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**Oakland Forum**

**February 1995**

**University of California at Berkeley**

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## **Working Paper 95-03**

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# **Evaluation of the Career Academies of the Oakland Unified School District: Progress 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

**Evaluation of the Career Academies  
of the Oakland Unified School District**

**February 1995 Progress Report**

**submitted by the  
University-Oakland Metropolitan Forum  
to the Oakland Redevelopment Agency**

**Executive Summary**

This report covers the most recent data collected and analyzed for evaluation of the performance of the academies supported by the Redevelopment Agency. Most of the information in this report concerns the 1993-94 contract year, although there are also items pertaining to the preceding and following years. The report also includes recommendations to the Redevelopment Agency and the School District concerning budgetary support and program management in future years.

**Background:**

1993-94 was the fourth consecutive year of Redevelopment Agency support for the School District Career Academy program. The academies are the District's magnet programs for career exploration and development. They feature partnerships with employers, work-based internships, mentoring, a curriculum which integrates academic and vocational learning, and other special activities. They prepare students for direct employment after high school and for entry into further training and higher education. As in previous years, \$1,202,000 was appropriated for the program by the ORA, to be earned according to the terms of a performance-based contract. Most of the data required to document and evaluate the academies' performance during 1993-94 contract year is now available.

**Findings:**

**a) Overall Profile:** The academies supported by the ORA in 1993-94 expanded to include nine programs serving 1,105 students, an increase of 168 percent over 1990-91, the first year of ORA support. The expansion was reflected in the fact that 295 students completed summer internships, and that 231 individuals served as mentors to academy students. Drop-out rates continued to be low at most sites, with 91 percent of the academy senior class of 1994 having graduated, and as in past years, a very high proportion (81 percent) of the graduates having enrolled in higher education.

The continuous support of the ORA over four years has enabled the nine programs to become established as a cornerstone of the District's career education efforts. In the process of growing from a small demonstration program to a major part of the District's curriculum, many more employer partnerships have been established, and the academies have gained nationwide recognition from the federal government, foundations and corporations as an innovative school-to-work program. The academies have recently attracted more substantial funding from sources other than the ORA, including \$1.76 million dollars over the last two years.

With this growth comes administrative complexity, however. Performance during the 1993-94 year demonstrated that when and where the academy program model was fully implemented, it resulted in high achievement for the students and strong partnerships with employers. However, in situations where the model was not fully implemented, the academic outcomes tended to be less positive. Full implementation of such an ambitious program will require substantial structural and managerial changes by the School District, changes which are discussed in the recommendations section of this report.

Following are capsule summaries of performance in ten aspects of the academies program, each of which is discussed in more detail in the report.

**Graduation and continuation in the program:** The academies remained successful at keeping youth in school. Ninety-one percent of academy seniors graduated with their class in 1994. The proportion of 1994 graduating seniors exceeded the ORA contract standard for five out of seven academies, and continuation rates for tenth and eleventh graders were above the performance benchmarks in five out of 17 instances, and close to the benchmarks in most of the others.

**Post-high school outcomes:** Most of the seniors planned to continue their education: 81 percent enrolled in community college, four-year college, or occupational training. Only 10 percent were known to be employed full-time as of December 1994.

**Academic Performance:** Overall, students' grades were lower than in 1992-93. Less than one-third (31%) of the 48 performance standards in the ORA contract for grade point average were attained, and five academies failed to meet any of their standards. (In the preceding year 45 percent of the standards were reached.) Sixty-seven percent of students were above the 2.00 GPA specified in the contract in Fall 1993, compared to 75 percent the previous Fall.

In general, the longer the amount of time the students are in the program, the better their grades are. We attribute the drop-off in aggregate academic performance mainly to the presence of more students who entered the program a year or two late or who took only one or two academy classes.

**Enrollment in academy courses:** Placing all the students into the appropriate courses continues to be a problem for the School District. Almost all academy students are supposed to enroll in four courses at all times, with some seniors permitted three. As in previous years the majority of academy students were not enrolled in four courses,

(including majorities at seven out of nine sites) and a large proportion were not in three courses.

**Internships:** The number of summer internships was 295, up 16 percent from the previous year. More than half of these were in the central business district, and almost 90 percent were in Oakland. Surveys of interns show a high level of satisfaction with the experience, similar to last year.

**Mentoring:** A total of 231 individuals agreed to serve as mentors to 1994 academy students, meeting the number required in the contract at three of eight academies. The process by which mentors are recruited, oriented and followed-up with has been strengthened compared to the previous year, when a substantial number of mentors were not contacted regularly.

**Curriculum Development:** By June 1994 three of nine sites had completed the curriculum resource guides supported by the 1992-93 ORA contract, and staff from the other sites had provided most of the required materials. The additional sections required by the 1993-94 contract have not yet been completed, although work is now scheduled to be completed at the end of February 1995.

**Site-based Planning:** Important progress was made when the staffs of each academy developed program goals for the coming year, which are reflected in the 1994-95 contract. These include, among many other items, site-specific targets for proportions of graduates who enter the work force immediately and who undertake higher education, and for acquisition of a percentage of internships from sources other than the ORA.

**Support from Other Sources:** Financial support was obtained from a growing number of government, foundation, and corporate sources during the past two years. The approximate total of direct funding support from outside sources other than the ORA over the past two years was \$1.76 million. However, approximately 80 percent of these funds are not from renewable sources, so the challenge of raising continuing support is still great.

**McClymonds High School Remediation Plan:** Because of generally low performance each year by the two programs at this school, City Council required a remediation strategy to be put in place in 1994. A Student Intervention Plan was drafted and enacted this Fall, but we do not yet have data on its impact. The District's program manager has met with school administrators and staff to design ways to overcome systemic barriers to full implementation of the academy model.

### **Recommendations:**

**1) Support for Career Components of the Program:** Any future ORA support for the academies should be concentrated on those components of the program which are most directly concerned with work experience, employer partnerships, and other aspects of career exposure and development. These high priority components would include internship stipends; private industry liaisons who arrange mentors, internships and advisory

committees; and staff development activities such as industry-based internships for teachers.

**2) Diversification of Financial Support for Internships and Hiring:** The Academies need to get greater number of employers involved, especially those firms and organizations who can support the internship stipends at least partially from their own funds and those who can commit to permanent hiring of qualified academy graduates. Beginning in 1995 the program should initiate a sliding scale of ORA support for internships so that each year a larger share of the cost of student stipends is borne by employers. The City should also explore ways in which its employment referral programs might assist in placing academy graduates, both immediately after high school and after they have completed additional training.

**3) City Government as Model Employer:** Oakland municipal government should expand recently discussed partnerships with the academies and other career development programs. City employees should be encouraged and enabled in specific, practical ways to become mentors, lead job shadowing, supervise internships, and otherwise support the programs.

**4) Administrative Improvements:** The School District should conduct a high level management review to overcome the structural barriers to full implementation of the academy model at all high schools. The review should encompass course scheduling, teacher assignment, student counseling and enrollment, curriculum development, budgeting and documentation, as described in this and previous evaluation reports. Many of the policies to improve program administration are in place, and the challenge is one of ensuring their consistent application. Some high schools have made greater progress than others in these matters, and lessons from one site should be transferred to others. Future ORA contracts should tie payment to the students' enrollment in all the required courses.

**5) Coordination of Academies with other Education and Youth Programs:** The District should continue its process of integrating the academies and their principles of operation into the rest of its career education activities and its partnership with the Peralta Community College District. The partners in the consortia that are developing Oakland's school-to-work programs should ensure that productive linkages are made between the academies and community-based youth employment training programs. They will be working in the same schools and neighborhoods, and approaching many of the same employers. They can share job development functions and labor market data, for example. In some instances, several programs will be serving the same young person, so they should develop an integrated system for managing those cases. The recommendations of a report done by the Forum for the Quality Workforce Action Project provide a starting point for these collaborative actions.



**Evaluation of the Career Academies  
of the Oakland Unified School District**

**February 1995 Progress Report**

**submitted by the  
University-Oakland Metropolitan Forum  
to the Oakland Redevelopment Agency**

**INTRODUCTION**

The academies are the District's magnet programs for career exploration and development. They feature partnerships with employers, work-based internships, mentoring, a curriculum which integrates academic and vocational learning, and other special activities. They prepare students for direct employment after high school and for entry into further training and higher education.

The 1993-94 evaluation effort was designed not only to analyze the annual data on student performance and program activities, but also to examine prospects for the long range sustainability of the academies. The general conclusion among City and School District staff a year ago was that the academies had proven their basic efficacy at helping students to achieve and graduate with understanding and first-hand experience of career options. However, the academies needed to become more institutionalized and more efficiently managed within the School District, to create more extensive partnerships with employers, and to raise resources from supporters other than the ORA. This report addresses these issues in the context of an annual review of the program.

When the Oakland Redevelopment Agency began its support for the academies in 1990, there were four programs with roughly 400 students, and the programs were more demonstrations than central to the operations of the overall School District. Today the numbers of sites, students and teachers have more than doubled, and the academies are seen as basic components in and models for the District's overall school-to-work transition programs. The academies supported by the ORA in 1993-94 included nine programs serving 1,105 students, an increase of 168 percent over 1990-91. Since the total amount of the ORA authorized funding has remained constant (at \$1,202,000) and the number of students greatly increased, the budgeted cost per student has declined from \$2,910 to \$1,088 over four years.

Having payment contingent upon the provisions of a performance-based contract has led to the School District receiving less than the full amount authorized. Over the first three years, the District earned \$3,120,273 out of a possible \$3,606,000, or 86.5



percent of the authorization, because of performance below the standards or inadequate documentation of expenditures.

1993-94 was a year when the academies made substantial progress in institutionalizing the program within the School District. Individual site plans were produced which recognized the diversity of the programs within an overall framework. Curriculum materials were nearly completed for the programs. Planning for District-wide coordination of academies and vocational education made significant strides. National recognition was bestowed from the President and many others, including several of the leading organizations in the school-to-work field. Many more employer partnerships were established. The academies also attracted substantial funding from sources other than the ORA, including \$1.76 million dollars over the last two years.

With this growth has come administrative complexity, however. An academy does not exist in bureaucratic isolation as a "school within a school." Rather, the allocation of staff and budgets, the design of curriculum, the enrollment and scheduling of students, and a host of other issues must be worked out for the academy in the context of a high school and a school district. The administrative challenges faced by the academies are mostly ones which first arose in earlier years, and readers of our previous reports will recognize some persistent issues.

There appears to be a strong connection between the administrative difficulties and student outcomes. That is, when and where the academy program model was fully implemented, it resulted in high achievement for the students and strong partnerships with employers. However, in situations where the model was not fully implemented, the academic outcomes tended to be less positive. Full implementation of such an ambitious program will require substantial structural and managerial changes by the School District, changes which are discussed in the recommendations section of this report.

## **FINDINGS**

The findings in the report are divided into ten sections, beginning with outcomes for students, and moving to program activities, and concluding with administrative issues.

- 1) Graduation and retention in the program
- 2) Post-high school outcomes
- 3) Academic performance
- 4) Enrollment in academy courses
- 5) Internships
- 6) Mentoring
- 7) Curriculum development
- 8) Site-based planning
- 9) Support from other sources
- 10) McClymonds High School remediation plan

### **1) Graduation and continuation in the program**

The Oakland academies have always been successful at keeping young people in school, and the 1993-94 year saw a continuation of that pattern. Across all programs, 91 percent of the students who started the senior year in an academy graduated with their class. Table 1 shows the graduation rates of seniors for the seven programs. Only the two programs at McClymonds High School fell below the ORA contract standard for graduation rates.

Five of 17 benchmarks for continuation of student from one grade to the next were achieved. With the exception of the Business Academy, the rates of continuation of tenth and eleventh graders were almost all above 70%, close to if not above the contract benchmarks. (See Table 2.)

### **2) Post-high school outcomes**

As in previous years, most of the 1994 academy graduates are continuing their education, while relatively few have gone directly into the workplace. Out of 108 respondents to a December survey of 1994 graduates, 21 were enrolled in community college and 66 were in a four year college or university. A third of these students were also working for pay, mostly part-time. Ten percent of the respondents were employed full-time. (See Table 3.)

Within a few years we should expect to see more academy graduates working immediately after high school or entering apprenticeship-type certification programs. This can be expected to occur once such school-to-work programs are fully in place. Beginning in 1994-95, each academy now has site-specific goals for the proportions of graduates who should enter higher education and the proportion who should enter the full-time workforce, and they vary widely from program to program. In general, though, the academies which began operations more recently tend to aim for a higher proportion of graduates going into the workforce, while the older academies expect a higher proportion to continue immediately to higher education. Progress in meeting these new goals can be measured next Fall.

The lack of hiring by local firms during the recession no doubt also contributed to the high proportion of college students during the early 1990's. Given current circumstances and the high aspirations of these students, it is not surprising that so many academy graduates opt for at least some college courses. In the coming months the Forum will also survey graduates from 1991 through 1993 to see how they have fared in their education and career choices.

### **3) Academic Performance**

After generally rising for the first three years of the study, aggregate measures of academy students' grade point averages declined somewhat in 1993-94. The principal measurement of academic performance for the ORA contract is the percentage of students in each grade of each academy who have at least a 2.00 GPA for a semester.

TABLE 1  
Graduation Rates, Class of 1994

| Academy             | Percentage of Seniors Graduated | Number of Grads / Number of Seniors |
|---------------------|---------------------------------|-------------------------------------|
| Computer            | 96%                             | 47/49                               |
| Pre-Engineering     | 96%                             | 48/50                               |
| Health & Bioscience | 94%                             | 47/50                               |
| Media               | 92%                             | 49/53                               |
| Visual Arts         | 91%                             | 21/23                               |
| Business            | 73%                             | 16/22                               |
| Law & Government    | 61%                             | 11/18                               |
| Total               | 91%                             | 239/265                             |

The Architecture Academy at Fremont High School and the International Trade & Transportation Academy at Castlemont High School did not have a 12th grade during 1993-94. The contract standard for graduation is 85% of 12th graders.

TABLE 2  
1993-94 Academy  
Re-Enrollment Rates  
(Last year's students continued their academy in 1994-95)

|                                   | # continued /<br># enrolled Spring 93 | as percentage |
|-----------------------------------|---------------------------------------|---------------|
| <b>CASTLEMONT HIGH</b>            |                                       |               |
| <b>Computer</b>                   |                                       |               |
| 10th                              | 37/50                                 | 74%           |
| 11th                              | 30/43                                 | 70%           |
| <b>Trade &amp; Transportation</b> |                                       |               |
| 10th                              | 34/40                                 | 85%           |
| 11th                              | 34/44                                 | 77%           |
| <b>FREMONT HIGH</b>               |                                       |               |
| <b>Architecture</b>               |                                       |               |
| 10th                              | 33/54                                 | 61%           |
| <b>Media</b>                      |                                       |               |
| 10th                              | 45/64                                 | 70%           |
| 11th                              | 41/56                                 | 73%           |
| <b>McCLYMONDS HIGH</b>            |                                       |               |
| <b>Business</b>                   |                                       |               |
| 10th                              | 15/33                                 | 45%           |
| 11th                              | 23/48                                 | 48%           |
| <b>Law &amp; Government</b>       |                                       |               |
| 10th                              | 27/38                                 | 71%           |
| 11th                              | 27/34                                 | 79%           |
| <b>OAKLAND HIGH</b>               |                                       |               |
| <b>Visual Arts</b>                |                                       |               |
| 10th                              | 26/33                                 | 79%           |
| 11th                              | 22/26                                 | 85%           |
| <b>OAKLAND TECH</b>               |                                       |               |
| <b>Health &amp; Bioscience</b>    |                                       |               |
| 10th                              | 47/67                                 | 70%           |
| 11th                              | 56/67                                 | 84%           |
| <b>Pre-Engineering</b>            |                                       |               |
| 10th                              | 27/30                                 | 90%           |
| 11th                              | 41/54                                 | 76%           |

Shading denotes performance below the ORA contract standards: 75% of 10th graders students shall register for the following year; 80% of 11th graders shall register for the following year.

The Architecture Academy is in its first year of ORA support, with no 11th grade in 1993-94.

**TABLE 3**  
**Post-Graduation Activities**  
**Class of 1994**

| <b>COMPUTER (26 responses)</b>        |     |
|---------------------------------------|-----|
| Community College                     | 6   |
| Four-Year University                  | 12  |
| (% in higher ed who are also working) | 39% |
| Employed (not in school)              | 2   |
| Military                              | 1   |
| Other                                 | 5   |

| <b>PRE-ENGINEERING (17 responses)</b> |     |
|---------------------------------------|-----|
| Community College                     | 4   |
| Four-Year University                  | 13  |
| (% in higher ed who are also working) | 38% |
| Employed (not in school)              | 1   |
| Military                              | 2   |
| Other                                 | 1   |

| <b>MEDIA (29 responses)</b>           |     |
|---------------------------------------|-----|
| Community College                     | 3   |
| Four-Year University                  | 22  |
| (% in higher ed who are also working) | 40% |
| Employed (not in school)              | 3   |
| Military                              | --  |
| Other                                 | 1   |

| <b>HEALTH &amp; BIOSCIENCE (17 responses)</b> |     |
|-----------------------------------------------|-----|
| Community College                             | 7   |
| Four-Year University                          | 10  |
| (% in higher ed who are also working)         | 41% |
| Employed (not in school)                      | --  |
| Military                                      | --  |
| Other                                         | --  |

| <b>VISUAL ARTS (19 responses)</b>     |     |
|---------------------------------------|-----|
| Community College                     | 1   |
| Four-Year University                  | 9   |
| (% in higher ed who are also working) | 11% |
| Employed (not in school)              | 5   |
| Military                              | --  |
| Other                                 | 4   |

| <b>TOTAL (108 responses)</b>          |     |
|---------------------------------------|-----|
| Community College                     | 21  |
| Four-Year University                  | 66  |
| (% in higher ed who are also working) | 34% |
| Employed (not in school)              | 11  |
| Military                              | 3   |
| Other                                 | 11  |

**TOTAL 108 responses**  
(49% of 222 graduates from these five academies)

Table 4 provides an overall summary percentage for all academy students, and shows that the percentage with at least a 2.00 GPA dropped from 74.7 percent to 67.2 percent from Fall 1992 to the following year. Tables 5 and 6 present the program-by-program data. The academies met less than one-third (31%) of the 48 performance standards for grades during 1993-94, whereas the previous year they had met 45% of the standards.

There was great variation in academic performance among the academies, similar to that which occurred in each year of the ORA support. Five of the programs did not reach any of their performance standards, while the other four met some or all of them.

Explanations for the slippage include more extensive use of substitutes or lesser-trained replacement teachers with harsher grading habits and less familiarity with the special curriculum. Also, the programs may have included a higher percentage of students who began high school with academic problems. These are reasonable things to expect in a large system such as Oakland's, especially for a program which is intended to serve a high proportion of those sometimes labeled "at-risk of school failure."

Beyond these contributing factors, however, it seems clear that the students who benefit the most from the academies are those who spend the most time in it, through being a part of the group for the full three years, or for taking more of the academy courses. A major asset of academies should be the continuity they bring to a student's high school experience. An analysis by the School District of the same data shows that continuing students consistently have higher grades than new enrollees--students who started in eleventh or twelfth grade instead of tenth. Since the 1993-94 year was characterized by a great deal of schedule-changing for teachers and enrollment problems for students, the lack of continuity for students probably contributed to the slightly lower aggregate grades.

#### **4. Enrollment in Academy Courses**

The schools continued to have a problem placing all of the academy students into the proper courses. Sophomores and Juniors are supposed to take four courses at all times, while seniors must take at least three. As in previous years, the majority of academy students were not enrolled in the full complement of courses, including majorities at seven of the nine sites. Thirty-one percent were in two or fewer courses that semester. (See Tables 7 and 8.)

The problem was compounded by shifting enrollments, with more students beginning the program late in the year and some who planned to continue being inadvertently left out by the counseling process. Fitting the block schedules of the academies into the school-wide schedules has continued to be a vexing problem at most sites. It works more smoothly at those schools which assign a single counselor specifically to all the students in an academy.



TABLE 4  
**Overall Performance Summary**  
**(Across Nine Academies, All Grades)**

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

\* Total enrollment varies slightly for different time periods and data sources.

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%.



TABLE 5  
Grade Point Average, Fall 1993  
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                        | 53.4%                                        | 31/58                                      |
| 11th Grade                        | 47.6%                                        | 20/42                                      |
| 12th Grade                        | 76.6%                                        | 36/47                                      |
| <b>Trade &amp; Transportation</b> |                                              |                                            |
| 10th Grade                        | 53.3%                                        | 24/45                                      |
| 11th Grade                        | 55.3%                                        | 26/47                                      |
| <b>FREMONT HIGH</b>               |                                              |                                            |
| <b>Architecture</b>               |                                              |                                            |
| 10th Grade                        | 43.9%                                        | 25/57                                      |
| <b>Media</b>                      |                                              |                                            |
| 10th Grade                        | 70.9%                                        | 39/55                                      |
| 11th Grade                        | 67.3%                                        | 35/52                                      |
| 12th Grade                        | 85.1%                                        | 40/47                                      |
| <b>McCLYMONDS HIGH</b>            |                                              |                                            |
| <b>Business</b>                   |                                              |                                            |
| 10th Grade                        | 65.4%                                        | 17/26                                      |
| 11th Grade                        | 39.0%                                        | 16/41                                      |
| 12th Grade                        | 54.5%                                        | 12/22                                      |
| <b>Law &amp; Government</b>       |                                              |                                            |
| 10th Grade                        | 47.5%                                        | 19/40                                      |
| 11th Grade                        | 45.7%                                        | 16/35                                      |
| 12th Grade                        | 64.7%                                        | 11/17                                      |
| <b>OAKLAND HIGH</b>               |                                              |                                            |
| <b>Visual Arts</b>                |                                              |                                            |
| 10th Grade                        | 87.5%                                        | 28/32                                      |
| 11th Grade                        | 72.0%                                        | 18/25                                      |
| 12th Grade                        | 68.2%                                        | 15/22                                      |
| <b>OAKLAND TECH</b>               |                                              |                                            |
| <b>Health &amp; Bioscience</b>    |                                              |                                            |
| 10th Grade                        | 67.1%                                        | 47/70                                      |
| 11th Grade                        | 77.6%                                        | 45/58                                      |
| 12th Grade                        | 82.6%                                        | 38/46                                      |
| <b>Pre-Engineering</b>            |                                              |                                            |
| 10th Grade                        | 97.1%                                        | 33/34                                      |
| 11th Grade                        | 71.2%                                        | 42/59                                      |
| 12th Grade                        | 87.5%                                        | 42/48                                      |

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

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

TABLE 6  
Grade Point Average, Spring 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             | 47.2%                                        | 25/53                                      |
| 11th Grade             | 43.3%                                        | 13/30                                      |
| 12th Grade             | 77.1%                                        | 37/48                                      |
|                        | <b>Trade &amp; Transportation</b>            |                                            |
| 10th Grade             | 34.1%                                        | 14/41                                      |
| 11th Grade             | 53.5%                                        | 23/43                                      |
| <b>FREMONT HIGH</b>    | <b>Architecture</b>                          |                                            |
| 10th Grade             | 50.0%                                        | 27/54                                      |
|                        | <b>Media</b>                                 |                                            |
| 10th Grade             | 86.0%                                        | 49/57                                      |
| 11th Grade             | 73.2%                                        | 41/56                                      |
| 12th Grade             | 94.3%                                        | 50/53                                      |
| <b>McCLYMONDS HIGH</b> | <b>Business</b>                              |                                            |
| 10th Grade             | 63.0%                                        | 29/46                                      |
| 11th Grade             | 32.7%                                        | 17/52                                      |
| 12th Grade             | 37.5%                                        | 9/24                                       |
|                        | <b>Law &amp; Government</b>                  |                                            |
| 10th Grade             | 46.2%                                        | 18/39                                      |
| 11th Grade             | 51.4%                                        | 19/37                                      |
| 12th Grade             | 57.9%                                        | 11/19                                      |
| <b>OAKLAND HIGH</b>    | <b>Visual Arts</b>                           |                                            |
| 10th Grade             | 84.8%                                        | 28/33                                      |
| 11th Grade             | 69.2%                                        | 18/26                                      |
| 12th Grade             | 81.5%                                        | 22/27                                      |
| <b>OAKLAND TECH</b>    | <b>Health &amp; Bioscience</b>               |                                            |
| 10th Grade             | 71.6%                                        | 48/67                                      |
| 11th Grade             | 86.2%                                        | 50/58                                      |
| 12th Grade             | 88.0%                                        | 44/50                                      |
|                        | <b>Pre-Engineering</b>                       |                                            |
| 10th Grade             | 96.8%                                        | 30/31                                      |
| 11th Grade             | 67.9%                                        | 38/56                                      |
| 12th Grade             | 87.0%                                        | 40/46                                      |

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

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

TABLE 7  
Number of Academy Courses Per Student, Fall 1993

|                       |      | 4 or more    | 3            | 2            | 1           |
|-----------------------|------|--------------|--------------|--------------|-------------|
| <b>ARCHITECTURE</b>   |      |              |              |              |             |
| 10th grade            | n=57 | 72%          | 23%          | 5%           |             |
| <b>BUSINESS</b>       |      |              |              |              |             |
| 10th grade            | n=26 |              | 31%          | 46%          | 23%         |
| 11th grade            | n=41 | 7%           | 34%          | 44%          | 15%         |
| 12th grade            | n=22 | 23%          | 36%          | 36%          | 5%          |
| <b>COMPUTER</b>       |      |              |              |              |             |
| 10th grade            | n=58 | 53%          | 33%          | 12%          | 2%          |
| 11th grade            | n=42 | 10%          | 64%          | 24%          | 2%          |
| 12th grade            | n=47 | 21%          | 34%          | 34%          | 11%         |
| <b>ENGINEERING</b>    |      |              |              |              |             |
| 10th grade            | n=34 | 44%          | 35%          | 18%          | 3%          |
| 11th grade            | n=59 | 41%          | 27%          | 12%          | 20%         |
| 12th grade            | n=48 | 42%          | 12%          | 31%          | 15%         |
| <b>HEALTH</b>         |      |              |              |              |             |
| 10th grade            | n=70 | 66%          | 29%          | 4%           | 1%          |
| 11th grade            | n=58 | 29%          | 45%          | 14%          | 12%         |
| 12th grade            | n=46 | 37%          | 33%          | 19%          | 11%         |
| <b>LAW</b>            |      |              |              |              |             |
| 10th grade            | n=40 |              | 35%          | 63%          | 2%          |
| 11th grade            | n=35 |              | 51%          | 43%          | 6%          |
| 12th grade            | n=17 |              |              | 65%          | 35%         |
| <b>MEDIA</b>          |      |              |              |              |             |
| 10th grade            | n=55 |              | 9%           | 2%           | 4%          |
| 11th grade            | n=52 | 2%           | 12%          | 50%          | 36%         |
| 12th grade            | n=47 | 13%          | 57%          | 30%          |             |
| <b>TRANSPORTATION</b> |      |              |              |              |             |
| 10th grade            | n=45 | 80%          | 20%          |              |             |
| 11th grade            | n=47 | 51%          | 43%          | 6%           |             |
| <b>VISUAL ARTS</b>    |      |              |              |              |             |
| 10th grade            | n=32 | 94%          | 6%           |              |             |
| 11th grade            | n=25 | 20%          | 80%          |              |             |
| 12th grade            | n=22 |              | 4%           | 46%          | 50%         |
| <b>OVERALL</b>        |      | <b>32.7%</b> | <b>36.0%</b> | <b>22.1%</b> | <b>9.2%</b> |

Only courses in the student's own academy (or joint HEAL/ENGI) have been tallied. Any enrolled students with no (zero) courses in their academy have not been tallied.

TABLE 8  
Number of Academy Courses Per Student, Spring 1994

|                       |      | 4 or more    | 3            | 2            | 1           |
|-----------------------|------|--------------|--------------|--------------|-------------|
| <b>ARCHITECTURE</b>   |      |              |              |              |             |
| 10th grade            | n=54 | 48%          | 43%          | 7%           | 2%          |
| <b>BUSINESS</b>       |      |              |              |              |             |
| 10th grade            | n=33 |              | 28%          | 36%          | 36%         |
| 11th grade            | n=48 | 6%           | 31%          | 40%          | 23%         |
| 12th grade            | n=23 | 30%          | 22%          | 44%          | 4%          |
| <b>COMPUTER</b>       |      |              |              |              |             |
| 10th grade            | n=50 | 56%          | 32%          | 10%          | 2%          |
| 11th grade            | n=43 | 9%           | 60%          | 26%          | 5%          |
| 12th grade            | n=47 | 21%          | 36%          | 43%          |             |
| <b>ENGINEERING</b>    |      |              |              |              |             |
| 10th grade            | n=30 | 43%          | 40%          | 17%          |             |
| 11th grade            | n=54 | 55%          | 24%          | 6%           | 15%         |
| 12th grade            | n=45 | 46%          | 16%          | 22%          | 16%         |
| <b>HEALTH</b>         |      |              |              |              |             |
| 10th grade            | n=67 | 79%          | 21%          |              |             |
| 11th grade            | n=67 | 84%          | 10%          | 2%           | 4%          |
| 12th grade            | n=49 | 69%          | 25%          | 6%           |             |
| <b>LAW</b>            |      |              |              |              |             |
| 10th grade            | n=38 |              | 37%          | 60%          | 3%          |
| 11th grade            | n=34 |              | 50%          | 38%          | 12%         |
| 12th grade            | n=16 |              | 6%           | 56%          | 38%         |
| <b>MEDIA</b>          |      |              |              |              |             |
| 10th grade            | n=64 |              | 90%          | 5%           | 5%          |
| 11th grade            | n=56 | 2%           | 14%          | 43%          | 41%         |
| 12th grade            | n=52 | 21%          | 56%          | 23%          |             |
| <b>TRANSPORTATION</b> |      |              |              |              |             |
| 10th grade            | n=40 | 83%          | 15%          | 2%           |             |
| 11th grade            | n=44 | 52%          | 46%          | 2%           |             |
| <b>VISUAL ARTS</b>    |      |              |              |              |             |
| 10th grade            | n=33 | 94%          | 6%           |              |             |
| 11th grade            | n=26 | 23%          | 77%          |              |             |
| 12th grade            | n=23 | 4%           | 4%           | 44%          | 48%         |
| <b>OVERALL</b>        |      | <b>37.7%</b> | <b>34.0%</b> | <b>19.2%</b> | <b>9.1%</b> |

Only courses in the student's own academy (or joint HEAL/ENGI) have been tallied. Any enrolled students with no (zero) courses in their academy have not been tallied.

The student enrollment and teacher scheduling limitations are, we believe, strongly related to the findings that grades need improvement or that teachers have not completed certain curriculum-writing assignments. Unless the internal scheduling integrity of the academies can be maintained, the prospects for students or staff to achieve at the highest level are reduced.

## **5. Internships**

The number of internships continued to grow for the fourth straight year and remain one of the strongest aspects of the program. There were 295 students placed in summer internships, up 16 percent from the previous year. Of these, 256 were supported by the ORA and 39 paid for by employers. This is a small but promising base of employer support upon which to build for future years. Tables 9 through 11 describe the distribution of internships.

The internships continue to be for most students a solid meeting ground between what is learned in school and the demands of the work place. A survey of the summer interns was done for the third consecutive year, and results generally show that students had experience they valued and for which they were well prepared. (As Table 12c shows, 82.9 percent agreed that "My job uses my skills and abilities." For many students, ranging from 84 percent in Pre-engineering to 37 percent in Business, the internships "are related to the careers they want."

Two years ago we identified a need for students to be more thoroughly prepared for their internships, based on feedback from both the students and the employers. Last year, the survey results showed a definite improvement in that regard, with students reporting more monitoring as well as more advance training. This year the overall results of the student survey concerning their preparation and monitoring were approximately the same as the year before, with minor variations among the sites.

More than 30 percent of the summer internships were given to students listed as tenth or twelfth graders, despite the stated intent to provide the internships to juniors. As a result, many programs reached the intended total number of internships, but fell short of the contracted number of juniors to be placed. The contract provision may be unnecessarily restrictive if there are large numbers of students in other grades who are prepared and available to take these assignments.

## **6) Mentoring**

The program seeks to match tenth graders up with caring adults, often from the profession in which the student is interested, to provide support and guidance through high school. The academies have recruited 231 individuals to serve as mentors beginning in 1994, a number which surpassed the performance standard for three of the eight sites. (See Table 13.)



TABLE 9  
Summer 1994 Internships

The 1993-94 ORA contract specifies that "at least 80% of the students who completed their junior year will participate in a summer internship. Priority will be given to placing interns in businesses located in Central District."

Number of juniors who completed junior year, n, is from Academy / Magnet Office official enrollment list.

| ACADEMY NAME | # internships | as %-age of juniors | in Central Oakland | in other Oakland | Outside of Oakland |
|--------------|---------------|---------------------|--------------------|------------------|--------------------|
|--------------|---------------|---------------------|--------------------|------------------|--------------------|

| BUSINESS   |      |    |     |    |    |   |
|------------|------|----|-----|----|----|---|
| 10th grade | 6    |    | 1   | 5  |    |   |
| 11th grade | n=49 | 22 | 45% | 10 | 10 | 2 |
| 12th grade | 9    |    | 6   | 2  | 1  |   |

| COMPUTER   |      |    |     |    |   |
|------------|------|----|-----|----|---|
| 10th grade | 1    |    |     |    | 1 |
| 11th grade | n=44 | 16 | 36% | 14 | 1 |
| 12th grade | 2    |    | 1   |    | 1 |

| PRE-ENGINEERING |            |            |     |    |    |
|-----------------|------------|------------|-----|----|----|
| 10th grade      | 1          |            | 1   |    |    |
| 11th grade      | n=63       | 30 (23/7)* | 48% | 17 | 13 |
| 12th grade      | 18 (12/6)* |            | 10  |    | 8  |

| HEALTH & BIOSCIENCE |      |              |     |    |    |   |
|---------------------|------|--------------|-----|----|----|---|
| 11th grade          | n=65 | 39 (18/21)** | 60% | 16 | 22 | 1 |
| 12th grade          |      | 11           |     | 5  | 4  | 2 |

| LAW & GOVERNMENT |      |            |     |    |   |
|------------------|------|------------|-----|----|---|
| 10th grade       | 10   |            | 3   | 6  | 1 |
| 11th grade       | n=39 | 27 (24/3)† | 69% | 20 | 7 |
| 12th grade       | 5    |            | 2   | 3  |   |

| ACADEMY NAME | # internships | as %-age of juniors | in Central Oakland | in other Oakland | Outside of Oakland |
|--------------|---------------|---------------------|--------------------|------------------|--------------------|
|--------------|---------------|---------------------|--------------------|------------------|--------------------|

| MEDIA      |      |    |     |    |   |
|------------|------|----|-----|----|---|
| 10th grade | 14   |    | 13  |    | 1 |
| 11th grade | n=51 | 19 | 37% | 15 | 2 |
| 12th grade |      | 7  |     | 7  |   |

| TRADE & TRANSPORTATION |      |    |     |    |    |
|------------------------|------|----|-----|----|----|
| 10th grade             |      | 3  |     | 3  |    |
| 11th grade             | n=53 | 36 | 68% | 24 | 12 |

| VISUAL ARTS†† |      |             |     |  |  |
|---------------|------|-------------|-----|--|--|
| 10th grade    |      | 3           |     |  |  |
| 11th grade    | n=30 | 15 (13/2)†† | 50% |  |  |
| 12th grade    |      | 1           |     |  |  |

|          |     |     |       |       |       |
|----------|-----|-----|-------|-------|-------|
| OVERALL‡ | 295 | 52% | 60.1% | 27.5% | 12.3% |
|----------|-----|-----|-------|-------|-------|

\* ENGINEERING: 11th grade: 23 paid by ORA, 7 paid by employer (6 Bechtel, 1 Sandia);  
12th grade: 12 paid by ORA, 6 paid by Bechtel.

\*\* HEALTH & BIOSCIENCE: 18 paid by ORA, 21 paid by Kaiser.

† LAW & GOVERNMENT: 24 paid by ORA, 3 paid by employer.

†† VISUAL ARTS: Payroll data has not been received; these figures count only those who completed the annual internship survey. 2 internships were paid by employer.

‡ Overall location data is expressed in percentages of known locations; location data for Visual Arts internships are missing.



TABLE 10  
Summer 1994 Internships, by Location

|      | Total # of<br>interns | Central<br>Oakland | Other Oakland | Outside<br>Oakland | no data    |
|------|-----------------------|--------------------|---------------|--------------------|------------|
| 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%  |

TABLE 11  
Summer 1994 Internships Arranged for Juniors

The Academy model calls for summer internships to be arranged for students following their junior year. Nearly one-third of this year's internships were filled by non-juniors.

|                            | 11th grade<br>interns | % of total<br>internships | Non-11th grade<br>interns | % of total<br>internships | Total<br>Internships |
|----------------------------|-----------------------|---------------------------|---------------------------|---------------------------|----------------------|
| Business                   | 22                    | 59.5%                     | 15                        | 40.5%                     | 37                   |
| Computer                   | 16                    | 84.2%                     | 3                         | 15.8%                     | 19                   |
| Engineering                | 30                    | 61.2%                     | 19                        | 38.8%                     | 49                   |
| Health & Biosci.           | 39                    | 78.0%                     | 11                        | 22.0%                     | 50                   |
| Law & Government           | 27                    | 64.3%                     | 15                        | 35.7%                     | 42                   |
| Media                      | 19                    | 47.5%                     | 21                        | 52.5%                     | 40                   |
| Int'l Trade<br>& Transport | 36                    | 92.3%                     | 3                         | 7.7%                      | 39                   |
| Visual Arts                | 15                    | 78.9%                     | 4                         | 21.1%                     | 19                   |
| <b>TOTAL</b>               | <b>204</b>            | <b>69.2%</b>              | <b>91</b>                 | <b>30.8%</b>              | <b>295</b>           |

TABLE 12  
Survey of Interns, Summer 1994, 1993

| TABLE 12A           | "Is this job related to the career<br>you want?"<br>YES |       | "My job has influenced<br>my career choice."<br>AGREE and STRONGLY AGREE |       |
|---------------------|---------------------------------------------------------|-------|--------------------------------------------------------------------------|-------|
|                     | 1994                                                    | 1993  | 1994                                                                     | 1993  |
| Pre-Engineering     | 84.0%                                                   | 96.4% | 88.5%                                                                    | 82.1% |
| Law                 | 64.7%                                                   | 67.7% | 77.8%                                                                    | 65.7% |
| Media               | 58.1%                                                   | 68.8% | 62.5%                                                                    | 71.9% |
| Health & Bioscience | 52.0%                                                   | 83.3% | 46.2%                                                                    | 66.7% |
| Visual Arts         | 46.7%                                                   | 42.1% | 82.4%                                                                    | 52.6% |
| Computer            | 42.9%                                                   | 28.0% | 62.5%                                                                    | 50.0% |
| International Trade | 40.6%                                                   | N/A   | 80.6%                                                                    | N/A   |
| Business            | 36.8%                                                   | 60.0% | 45.0%                                                                    | 65.1% |
| OVERALL             | 53.9%                                                   | 63.5% | 63.3%                                                                    | 66.3% |

| TABLE 12B           | "Did your employer give you any training when you began work?"<br>YES |        |
|---------------------|-----------------------------------------------------------------------|--------|
|                     | 1994                                                                  | 1993   |
| Law                 | 88.9%                                                                 | 90.6%  |
| International Trade | 83.9%                                                                 | N/A    |
| Computer            | 81.3%                                                                 | 84.0%  |
| Visual Arts         | 81.3%                                                                 | 68.4%  |
| Health              | 76.0%                                                                 | 100.0% |
| Media               | 78.1%                                                                 | 93.5%  |
| Pre-Engineering     | 73.1%                                                                 | 89.3%  |
| Business            | 70.0%                                                                 | 89.4%  |
| OVERALL             | 78.8%                                                                 | 88.1%  |

| TABLE 12c           | "My job uses my skills and abilities."<br>VERY TRUE and SOMEWHAT TRUE |       |
|---------------------|-----------------------------------------------------------------------|-------|
|                     | 1994                                                                  | 1993  |
| Law                 | 100.0%                                                                | 78.2% |
| Computer            | 93.8%                                                                 | 61.5% |
| Pre-Engineering     | 80.8%                                                                 | 75.0% |
| Business            | 80.0%                                                                 | 82.6% |
| Media               | 84.9%                                                                 | 75.0% |
| International Trade | 77.4%                                                                 | N/A   |
| Health              | 76.9%                                                                 | 72.7% |
| Visual Arts         | 76.5%                                                                 | 84.2% |
| OVERALL             | 82.9%                                                                 | 76.2% |

**TABLE 13**  
**1993-94 Mentor Matches\***

The 1993-94 ORA contract specifies that "at least 75% of the sophomores will be matched with a mentor. Priority will be given to matching students with mentors who work in the Central District."

| ACADEMY NAME                     | Number of 10th graders matched | Percentage of 10th graders | Number of matches with other students |
|----------------------------------|--------------------------------|----------------------------|---------------------------------------|
| <b>MEDIA</b> n=53                | 53                             | 100%                       | 4                                     |
| <b>VISUAL ARTS</b> n=30          | 26                             | 86.7%                      | 5                                     |
| <b>BUSINESS</b> n=39             | 28                             | 71.8%                      | 1                                     |
| <b>COMPUTER</b> n=61             | 40                             | 65.6%                      | 5                                     |
| <b>LAW &amp; GOVERNMENT</b> n=44 | 23                             | 52.3%                      | 2                                     |
| <b>PRE-ENGINEERING</b> n=37      | 18                             | 48.6%                      | 20                                    |
| <b>HEALTH &amp; BIOSCI.</b> n=73 | 35                             | 47.9%                      | 3                                     |
| <b>TRADE &amp; TRANS.</b> n=50   | 17                             | 34.0%                      | 7                                     |
| <b>TOTAL</b> 397                 | 240                            | 60.5%                      | 47                                    |

In addition to the 287 mentor matches shown, 48 mentors have not been matched to students: Media (19), Business (12), Computer (5), Law (5), Visual Arts (4); Pre-Engineering, Health & Bioscience, and Trade & Transportation (1 each).

\* This table has been revised from that originally published in the February 1995 Evaluator's Report, and includes data not previously available. We noted in the original report, "Exact numbers of matches at each grade level are not yet available."

The private industry liaison system which had been used for four years to recruit internships and mentors was changed in 1994, by consolidating the many program-specific small consultancies into two larger positions. This change took place after the results shown in Table 13. Our observation of activities during the 1994-95 year suggests that this has improved the process of following up with mentors and students to see that the initial match has been productive, and to make new arrangements if it is not. A substantial portion of the mentors from 1993 who responded to a Forum survey had reported that there was insufficient follow-up.

## **7) Curriculum Development**

The academy teachers have been engaged in a multi-year process of designing and documenting their integrated curriculum, a process which has been partly supported by the ORA contract. By June, 1994, three of the nine sites had completed the basic curriculum resource guides called for in the 1992-93 agreement, and the staffs from the other sites had provided most of the required materials. The Forum summarized the status of each academy's curriculum material in a report to the District and the City in October 1994.

The 1993-94 contract called for additions to each guide that address the teaching of skills and knowledge sought in federal vocational education and school-to-work transition legislation, including material on "all aspects of the industry" and the basic work-related aptitudes known as the "SCANS" competencies. That work has not yet been completed but is scheduled to be done by the end of this month--February 1995--and the District has arranged for them to be reviewed by staff of the National Center for Research in Vocational Education based at UC Berkeley.

The completion of the curriculum materials will play a large part in sustaining the academies over time, for teachers can share each other's work and new teachers can fit into the overall process much more quickly and thoroughly.

## **8) Site-Based Planning**

Within the overall model of academies put forward by the School District, each of the nine programs has many specific goals, methods and resources. In the first several years of ORA support, the diversity of the programs contrasted awkwardly at times with the standardized District-wide policies about admissions, staffing, use of outside resources and other issues. In the past year, the individual academies have made excellent progress in defining some site-specific goals and objectives, and they have been incorporated into the text of the latest ORA agreement. For example, each program has set a specific target for the proportions of students who they expect to go directly into the work force after graduation, and these vary from 10 percent to 80 percent. Each program has identified special resources which they plan to obtain and activities they want to provide for students. We believe that this recent planning process has helped significantly to describe the programs and clarify the relationship between the sites and the central office.

## **9) Support from Other Sources**

The academics must develop other sources of support beyond the Redevelopment Agency contract, both because the growing program has additional current needs and because the redevelopment revenue source will probably "sunset" in a few years, for reasons unrelated to the academics. Whatever the year-to-year availability of ORA funds may be over the next several years, it is in the academy students' interest to have the programs secure other supporters.

In the past two years the programs have been successful in attracting approximately \$1.76 million dollars in other outside support, not including the general funds the School District provides. Table 14 lists these sources. Three of the academies receive state partnership grants of \$67,500 per year from the Department of Education, which can be renewed each year as long as the State program is adequately funded. Several programs, notably Health, Media and Law, have received one-time federal and foundation grants to develop and implement special curriculum or install new equipment. Kaiser Permanente and Bechtel Engineering have made six-figure, multi-year commitments to the Health and Pre-Engineering Academies, and the City's Community Investment Fund has provided \$572,000 for two capital grants: an aviation mechanics workshop and a school-based health clinic, each attached to an academy. The District recently completed a \$250,000 youth apprenticeship development grant from the U.S. Department of Labor.

Most of the funds listed above were won through grant competitions which may not take place again. While the academics will probably be very competitive for other special grants, these are not predictable as a regular source of support.

The School District is moving toward closer coordination of its vocational programs with academy programs, and this may entail some greater use of federal Perkins Act funds for academy activities. However, this does not increase the total amount of Perkins Act funding available to the District. Oakland should be in line eventually for some federal School-to-Work Opportunities Act funds, which will be administered through the state, but the amounts and timing are subject to great uncertainty at this point.

Bechtel and Kaiser are also the only two employers who provided internships stipends from their own funds for substantial numbers of students. This form of support is one which can and should be pursued aggressively in the coming years.

In sum, the academics have made excellent progress at raising funds from other sources, but the larger part of that effort still lies ahead.

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 |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------|



#### **10) McClymonds High School Remediation Plan**

The Business and Law and Government academies have had especially difficult times becoming fully established, in part because of structural problems at McClymonds High School stemming from its small size and general administrative challenges. The problems were described in detail in our earlier reports, as were the initial steps to overcome the limitations. Low attendance rates and grades over several years led the City to require the District to develop a specific remediation plan for McClymonds academies in 1993-94. A Student Intervention Plan process has been adopted, whereby the family of every student at risk of failing is to be personally contacted and steps taken in school and at home to try to improve their school performance. We do not yet have data as to how this process has been working, but will report on it as soon as information becomes available. The programs continue to put on many excellent laboratory, internship and extra-curricular activities, even as many of the core academic aspects remain incomplete.

#### **RECOMMENDATIONS**

Our five areas of recommendation are intended to advance the process of creating a sustainable academies program, target City resources most effectively, improve academic performance, and follow through on the administrative changes which have been undertaken. Overall, we believe that the program has made significant progress in the past year, and that the academies are in an excellent position to build on the recent site-based planning, fund development, curriculum writing and partnership-building.

**1) Target ORA support for the Career Development Components of the Academies Program.** After four years of ORA support, much of the basic infrastructure for the academies has been built, from curriculum to equipment to administrative systems, and that which is not yet complete should be more manageable with the School District's resources than in the past. But the need for funds to directly support students in their internships, mentoring, and career exposure is greater than ever, given the expanded number of students and the need to create and maintain more employer partnerships. Furthermore, the goal of strengthening the connection between the academies and the work places of Oakland is a central one for the ORA.

Therefore, we recommend that future support from the ORA be primarily designated for the following components of the program:

- o internship stipends,
- o private industry liaisons who arrange mentoring, internships and employer advisory committees, and

- o staff development for teachers to become more familiar with businesses and industries.

These work-related components are the activities which would be the hardest to fund from other sources over the next several years, and internships in particular have been the most successful components to date.

**2) Diversify support for internships and hiring.** Even with a larger percentage of ORA support going to internship stipends, it is critically important for more employers to become involved, especially those firms which can pay the interns at least partially from their own funds. The academies have set reachable goals for more employer-paid internships in 1995.

Beginning in 1995-96, we recommend that the program initiate a sliding scale so that some employers pay at least a portion of the student's stipend, a portion which will rise over time. Nonprofit organizations and small businesses which cannot afford to do this would still receive the interns without cost. (The situation would be roughly analogous to the parallel summer jobs campaigns in Oakland: the Mayor's Summer Jobs Program secures employer-paid positions, while the Private Industry Council's Summer Youth Employment Training Program subsidizes the stipends of youth placed in nonprofits and government.)

The large proportion of academy students who go to college directly after high school could still come back to work in Oakland, especially if they can make and retain connections to local firms. We suggest that the City's employment referral programs explore ways of assisting academy graduates in finding summer or part-time work while they are in college and permanent placements after they graduate.

**3) Make the City government a model employer for school-to-work activities.** The city government is one of the largest single employers in town, and should set an example for other organizations in its support for students and training programs. Oakland officials have recently been discussing ways to increase the amount of job shadowing, internships, mentoring and other ways to involve Oakland youth, not only those from the academies, in City activities. We strongly encourage this and suggest that specific objectives, timetables and resources be made available for this as soon as possible. In any such endeavor it is important that line supervisors and individual employees receive unambiguous support and adequate orientation from the organization for the time they take to work with young people.

**4) Improve administrative procedures for implementing the academy model.** The School District should conduct a management review by the highest levels of authority, with a specific timetable and objectives and input from all levels of staff and community partners. The goal would be to overcome the remaining structural barriers to full implementation of the academy model at all high schools. The review should encompass

course scheduling, student counseling and enrollment, curriculum integration, budgeting, and documentation of spending and activities.

Specific findings and recommendations for administrative changes have been presented in this and previous evaluation reports and have been widely discussed within the staff. Many of the policies needed to improve program administration are in place, and the challenge is to ensure their consistent application. We do not want to make "micromanaging" recommendations, but think that the following would be good guidelines for an administrative strengthening of the program:

- o Each academy should have an assigned counselor who has detailed knowledge of the program requirements and authorization to act to ensure that students are programmed into the right classes.
- o Each school-wide master schedule set in the Spring and Summer should show how all academy courses will be offered in sufficient numbers and at appropriate times to serve all students, and any subsequent changes to the master schedule must hold the academies harmless.
- o The School District and City's review of the draft contract should be completed in time to implement the contract as close to the start of the school year as possible.
- o Every academy teacher, administrator at a school with an ORA academy, and central office staff member should be thoroughly oriented as to the requirements of the agreement for completion of objectives and timely reporting. Everyone with a role in the program should feel personally and professionally responsible for the outcomes at their school and District-wide. Each principal should meet with the Superintendent and her key staff to review implementation issues at the beginning and in the middle of each school year.
- o All staff members should be given the support, time and material resources to do the assignments they have agreed to take on. Payment to staff for completed work should be very timely, but where written products are required they must be produced before the assignment is considered complete. Purchasing of equipment, hiring of consultants, tutors and other special assistance, and other requisitions should be done promptly so that the resources can be used as soon as possible.

At the core, the issues are those of how large urban high schools can practically and equitably incorporate "schools within a school," and how the various academies can manage a tolerable level of diversity while adhering to some common basic goals and

procedures. Some high schools have made more progress than other in these matters, and lessons from one site should be transferred to others.

Given the remarkable accomplishments of many of the academies in working with young people, it can be frustrating for all concerned when bureaucratic procedures are slow to adapt. However, making those systemic changes is the essence of moving from a small demonstration project to a central focus of the School District and indeed, the community.

**5) Coordinate the academies with other education and youth development programs.**

The District should continue its process of integrating the academies and their principles of operation into the rest of its career education activities and its partnership with the Peralta Community College District. The implementation of Perkins Act plans should facilitate the development of integrated curriculum by more vocational programs, and each high school should have an overall plan for career development options for students.

The partners in the consortia that are developing Oakland's school-to-work programs should ensure that productive linkages are made between the academies and community-based youth employment training agencies. They will be working in the same schools and neighborhoods, and approaching many of the same employers. They could, in some instances, share job development functions and labor market data, for example. In some instances, several programs will be serving the same young person, so they would be aided by developing an integrated system for managing those cases.

A recent report by the University-Oakland Forum for the Quality Workforce Action Project addresses the coordination of local youth employment and career education, including the academies. The report contains 14 recommendations for next steps, which we hope School District staff and others will consider. That report is scheduled to be brought before the Educational Partnership Committee in March 1995.