent of the students attending 80 percent of the time.) Clearly, the remediation strategies did not have the desired effect.

These two academies also have fewer students than expected. The under-enrollment in both McClymonds programs, described above, also raises questions. Is the school simply too small to expect enrollments of 130 students each for the Business and Law and Government academies? If so, the targets (and presumably, ORA budgets) should probably be lowered. Are students not enrolling because of the perceived quality of the program or the opportunities it offers? Evidence from several years of student surveys does not indicate any widespread

dissatisfaction. Are there management practices regarding scheduling, counseling, budgeting and other aspects which could increase enrollment? These are issues to be addressed through our next round of site visits.

Special activities such as the Donald McCullum Youth Court, which is an offshoot of the Law and Government Academy, are making a positive contribution to young people and the Court in particular has received high praise and outside contributions. But projects such as these do not appear to have affected the fundamental problems of the school or the classroom at McClymonds that lead to high absenteeism, low grades, under-enrollment and a substantial rate of leaving the program.

## RECOMMENDATIONS

Many of these recommendations follow the same titles as the five main categories as our two most recent reports, in order to facilitate an assessment of progress from one year to the next.

**1) Target ORA Support for the Career Development Component of the Academies Program.** This recommendation should still be followed for any future ORA contract with the School District. Last year we pointed out that after four years of ORA support, most of the overall infrastructure of the program had been assembled, especially in the area of curriculum. In the past year the District has made substantial progress in linking the academies to its broader system-wide school-to-career agenda. As we reported above, 71 percent of the 1995-96 budget has been allocated to student stipends, and an additional amount has gone to the liaisons who secure the internships, so most of the budget in the current year has been targeted to this component.

With the reduction for 1995-96 of the amount of ORA funding, and the expanded number of students and programs, most of the ORA funds no longer are spent on augmenting the teaching staff or for curriculum and system development, or even for equipment, as was the case in the first several years. However, no major alternative source of support has yet been identified that could pay the stipends for more than 300 academy students in summer or school-year internships, or the cost of private sector liaisons who arrange these internships, or the opportunities for teachers to be placed in industry during the summer. This career component remains one of the most critical and successful parts of the academies.

**2) Diversify support for internships and hiring.** We recommended several ways for the District to encourage large numbers of employers to take at least partial responsibility for the costs of interns from the academies, and for the various youth job developers in Oakland to coordinate their activity. It appears that the coordination is happening, with the academies and the Oakland Youth Employment Service working more closely together. However, we have not seen evidence yet of growth in employers' sponsoring internships, or developing long-term relationships with graduates while they are in college. Here are some recommendations to move this forward:

a) Each academy should set specific numerical targets for obtaining employers' support for internships and a specific plan for reaching those targets. In other words, the staff should determine which employers can be expected to pay for some or all of the stipends of the interns whom they take on, and make a concerted effort to convince those employers to do so, on a graduated schedule where necessary.

b) Coordinate with the Office of Public Works' Business Employment and Training Connection to maximize the use of state and federal tax credits for employers who take on academy interns, or academy graduates. The Enterprise Zone state tax credits appear to be suitable for a large percentage of academy students, and the new federal job tax credits may be as well. Since the City's OPW staff specializes in working with employers who could use these savings, the academies could benefit from this expertise and those connections.

c) Start a pilot program by which academy summer interns would retain a direct connection to their employers for future years, even after graduation. The long term objective of the ORA and the School District is to have Oakland Public School graduates employed in the city. Therefore, if the students could maintain an ongoing relationship with their original internship placement for the following year and even during college, they would be in a better position to take a career job with that firm or agency in the future. This could include work during the summers between years of college, and other forms of participating in the organization. If employers knew that they were starting a long term relationship with a future career employee, more of them might be willing to pay the costs of the internship. The pilot program should be led by employer members of the School-to-Career Coordinating Council and the advisory committees of the participating academies.

**3) Make the City government a model employer for school-to-work activities.** There was significant activity in this area during the year: the City and School District succeeded in placing 47 academy interns in numerous departments and programs of City government: 15 percent of all the ORA-funded internships. Aside from this impressive number, there is anecdotal evidence that the City has created more support for intern supervisors, job shadowing and other vehicles by which students can learn about work from within City offices. This work should be publicized among city staff and supervisors, and a higher goal set for the coming year.

**4) Improve administrative procedures for implementing the academy model.** In 1995 we made five specific recommendations in this area, based on several years of observation of the system.

- o Two recommendations addressed the ongoing lack of administrative follow-through on scheduling students and teachers into the right courses and matching the program needs with the budget. The dramatic improvement this past year in the number of academy courses taken per student is testimony to recent success in the area of setting each high school's master schedules, designing students' programs, and recruiting teachers. The District should be given credit for handling a deficiency heretofore resistant to change.
- o Another recommendation focused on getting the ORA contract settled by the start of the school year, something which has never been done and was missed again this year. The

1995-96 contract was largely completed in the Fall, but negotiation of final changes meant that it did not come to a City Council vote until April. The District and City have found ways to work around the delays created by late-starting contracts, but resolving the contract sooner would be better for all parties. The 1996-97 contracts should be completed and approved by the end of November 1996.

- o Our two other recommendations dealt with building highly functional teams of teachers, administrators, volunteers and others at each site, with adequate support, guidance and resources from the central office. Our practice has been to conduct site visits and other interviews with academy directors and teachers each winter, to learn about how these issues are being handled, and our planned visits were delayed by the labor dispute. We will make these inquiries in the Fall of 1996 to see if the strike has had any lasting effect on the way the academies are managed.

**5) Integrate the academies into the new District-wide emphasis on accountability.** A cornerstone of the District's revitalization strategy is a call for direct measurement of whether the desired activities have been carried out at each school and the desired outcomes achieved, with specific remedies required when these do not happen. The Academies could and should be one of the first aspects of Oakland's high schools for which those procedures are put in place, drawing as appropriate from the ORA contracting experience. Also, we as evaluators should work more closely with the District staff and academy teachers to help make information more useful as a management and planning tool for them.

**6) Make student and school remediation and intervention plans real, complete, and accountable, and continually revised if they do not succeed.** The effort to keep struggling students from dropping out of the academies or missing an unacceptable number of classes should be stepped up, with much more personal attention from teachers and administrators and new strategies to work with parents or guardians as well as the students themselves.

**7) Restructure the ORA budget to have the amounts of funds for each academy more closely reflect actual enrollment.** The wide disparities in numbers of students have led to very different amounts per student in the 1994-95 and 95-96 budgets, not necessarily in keeping with need or performance, and this could relatively easily be adjusted. The District reports that this is happening, so hopefully our data for the following year will reflect these adjustments.

**8) Coordinate the academies with other education and youth development programs.** We recommended several avenues for collaboration of the Academies Program and the rest of Career Education with the Peralta Community College District, the Oakland Private Industry Council, the Mayor's Summer Jobs program, and other entities. The need to write collaborative grant proposals to the federal government has brought these groups together on a regular basis in the OaklandWorks group, and good progress appears to be made in defining the goals of collaboration and each party's roles and responsibilities. The School-to-Career Coordinating Council has become a collaborative effort which goes well beyond the need to write collaborative grants. Oakland's winning of the recent, highly competitive federal Urban/Rural Opportunities Grant to implement a school-to career system speaks well for the District's collaborative efforts.

There are now specific cooperative agreements with Peralta on interconnected curricula, and with the PIC and MSJP on job development, all of which are encouraging. The Mayor's Center for Youth Employment was reorganized as the Oakland Youth Employment Services and more integrated into the Private Industry Council, but still with a broad-based board, and should continue to address the coordination of summer employment recruitment, payment, and management issues citywide.

It is too soon to assess the impact of most of these efforts at collaboration on students. In any event, if federal youth employment funds are slashed further in 1997, the inter-agency collaboration will be all the more essential but probably not sufficient to make up the shortfall.

**9) Utilize Future Research on the Impact of the Academies.** There are two major approaches which the evaluation and related work will take in the coming months to deepen our understanding of the management and long-term impact of the academies. First, we will conduct site visits with every program and collect more detailed information about their scheduling and allocation of resources, implementation of curriculum, remediation strategies for persistent problems, activities of advisory committees, and other site-level issues, incorporating the perspectives of teachers, administrators, students, and advisory committee members. Second, the research conducted with California State University, Hayward under a grant from the Upjohn Institute will allow for detailed assessment of a survey of academy graduates from the past five years, along with their non-academy counterparts. This will give a much more precise accounting of the impacts of the academies on students' academic and career outcomes, including in some cases whether they have completed the college degrees so many of them started after graduation. The District has cooperated wholeheartedly with the Upjohn Institute research, and the authors anticipate that results will be useful to all Oaklanders who are concerned with creating and maintaining the best possible school-to-career programs.

**Appendix**  
**Tables from Evaluator's March 1996 Progress Report**

- 1 Budgeted Dollars Per Student
- 2 Number of Academy Courses Per Student, Overall Performance Summary
- 3 Number of Academy Courses Per Student, Fall 1994
- 4 Number of Academy Courses Per Student, Spring 1995
- 5 Total Enrollment, by Academy, Fall 1994
- 6 Grade Point Average, Overall Performance Summary
- 7 Grade Point Average, Fall 1994
- 8 Grade Point Average, Spring 1995
- 9 Summer 1995 Internships
- 10 Summer 1995 Internships, by Location
- 11 1994-95 Mentor Matches [revised 9/96]
- 12 Graduation Rates, Class of 1995 [revised 9/96]
- 13 Re-Enrollment Rates: Students Taking At Least Three Academy Courses
- 14 Major Sources of Outside Support for Career Academies, 1993-95



APPENDIX TABLE 1

**ORA Support to Academies**

**Budgeted Dollars Per Student**

| Program Year   | Number of Academies | Number of Students* | Dollars per Student** |
|----------------|---------------------|---------------------|-----------------------|
| 1990-91        | 4                   | 413                 | \$2,910               |
| 1991-92        | 5                   | 641                 | \$1,875               |
| 1992-93        | 8                   | 865                 | \$1,374               |
| 1993-94        | 9                   | 1,003               | \$1,198               |
| 1994-95        | 9                   | 1,102               | \$1,091               |
| 1995-96 (est.) | 12                  | 1,473               | \$545                 |

\* Number of students in Fall semester of each year.

\*\* Based on \$1.202 million annually, 1990-91 through 1994-95; \$802,000 in 1995-96.

# APPENDIX TABLE 2

## Number of Academy Courses Per Student Overall Performance Summary (Across Nine Academies, All Grades)

|                | <u>4 or more</u> | <u>3</u> | <u>2</u> | <u>1 or less</u> |
|----------------|------------------|----------|----------|------------------|
| current year:  |                  |          |          |                  |
| Fall 1994      | 67.9%            | 16.2%    | 5.4%     | 9.5%             |
| Spring 1995    | 74.3%            | 17.0%    | 5.9%     | 2.8%             |
| previous year: |                  |          |          |                  |
| Fall 1993      | 32.7%            | 36.0%    | 22.1%    | 9.2%             |
| Spring 1994    | 37.7%            | 34.0%    | 19.2%    | 9.1%             |

APPENDIX TABLE 3  
Number of Academy Courses Per Student, Fall 1994

|                       |       | 4 or more    | 3            | 2           | 1 or less   |
|-----------------------|-------|--------------|--------------|-------------|-------------|
| <b>ARCHITECTURE</b>   |       |              |              |             |             |
| 10th grade            | n=63  | 85%          | 5%           |             | 10%         |
| 11th grade            | n=37  | 68%          | 24%          | 3%          | 5%          |
| <b>BUSINESS</b>       |       |              |              |             |             |
| 10th grade            | n=34  | 91%          |              |             | 9%          |
| 11th grade            | n=21  | 81%          | 5%           |             | 14%         |
| 12th grade            | n=30  | 73%          | 10%          |             | 17%         |
| <b>COMPUTER</b>       |       |              |              |             |             |
| 10th grade            | n=43  | 44%          | 19%          | 5%          | 32%         |
| 11th grade            | n=50  | 20%          | 50%          | 16%         | 14%         |
| 12th grade            | n=33  | 22%          | 33%          | 30%         | 15%         |
| <b>ENGINEERING</b>    |       |              |              |             |             |
| 10th grade            | n=51  | 78%          | 8%           | 6%          | 8%          |
| 11th grade            | n=37  | 81%          | 8%           | 3%          | 8%          |
| 12th grade            | n=44  | 57%          | 36%          | 5%          | 2%          |
| <b>HEALTH</b>         |       |              |              |             |             |
| 10th grade            | n=104 | 91%          | 1%           |             | 8%          |
| 11th grade            | n=60  | 83%          | 7%           | 3%          | 7%          |
| 12th grade            | n=57  | 95%          | 5%           |             |             |
| <b>LAW</b>            |       |              |              |             |             |
| 10th grade            | n=26  | 70%          | 11%          | 8%          | 11%         |
| 11th grade            | n=32  | 88%          | 6%           | 3%          | 3%          |
| 12th grade            | n=32  | 31%          | 44%          | 9%          | 16%         |
| <b>MEDIA</b>          |       |              |              |             |             |
| 10th grade            | n=59  | 81%          |              | 2%          | 17%         |
| 11th grade            | n=50  | 94%          | 2%           | 2%          | 2%          |
| 12th grade            | n=51  | 92%          | 2%           |             | 6%          |
| <b>TRANSPORTATION</b> |       |              |              |             |             |
| 10th grade            | n=43  | 56%          | 30%          | 7%          | 7%          |
| 11th grade            | n=39  | 41%          | 23%          | 13%         | 23%         |
| 12th grade            | n=19  | 37%          | 58%          | 5%          |             |
| <b>VISUAL ARTS</b>    |       |              |              |             |             |
| 10th grade            | n=28  | 89%          |              | 4%          | 7%          |
| 11th grade            | n=31  | 20%          | 74%          |             | 6%          |
| 12th grade            | n=28  | 4%           | 43%          | 46%         | 7%          |
| <b>OVERALL</b>        |       | <b>67.9%</b> | <b>16.2%</b> | <b>5.4%</b> | <b>9.5%</b> |

Only courses in the student's own academy (or joint HEAL/ENGI) have been tallied.

APPENDIX TABLE 4  
Number of Academy Courses Per Student, Spring 1995

|                       |       | 4 or more    | 3            | 2           | 1 or less   |
|-----------------------|-------|--------------|--------------|-------------|-------------|
| <b>ARCHITECTURE</b>   |       |              |              |             |             |
| 10th grade            | n=59  | 95%          | 5%           |             |             |
| 10th grade            | n=35  | 71%          | 26%          | 3%          |             |
| <b>BUSINESS</b>       |       |              |              |             |             |
| 10th grade            | n=34  | 97%          |              |             | 3%          |
| 11th grade            | n=18  | 88%          | 6%           |             | 6%          |
| 12th grade            | n=27  | 85%          | 15%          |             |             |
| <b>COMPUTER</b>       |       |              |              |             |             |
| 10th grade            | n=40  | 43%          | 25%          | 5%          | 27%         |
| 11th grade            | n=33  | 18%          | 58%          | 18%         | 6%          |
| 12th grade            | n=39  | 25%          | 36%          | 31%         | 8%          |
| <b>ENGINEERING</b>    |       |              |              |             |             |
| 10th grade            | n=49  | 82%          | 10%          | 6%          | 2%          |
| 11th grade            | n=35  | 83%          | 8%           | 3%          | 6%          |
| 12th grade            | n=44  | 59.1%        | 36.4%        | 4.5%        |             |
| <b>HEALTH</b>         |       |              |              |             |             |
| 10th grade            | n=100 | 98%          | 2%           |             |             |
| 11th grade            | n=62  | 87%          | 8%           | 3%          | 2%          |
| 12th grade            | n=59  | 93%          | 5%           | 2%          |             |
| <b>LAW</b>            |       |              |              |             |             |
| 10th grade            | n=26  | 73%          | 11%          | 8%          | 8%          |
| 11th grade            | n=33  | 85%          | 9%           | 3%          | 3%          |
| 12th grade            | n=27  | 44%          | 41%          | 15%         |             |
| <b>MEDIA</b>          |       |              |              |             |             |
| 10th grade            | n=47  | 98%          | 2%           |             |             |
| 11th grade            | n=52  | 98%          | 2%           |             |             |
| 12th grade            | n=49  | 96%          | 2%           | 2%          |             |
| <b>TRANSPORTATION</b> |       |              |              |             |             |
| 10th grade            | n=45  | 60%          | 29%          | 9%          | 2%          |
| 11th grade            | n=13  | 38%          | 31%          | 23%         | 8%          |
| 12th grade            | n=29  | 44.8%        | 44.8%        | 10.3%       |             |
| <b>VISUAL ARTS</b>    |       |              |              |             |             |
| 10th grade            | n=26  | 96%          |              | 4%          |             |
| 11th grade            | n=28  | 32%          | 68%          |             |             |
| 12th grade            | n=28  | 4%           | 50%          | 42%         | 4%          |
| <b>OVERALL</b>        |       | <b>74.3%</b> | <b>17.0%</b> | <b>5.9%</b> | <b>2.8%</b> |

Only courses in the student's own academy (or joint HEAL/ENGI) have been tallied.

APPENDIX TABLE 5  
**Total Enrollment, by Academy, Fall 1994**

| Academy                      | Total enrollment,<br>all three grade levels | Enrollment commitments,<br>from contract |
|------------------------------|---------------------------------------------|------------------------------------------|
| Health & Bioscience          | 221                                         | 150                                      |
| Media                        | 160                                         | 150                                      |
| Pre-Engineering              | 132                                         | 150                                      |
| Computer                     | 126                                         | 140                                      |
| Int'l Trade & Transportation | 101                                         | 140                                      |
| Law & Government             | 90                                          | 130                                      |
| Visual Arts                  | 87                                          | 90                                       |
| Business                     | 85                                          | 130                                      |
| Architecture*                | 100                                         | 100                                      |
| Total                        | 1102                                        | 1180                                     |

\* The Architecture Academy at Fremont High did not include a 12th grade in 1994-95.

**APPENDIX TABLE 6**  
**Grade Point Average**  
**Overall Performance Summary**  
**(Across Nine Academies, All Grades)**

| <u>Students with GPA 2.00 or higher:</u> | <u>%</u> | <u>#</u> | <u>N<sup>*</sup></u> |
|------------------------------------------|----------|----------|----------------------|
| CURRENT YEAR:                            |          |          |                      |
| Fall 94                                  | 68.2%    | 752      | 1102                 |
| Spring 95                                | 68.5%    | 710      | 1037                 |
| PREVIOUS YEARS:                          |          |          |                      |
| Fall 93                                  | 67.2%    | 674      | 1003                 |
| Spring 94                                | 66.9%    | 700      | 1046                 |
| Fall 92                                  | 74.7%    | 646      | 865                  |
| Spring 93                                | 67.8%    | 593      | 874                  |

\* Total academy enrollment; varies slightly as students join or drop academies mid-year.

ORA contract standards for grade point average: for 10th grades, 70% of students shall achieve a 2.00 G.P.A. or better; for 11th grades, 75%; for 12th grades, 80%.

APPENDIX TABLE 7  
**Grade Point Average, Fall 1994**  
**Academy Students with GPA of 2.00 or Higher**

|                                   | Percent of Students<br>w/ GPA 2.00 or Higher | Number of Students<br>(# ≥ 2.00 / Total #) |
|-----------------------------------|----------------------------------------------|--------------------------------------------|
| <b>CASTLEMONT HIGH</b>            |                                              |                                            |
| <b>Computer</b>                   |                                              |                                            |
| 10th Grade                        | 41.9%                                        | 18/43                                      |
| 11th Grade                        | 54.0%                                        | 27/50                                      |
| 12th Grade                        | 75.8%                                        | 25/33                                      |
| <b>Trade &amp; Transportation</b> |                                              |                                            |
| 10th Grade                        | 46.5%                                        | 20/43                                      |
| 11th Grade                        | 35.9%                                        | 14/39                                      |
| 12th Grade                        | 84.2%                                        | 16/19                                      |
| <b>FREMONT HIGH</b>               |                                              |                                            |
| <b>Architecture</b>               |                                              |                                            |
| 10th Grade                        | 58.7%                                        | 37/63                                      |
| 11th Grade                        | 73.0%                                        | 27/37                                      |
| <b>Media</b>                      |                                              |                                            |
| 10th Grade                        | 57.6%                                        | 34/59                                      |
| 11th Grade                        | 74.0%                                        | 37/50                                      |
| 12th Grade                        | 64.7%                                        | 33/51                                      |
| <b>McCLYMONDS HIGH</b>            |                                              |                                            |
| <b>Business</b>                   |                                              |                                            |
| 10th Grade                        | 64.7%                                        | 22/34                                      |
| 11th Grade                        | 52.4%                                        | 11/21                                      |
| 12th Grade                        | 54.5%                                        | 20/30                                      |
| <b>Law &amp; Government</b>       |                                              |                                            |
| 10th Grade                        | 65.4%                                        | 17/26                                      |
| 11th Grade                        | 68.8%                                        | 22/32                                      |
| 12th Grade                        | 56.3%                                        | 18/32                                      |
| <b>OAKLAND HIGH</b>               |                                              |                                            |
| <b>Visual Arts</b>                |                                              |                                            |
| 10th Grade                        | 89.3%                                        | 25/28                                      |
| 11th Grade                        | 80.6%                                        | 25/31                                      |
| 12th Grade                        | 67.9%                                        | 19/28                                      |
| <b>OAKLAND TECH</b>               |                                              |                                            |
| <b>Health &amp; Bioscience</b>    |                                              |                                            |
| 10th Grade                        | 69.2%                                        | 72/104                                     |
| 11th Grade                        | 75.0%                                        | 45/60                                      |
| 12th Grade                        | 94.4%                                        | 51/54                                      |
| <b>Pre-Engineering</b>            |                                              |                                            |
| 10th Grade                        | 88.2%                                        | 45/51                                      |
| 11th Grade                        | 91.9%                                        | 34/37                                      |
| 12th Grade                        | 86.4%                                        | 38/44                                      |

Shading denotes performance below the ORA contract standards: for 10th grades, 70% of students shall achieve a 2.00 GPA or better; for 11th grades, 75%; for 12th grades, 80%.

The Business, Media, Health & Bioscience, and Pre-Engineering Academies are in their fifth year of ORA operating support; the Law and Government Academy, in its fourth year; the Computer, Trade & Transportation, and Visual Arts Academies in their third year; and the Architecture Academy in its second year.

APPENDIX TABLE 8  
**Grade Point Average, Spring 1995**  
**Academy Students with GPA of 2.00 or Higher**

| <b>CASTLEMONT HIGH</b> | Percent of Students<br>w/ GPA 2.00 or Higher<br><b>Computer</b> | Number of Students<br>( # 2.00 / Total # ) |
|------------------------|-----------------------------------------------------------------|--------------------------------------------|
| 10th Grade             | 40.0%                                                           | 16/40                                      |
| 11th Grade             | 54.5%                                                           | 18/33                                      |
| 12th Grade             | 82.1%                                                           | 32/39                                      |
|                        | <b>Trade &amp; Transportation</b>                               |                                            |
| 10th Grade             | 62.2%                                                           | 28/45                                      |
| 11th Grade             | 76.9%                                                           | 10/13                                      |
| 12th Grade             | 79.3%                                                           | 23/29                                      |
| <b>FREMONT HIGH</b>    | <b>Architecture</b>                                             |                                            |
| 10th Grade             | 55.9%                                                           | 33/59                                      |
| 11th Grade             | 65.7%                                                           | 23/35                                      |
|                        | <b>Media</b>                                                    |                                            |
| 10th Grade             | 74.5%                                                           | 35/47                                      |
| 11th Grade             | 63.5%                                                           | 33/52                                      |
| 12th Grade             | 51.0%                                                           | 25/49                                      |
| <b>McCLYMONDS HIGH</b> | <b>Business</b>                                                 |                                            |
| 10th Grade             | 50.0%                                                           | 17/34                                      |
| 11th Grade             | 55.6%                                                           | 10/18                                      |
| 12th Grade             | 66.7%                                                           | 18/27                                      |
|                        | <b>Law &amp; Government</b>                                     |                                            |
| 10th Grade             | 53.8%                                                           | 14/26                                      |
| 11th Grade             | 69.7%                                                           | 23/33                                      |
| 12th Grade             | 55.6%                                                           | 15/27                                      |
| <b>OAKLAND HIGH</b>    | <b>Visual Arts</b>                                              |                                            |
| 10th Grade             | 84.6%                                                           | 22/26                                      |
| 11th Grade             | 78.6%                                                           | 22/28                                      |
| 12th Grade             | 71.4%                                                           | 20/28                                      |
| <b>OAKLAND TECH</b>    | <b>Health &amp; Bioscience</b>                                  |                                            |
| 10th Grade             | 75.0%                                                           | 75/100                                     |
| 11th Grade             | 69.4%                                                           | 43/62                                      |
| 12th Grade             | 88.1%                                                           | 52/59                                      |
|                        | <b>Pre-Engineering</b>                                          |                                            |
| 10th Grade             | 87.8%                                                           | 43/49                                      |
| 11th Grade             | 82.9%                                                           | 29/35                                      |
| 12th Grade             | 70.5%                                                           | 31/44                                      |

Shading denotes performance below the ORA contract standards: for 10th grades, 70% of students shall achieve a 2.00 GPA or better; for 11th grades, 75%; for 12th grades, 80%.

The Business, Media, Health & Bioscience, and Pre-Engineering Academies are in their fifth year of ORA operating support; the Law and Government Academy, in its fourth year; the Computer, Trade & Transportation, and Visual Arts Academies in their third year; and the Architecture Academy in its second year.

**APPENDIX TABLE 9**  
**Summer 1995 Internships**

The Academy model calls for 80% of the juniors to participate in summer internships. Shading denotes sub-standard performance, in percentage of juniors.

|                              |             | 11th grade<br>interns | % of all<br>11th graders | 11th graders,<br>as % of total<br>internships | Interns in<br>other grades | Total<br>Internships |
|------------------------------|-------------|-----------------------|--------------------------|-----------------------------------------------|----------------------------|----------------------|
| <b>Business</b>              | <b>n=21</b> | <b>17</b>             | <b>81%</b>               | <b>30%</b>                                    | <b>39</b>                  | <b>56</b>            |
| <b>Visual Arts</b>           |             | <b>16</b>             | <b>52%</b>               | <b>80%</b>                                    | <b>4</b>                   | <b>20</b>            |
| <b>Engineering</b>           | <b>n=37</b> | <b>19</b>             | <b>51%</b>               | <b>43%</b>                                    | <b>25</b>                  | <b>44</b>            |
| <b>Law &amp; Government</b>  | <b>n=32</b> | <b>14</b>             | <b>44%</b>               | <b>47%</b>                                    | <b>16</b>                  | <b>30</b>            |
| <b>Architecture</b>          | <b>n=37</b> | <b>16</b>             | <b>43%</b>               | <b>48%</b>                                    | <b>17</b>                  | <b>33</b>            |
| <b>Computer</b>              | <b>n=50</b> | <b>21</b>             | <b>42%</b>               | <b>68%</b>                                    | <b>10</b>                  | <b>31</b>            |
| <b>Media</b>                 | <b>n=74</b> | <b>28</b>             | <b>38%</b>               | <b>60%</b>                                    | <b>19</b>                  | <b>48</b>            |
| <b>Health &amp; Biosci.</b>  | <b>n=60</b> | <b>19</b>             | <b>32%</b>               | <b>59%</b>                                    | <b>13</b>                  | <b>32</b>            |
| <b>Trade &amp; Transport</b> | <b>n=39</b> | <b>10</b>             | <b>26%</b>               | <b>31%</b>                                    | <b>22</b>                  | <b>32</b>            |
| <b>TOTAL</b>                 | <b>381</b>  | <b>160</b>            | <b>42%</b>               | <b>49%</b>                                    | <b>165</b>                 | <b>325</b>           |

This year's agreement specifies that at least 10% of the internships are to be paid by non-ORA funds. Of the 325 internships, 26 (8%) were paid by the employers.

**APPENDIX TABLE 10**  
**Summer 1995 Internships, by Location**

ORA support specifies that priority will be given to placing students in companies in the Central District.

|      | Total # of<br>interns | Central Oakland | Other Oakland | Outside<br>Oakland | no data    |
|------|-----------------------|-----------------|---------------|--------------------|------------|
| 1995 | 325                   | 198<br>60.9%    | 73<br>22.5%   | 54<br>16.6%        |            |
| 1994 | 295                   | 166<br>56.3%    | 76<br>25.8%   | 34<br>11.5%        | 19<br>6.4% |
| 1993 | 254                   | 145<br>57.1%    | 69<br>27.2%   | 40<br>15.7%        | 0<br>0%    |
| 1992 | 172                   | 60<br>34.9%     | 74<br>43.0%   | 33<br>19.2%        | 5<br>2.9%  |
| 1991 | 84                    | 9<br>11%        | 52<br>62%     | 12<br>14%          | 11<br>13   |

**APPENDIX TABLE 11**  
**1994-95 Mentor Matches [revised 9/96]**

The 1994-95 ORA contract specifies that "at least 75% of the juniors will be matched with a mentor. Priority will be given to matching students with mentors who work in the Central District." In previous years, the academy model called for sophomores to participate in mentoring.

| ACADEMY NAME                            | Number of 11th graders matched | Percentage of 11th graders | Number of matches with other students |
|-----------------------------------------|--------------------------------|----------------------------|---------------------------------------|
| <b>ARCHITECTURE</b> <b>n=37</b>         | <b>33</b>                      | <b>89.2%</b>               | <b>1</b>                              |
| <b>BUSINESS</b> <b>n=21</b>             | <b>16</b>                      | <b>76.2%</b>               | <b>14</b>                             |
| <b>MEDIA</b> <b>n=74</b>                | <b>40</b>                      | <b>54.1%</b>               | <b>20</b>                             |
| <b>PRE-ENGINEERING</b> <b>n=37</b>      | <b>13</b>                      | <b>35.1%</b>               | <b>9</b>                              |
| <b>VISUAL ARTS*</b> <b>n=31</b>         | <b>2*</b>                      | <b>N/A*</b>                | <b>35*</b>                            |
| <b>HEALTH &amp; BIOSCI.</b> <b>n=60</b> | <b>0</b>                       | <b>0%</b>                  | <b>38</b>                             |
| <b>COMPUTER</b> <b>n=50</b>             | <b>0</b>                       | <b>0%</b>                  | <b>22</b>                             |
| <b>LAW &amp; GOVERNMENT</b> <b>n=32</b> | <b>n.d.</b>                    | <b>n.d.</b>                | <b>n.d.</b>                           |
| <b>TRADE &amp; TRANS.</b> <b>n=39</b>   | <b>n.d.</b>                    | <b>n.d.</b>                | <b>n.d.</b>                           |
| <b>TOTAL</b> <b>381</b>                 | <b>104</b>                     |                            | <b>139</b>                            |

\* Mentoring relationships for students at the Visual Arts Academy are established for 10th graders and are continued during the following year. Revised data received in September 1996 is shown here as 5 additional mentor matches, although it is unclear whether those students were juniors.

In addition to the 243 mentor matches shown, the following numbers of available mentors were not matched to students: Pre-Engineering (21), Visual Arts (4) Business (2), Computer (2), Media (1), Health & Bioscience (1).

N/A - not available

n.d. - no data received

APPENDIX TABLE 12  
**Graduation Rates, Class of 1995 [revised 10/96]**

| Academy                                 | Percentage of Seniors Graduated | Number of Grads / Number of Seniors |
|-----------------------------------------|---------------------------------|-------------------------------------|
| <b>Computer</b>                         | <b>100%</b>                     | <b>33/33</b>                        |
| <b>Visual Arts *</b>                    | <b>100%</b>                     | <b>28/28 *</b>                      |
| <b>Health &amp; Bioscience</b>          | <b>98.2%</b>                    | <b>56/57</b>                        |
| <b>Int'l Trade &amp; Transportation</b> | <b>94.7%</b>                    | <b>18/19</b>                        |
| <b>Pre-Engineering</b>                  | <b>86.4%</b>                    | <b>38/44</b>                        |
| <b>Media*</b>                           | <b>88.2%</b>                    | <b>45/51 *</b>                      |
| <b>Business *</b>                       | <b>83.3%</b>                    | <b>25/30 *</b>                      |
| <b>Law &amp; Government *</b>           | <b>78.1%</b>                    | <b>25/32 *</b>                      |
| <b>Total</b>                            | <b>91.2 %</b>                   | <b>268/294</b>                      |

The Architecture Academy at Fremont High School did not have a 12th grade during 1994-95. The contract standard for graduation is 85% of 12th graders; shading denotes performance below this standard.

\* Additional data received in September and October 1996 revealed additional graduates at each of four sites.

APPENDIX TABLE 13

**Re-Enrollment Rates:**

**Students Taking At Least Three Academy Courses**

(Students who were in three or more academy classes in Fall 1994,  
and were then enrolled in three or more academy classes the following Fall.)

|                        |  | # continued Fall 95 /<br># enrolled Fall 94 | as percentage |
|------------------------|--|---------------------------------------------|---------------|
| <b>CASTLEMONT HIGH</b> |  | <b>Computer</b>                             |               |
| 10th                   |  | 14/27                                       | 51.9%         |
| 11th                   |  | 7/35                                        | 20.0%         |
|                        |  | <b>Trade &amp; Transportation</b>           |               |
| 10th                   |  | 23/37                                       | 62.2%         |
| 11th                   |  | 7/25                                        | 28.0%         |
| <b>FREMONT HIGH</b>    |  | <b>Architecture</b>                         |               |
| 10th                   |  | 45/57                                       | 78.9%         |
| 11th                   |  | 28/34                                       | 82.4%         |
|                        |  | <b>Media</b>                                |               |
| 10th                   |  | 39/48                                       | 81.3%         |
| 11th                   |  | 45/48                                       | 93.8%         |
| <b>McCLYMONDS HIGH</b> |  | <b>Business</b>                             |               |
| 10th                   |  | 22/31                                       | 71.0%         |
| 11th                   |  | 13/18                                       | 72.2%         |
|                        |  | <b>Law &amp; Government</b>                 |               |
| 10th                   |  | 1/21                                        | 4.8%          |
| 11th                   |  | 18/30                                       | 60.0%         |
| <b>OAKLAND HIGH</b>    |  | <b>Visual Arts</b>                          |               |
| 10th                   |  | 21/25                                       | 84.0%         |
| 11th                   |  | 1/29                                        | 3.4%          |
| <b>OAKLAND TECH</b>    |  | <b>Health &amp; Bioscience</b>              |               |
| 10th                   |  | 69/96                                       | 71.9%         |
| 11th                   |  | 39/54                                       | 72.2%         |
|                        |  | <b>Pre-Engineering</b>                      |               |
| 10th                   |  | 33/44                                       | 75.0%         |
| 11th                   |  | 26/33                                       | 78.8%         |

# APPENDIX TABLE 14

## Major Sources of Outside Support for Career Academies: Two-Year Total for 1993-95: \$1,755,250

### Health and Biotechnology:

|                                                                                                                               |           |
|-------------------------------------------------------------------------------------------------------------------------------|-----------|
| State Partnership Academies grants:<br>\$67,500 per year (for operating costs)                                                | \$135,000 |
| State Health Youth Apprenticeship (1993-94)                                                                                   | 11,250    |
| City of Oakland, Community Investment<br>Fund (for health clinic)                                                             | 100,000   |
| Johnson and Johnson Company<br>(starting in 1995, may continue)                                                               | 40,000    |
| Kaiser Permanente 1) program costs for KP's<br>work with the academy, most not directly<br>paid to School District accounts): | 100,000   |
| 2) internship stipends: \$32,000 per year:                                                                                    | 64,000    |

### International Trade and Transportation:

|                                                                             |           |
|-----------------------------------------------------------------------------|-----------|
| City of Oakland, Community Investment<br>Fund (for aviation mechanics shop) | \$472,000 |
|-----------------------------------------------------------------------------|-----------|

### Law and Government:

|                                                                                |           |
|--------------------------------------------------------------------------------|-----------|
| State Partnership Academies grants:<br>\$67,500 per year (for operating costs) | \$135,000 |
| U.S. Department of Education,<br>Law-related education grant (1993-94)         | 93,000    |

### Media:

|                                                                                |           |
|--------------------------------------------------------------------------------|-----------|
| State Partnership Academies grants:<br>\$67,500 per year (for operating costs) | \$135,000 |
| State Academies, Telecommunications                                            | 20,000    |

### Pre-Engineering:

|                                                                                        |           |
|----------------------------------------------------------------------------------------|-----------|
| Bechtel Corporation<br>(\$100,000 annually, for equipment,<br>stipends, program costs) | \$200,000 |
|----------------------------------------------------------------------------------------|-----------|

### District-wide:

|                                                                                                                                      |           |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------|
| U.S. Department of Labor, Youth Apprenticeship<br>Program, ("Oaklandworks" -- curriculum,<br>skill standards, employer partnerships) | \$250,000 |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------|