



OAKLAND UNIFIED
SCHOOL DISTRICT

*Community Schools,
Thriving Students*

OUSD Secondary Experience and Achievement

**OUSD Board of Education
High School Study Session
February 14, 2011**



Where We Are, Where We Are Going

**The Current
State**

**Progress
Report on
'a-g'
Implementation**

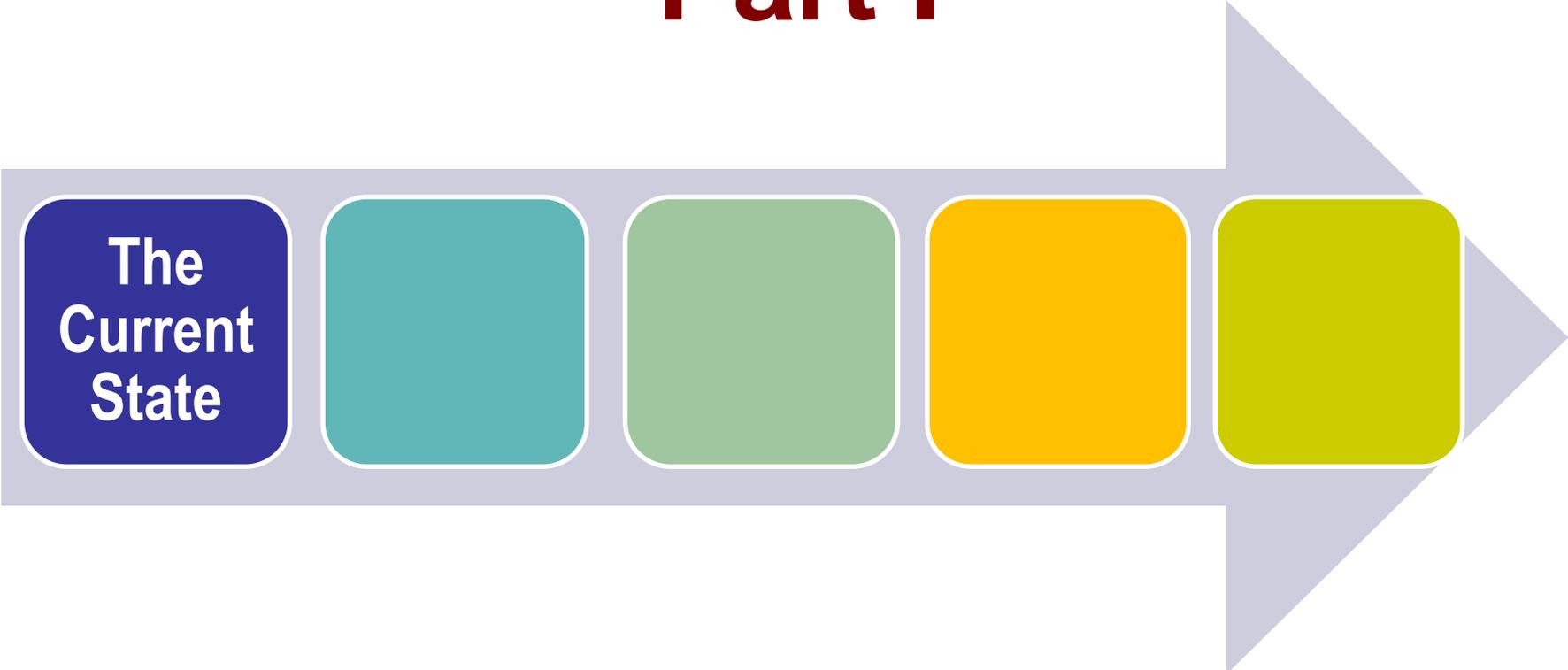
**Current
Work on
Interrupting
Inequity**

**Moving
Forward
With SEA**

**Current
Work
Highlights**



Part I



The
Current
State



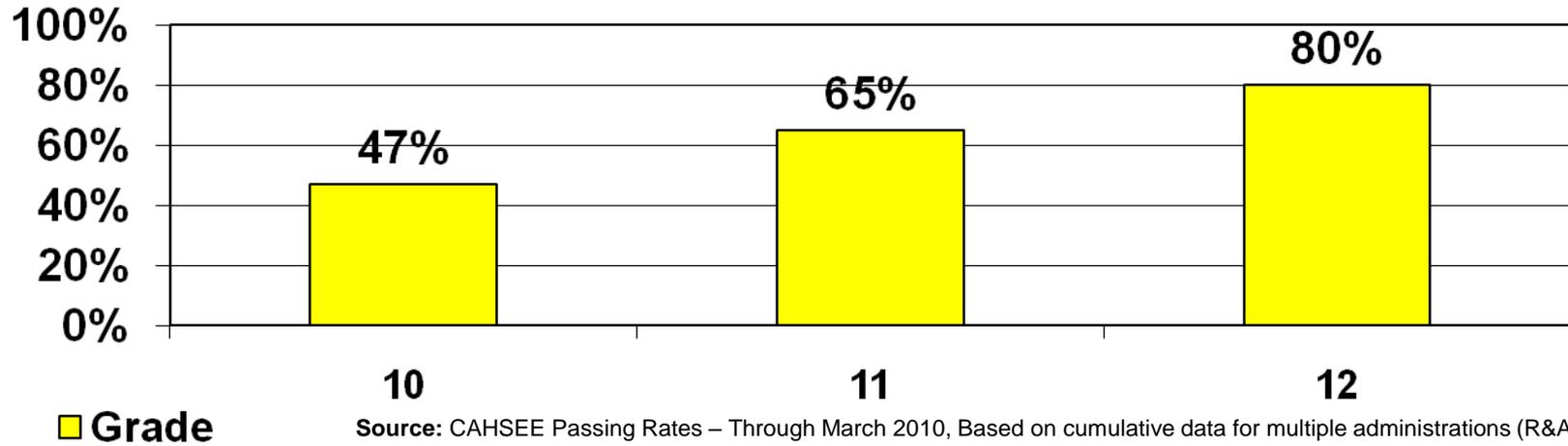
California High School Exit Exam Data

- CAHSEE Pass Rates:
 - As of November 2010:
 - 12th grade—69% (Nov '09 70% to June '10 80%)
 - 11th grade—56% (Nov '09 57% to June '10 65%)
 - 10th grade—students take the test Feb 2011
- CAHSEE 10th Grade Proficiency Rates:
(2009-2010 vs. 2008-2009)
 - ELA: 33% (vs. 32%) Math: 34% (vs. 33%)
 - Annual Yearly Progress (AYP) Target 56% (vs. 46%) AYP Target 56% (vs. 45%)



CAHSEE Pass Rates Through March 2010

- The majority of OUSD students still in school pass the CAHSEE by 12th grade.
- **Less than 50% of 10th graders passed both sections of CAHSEE.**

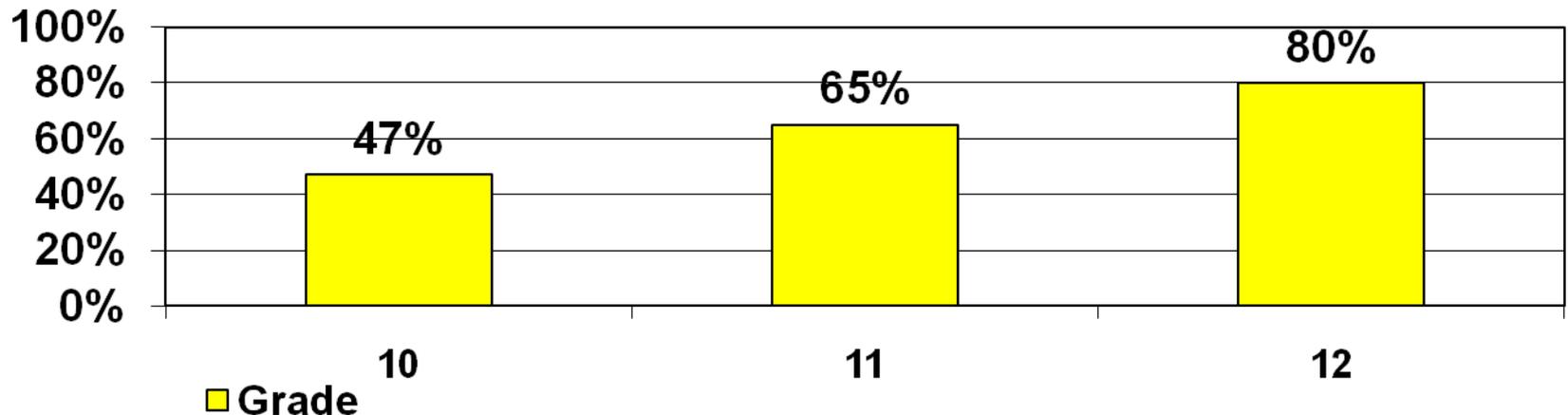




CAHSEE Pass Rates Through March 2010

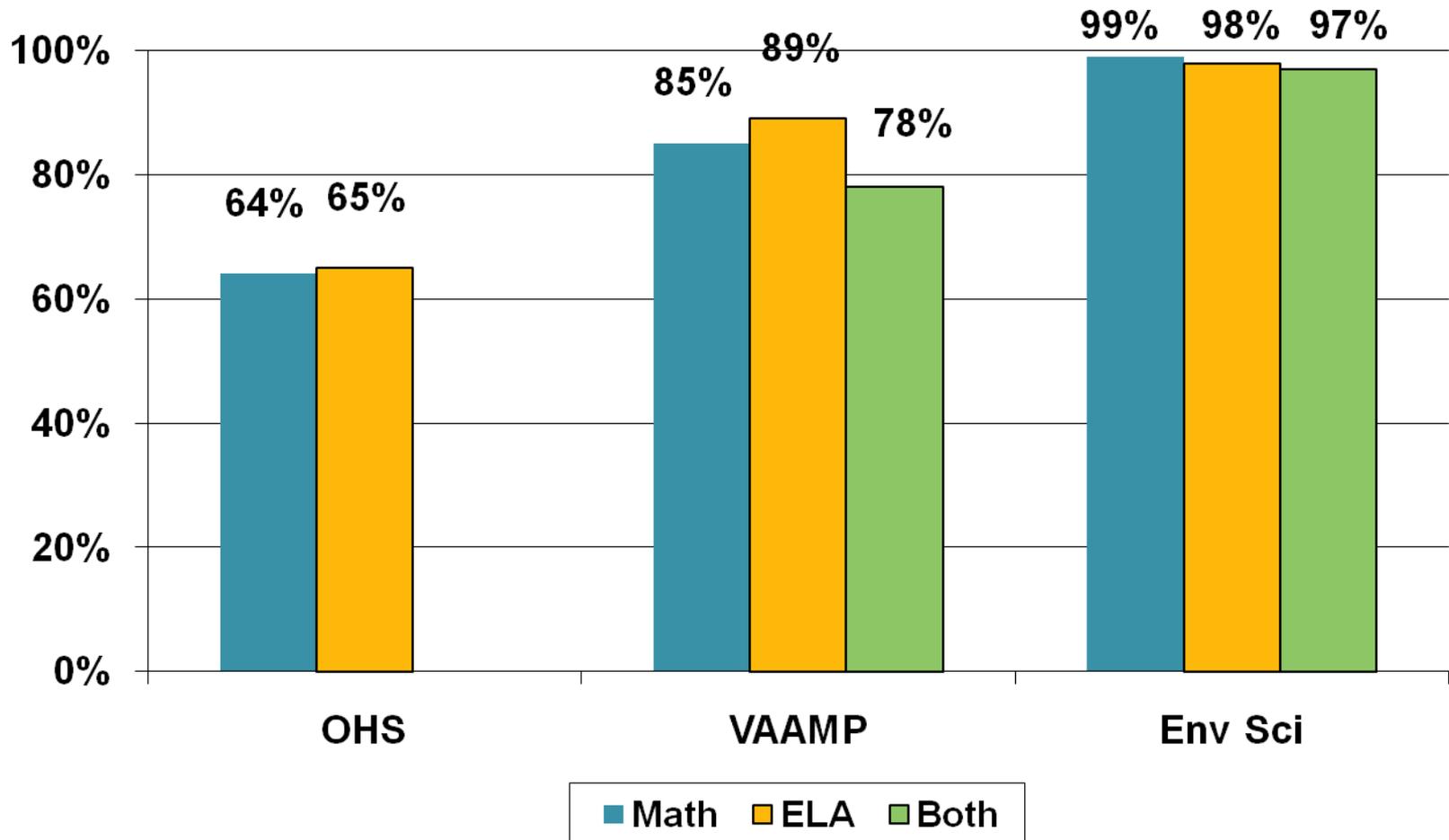
The schools with the highest % accumulated passing rate for CAHSEE are:

- MetWest (97%),
- Media College Prep (90%)
- Far West (90%)
- Life Academy (89%),
- Mandela (89%)
- EXCEL (89%)
- YES (87%), and
- Oakland High (85%)



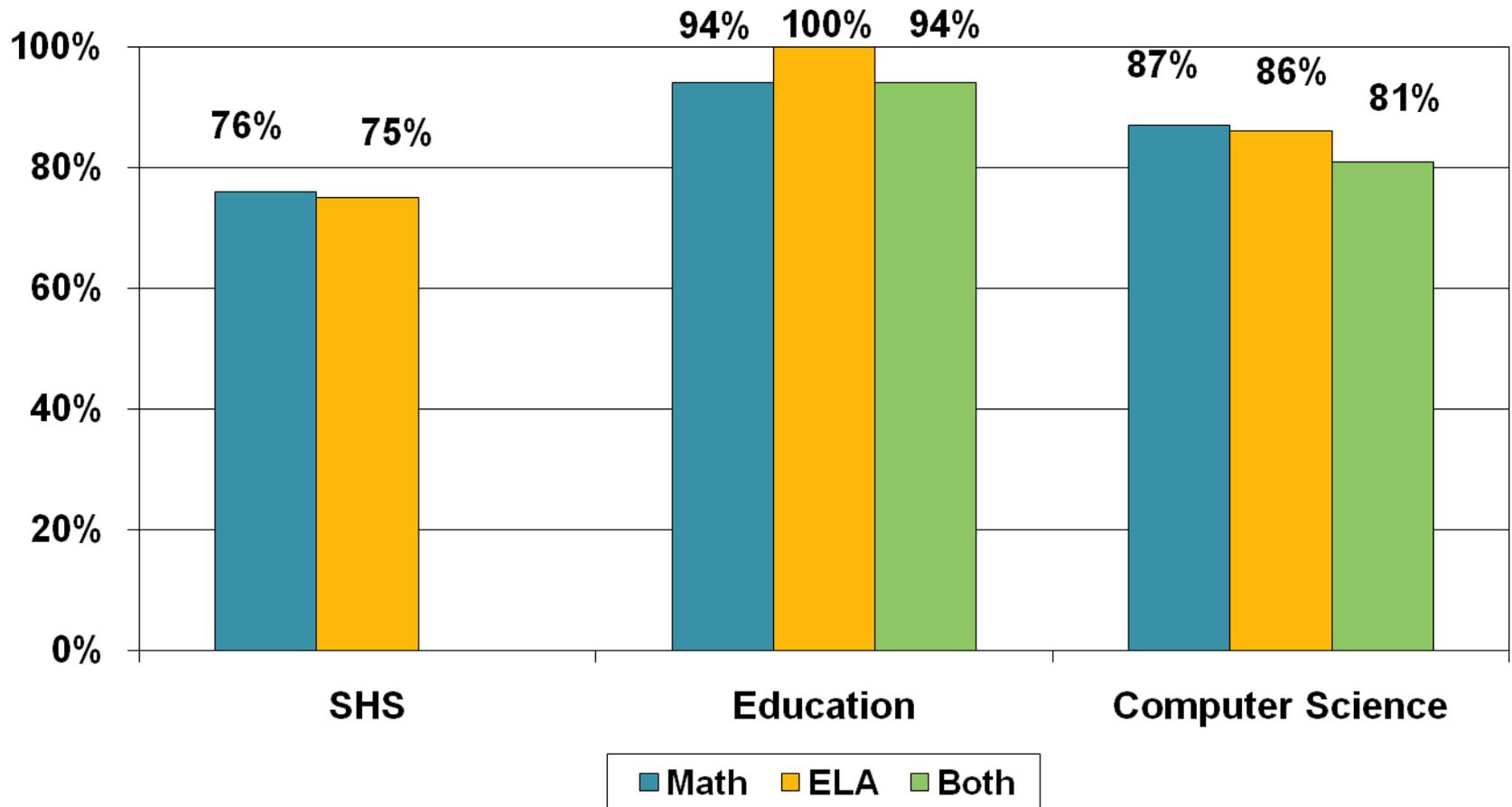
Source: CAHSEE Passing Rates – Through March 2010, Based on cumulative data for multiple administrations (R&A)

2009-10 CAHSEE Pass Rates of Students Participating in Academies at Oakland High School as Compared to Oakland High School Overall



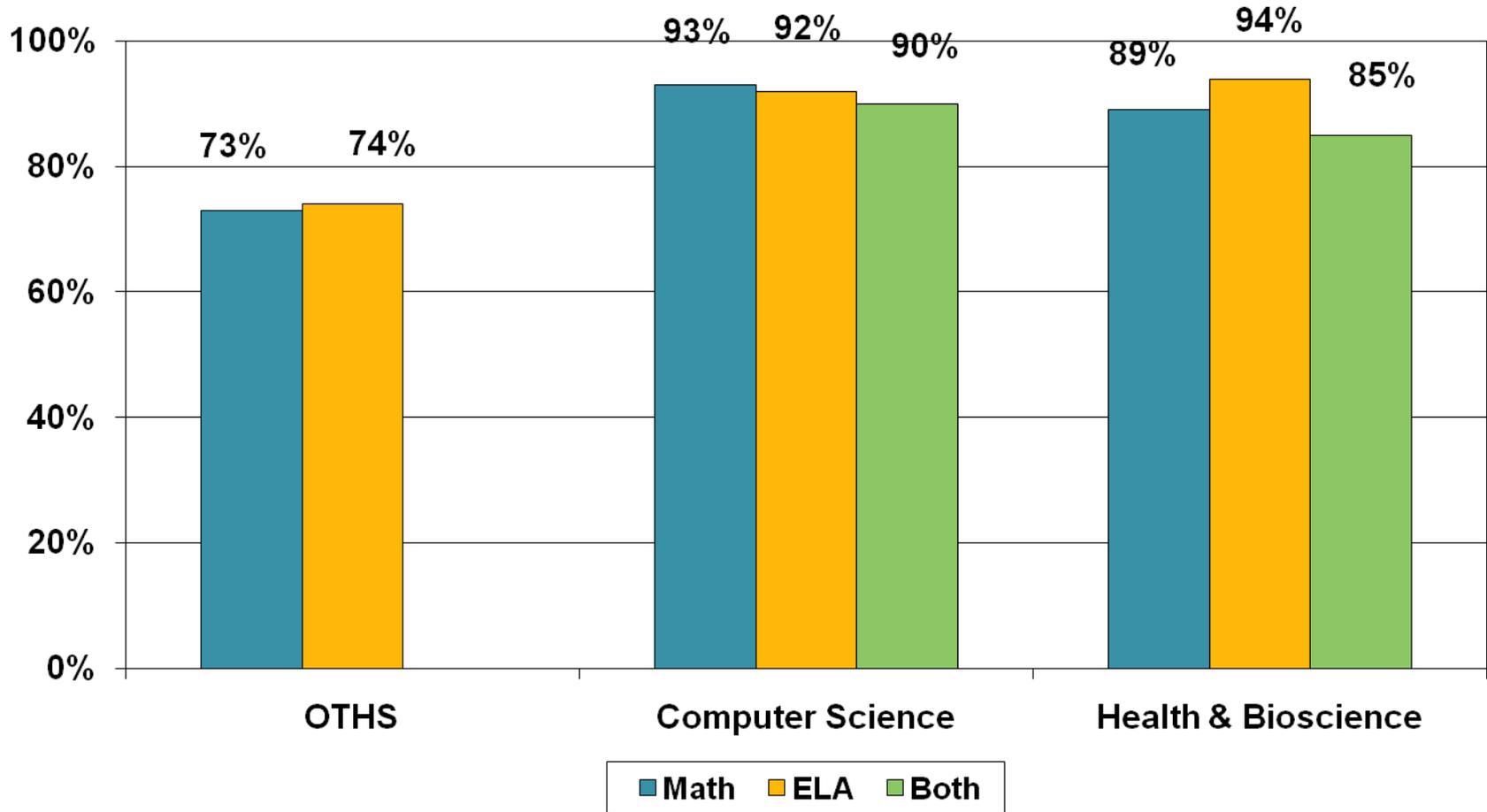
Note: OHS – Oakland High School; SHS – Skyline High School; OTHS – Oakland Technical High School

2009-10 CAHSEE Pass Rates of Students Participating in Academies at Skyline High School as Compared to Skyline High School Overall



Note: OHS – Oakland High School; SHS – Skyline High School; OTHS – Oakland Technical High School

2009-10 CAHSEE Pass Rates of Students Participating in Academies at Oakland Technical High School as Compared to Oakland Technical High School Overall



Note: OHS – Oakland High School; SHS – Skyline High School; OTHS – Oakland Technical High School



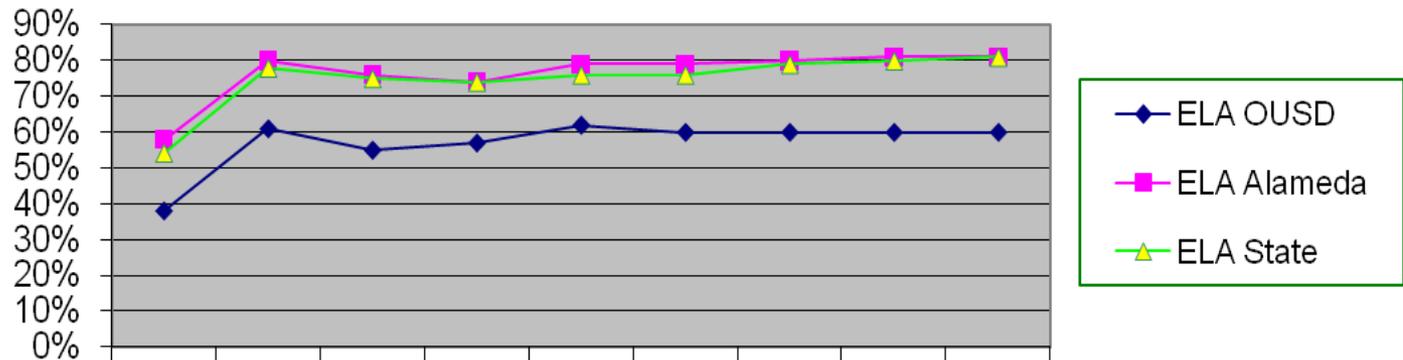
2009-2010 CAHSEE 10th Grade Subgroup Proficiency Rates

	<u>ELA</u>	<u>Math</u>
• African-American	25.4%	18.4%
• Latino	27.6%	27.6%
• Asian	53.7%	67.1%
• White	84.1%	78.9%
• Socio-Economic	29.5%	30.2%
• English Learners	3.9%	15.1%



California High School Exit Exam Comparison of 10th Grade ELA Passage Rates District, County, State (2002 – 2010)

10th Grade ELA CAHSEE Passage Rates 2002-2010

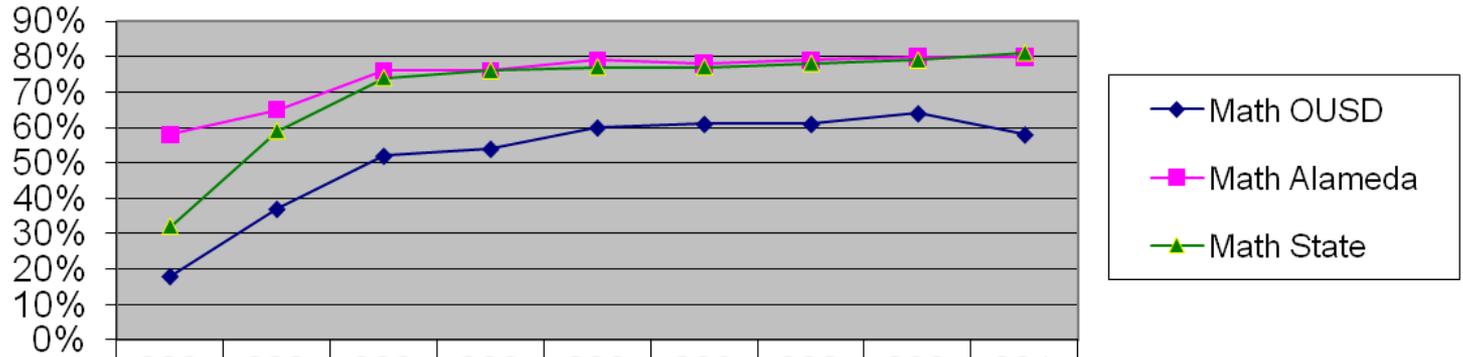


	2002	2003	2004	2005	2006	2007	2008	2009	2010
—◆— ELA OUSD	38%	61%	55%	57%	62%	60%	60%	60%	60%
—■— ELA Alameda	58%	80%	76%	74%	79%	79%	80%	81%	81%
—▲— ELA State	54%	78%	75%	74%	76%	76%	79%	80%	81%



California High School Exit Exam Comparison of 10th Grade Mathematics Passage Rates District, County, State (2002 – 2010)

10th Grade Math CAHSEE Passage Rates 2002-2010



	2002	2003	2004	2005	2006	2007	2008	2009	2010
Math OUSD	18%	37%	52%	54%	60%	61%	61%	64%	58%
Math Alameda	58%	65%	76%	76%	79%	78%	79%	80%	80%
Math State	32%	59%	74%	76%	77%	77%	78%	79%	81%



California Standards Test—Spring 2010

	<u>out of FBB</u>	<u>into Prof/Adv</u>
• ELA 9 th Grade	-6.9%	+6.4%
• ELA 10 th Grade	-0.6%	+1.2%
• ELA 11 th Grade	-8.5%	+4.1%
• Algebra	-6.4%	+2.1%
• Geometry	-3.5%	+2.5%
• Algebra 2	-1.9%	+0.5%



Advanced Placement

OUSD Students Enrolled in at Least One AP Class	
2009-2010	2010-2011
1300	1462

The number of high school students enrolled in at least one AP class increased by 12.5% from 2009-2010 to 2010-2011.



Advanced Placement – Grades 11 & 12 2010-2011

Grade	Total OUSD	Total AP	% AP
11	2239	539	24.1%
12	2197	596	27.1%
Total 11 and 12	4436	1135	25.6%

One-fourth of all grade 11 and 12 students are enrolled in at least one AP course.



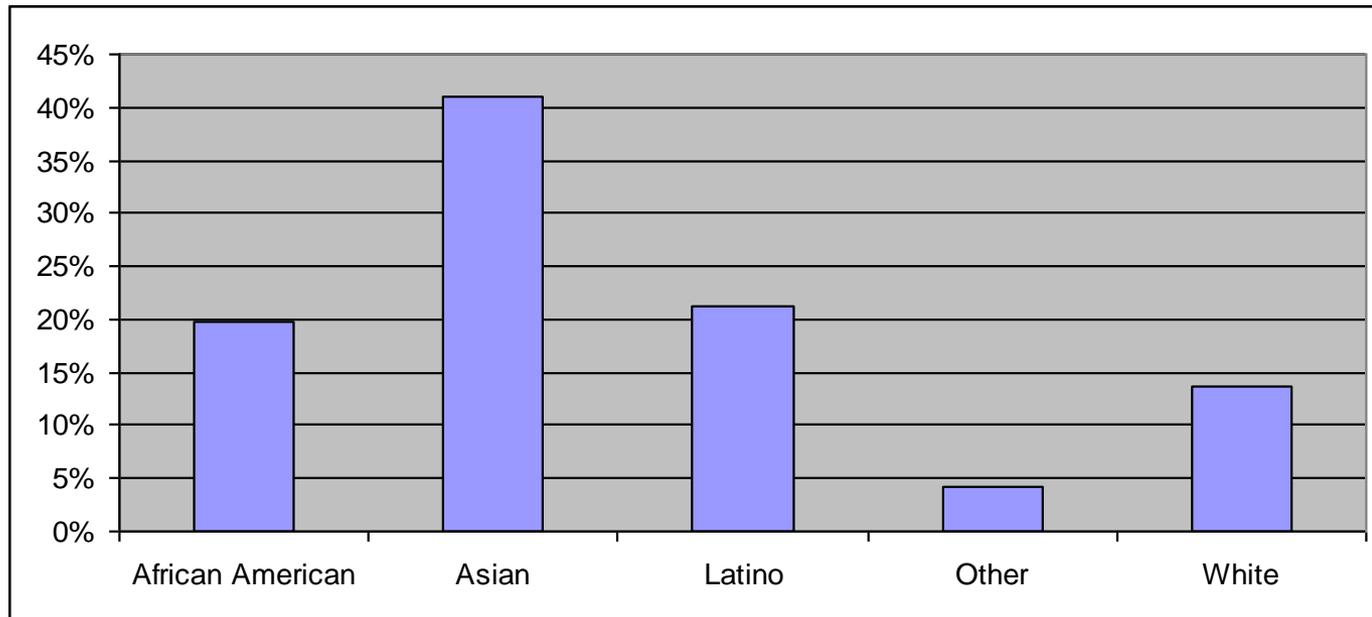
Advanced Placement Passage Rates 2009-2010 Grade of C or Better

Students Enrolled in at least 1 AP Course	Total AP Enrollments	# Passing with C or better	% Passing with C or better
1300	2058	1805	87.7%

- For total AP enrollments, the % of passing grades with a C or better is 87.7%



Advanced Placement Demographics 2010-2011



Total AP Students	African American	Asian	Latino	Other	White
1462	20%	41%	21%	4%	14%



Graduation Rates from Annual Yearly Progress Reports

Rate for 2007, Class of 2005-06: 64.4

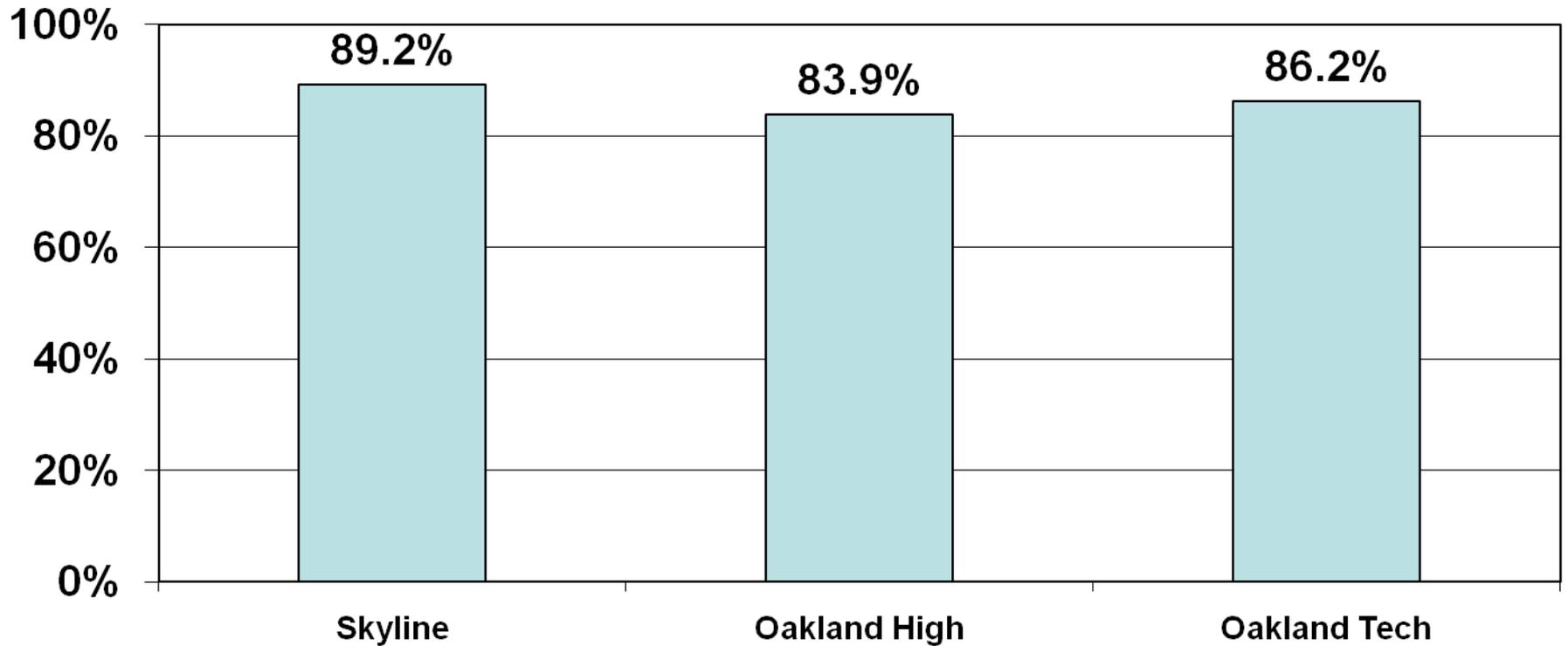
Rate for 2008, Class of 2006-07: 66.0

Rate for 2009, Class of 2007-08: 67.6

Rate for 2010, Class of 2008-09: 59.2



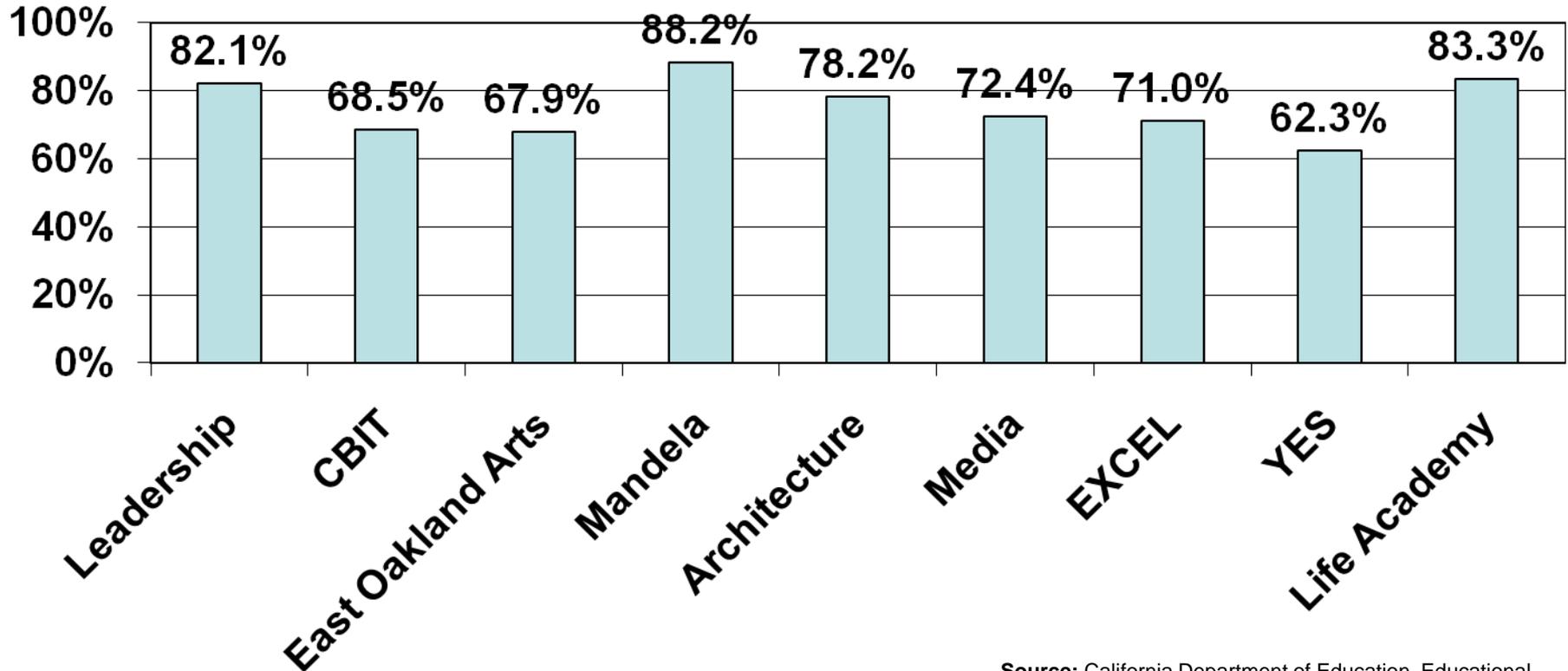
The large high schools had some of the highest graduation rates in the district. *July 2009*





Life Academy, Leadership and Mandela's graduation rates were comparable to those of the large high schools.

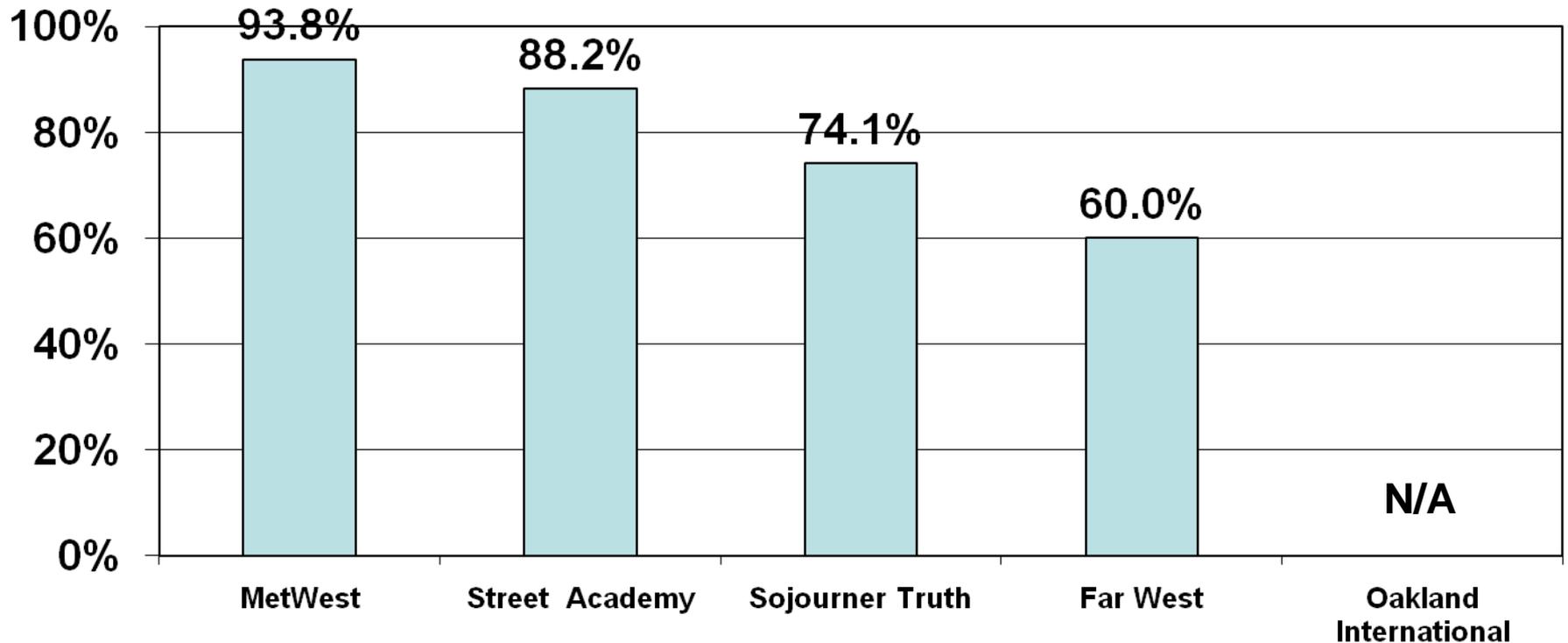
July 2009





Alternative Schools—Graduation Rates

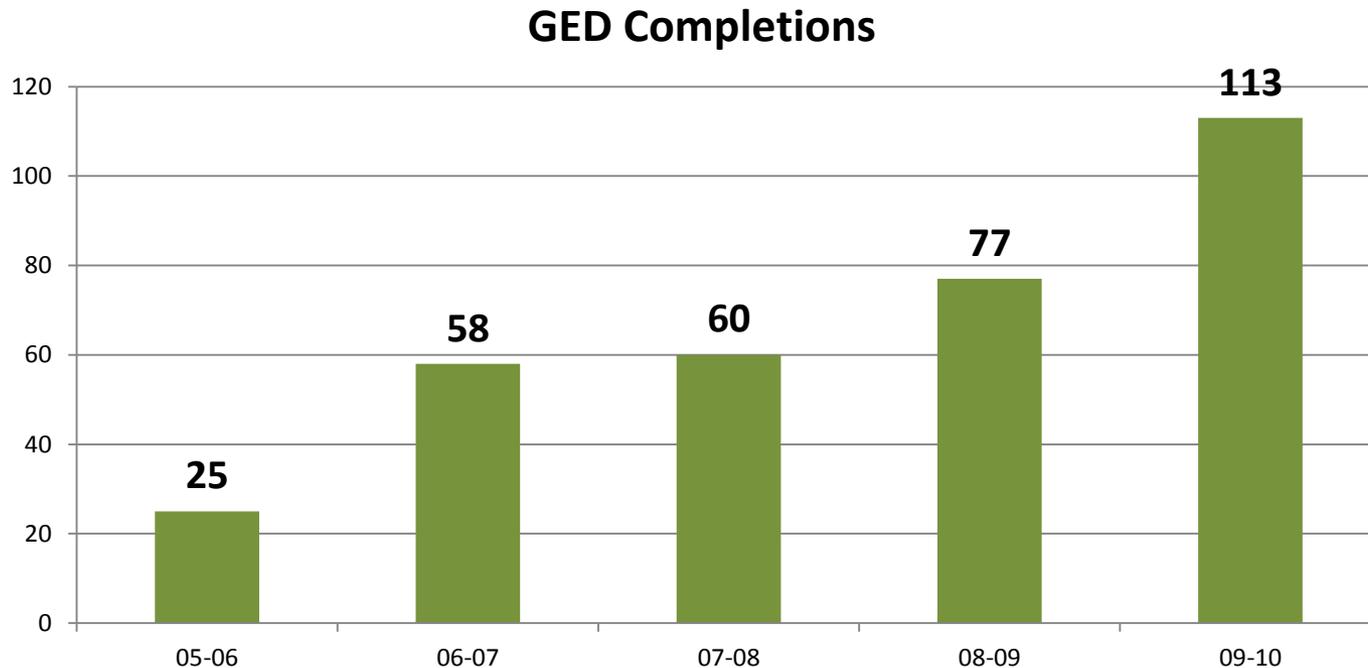
July 2009



Source: California Department of Education, Educational Demographics Office, 7/2009

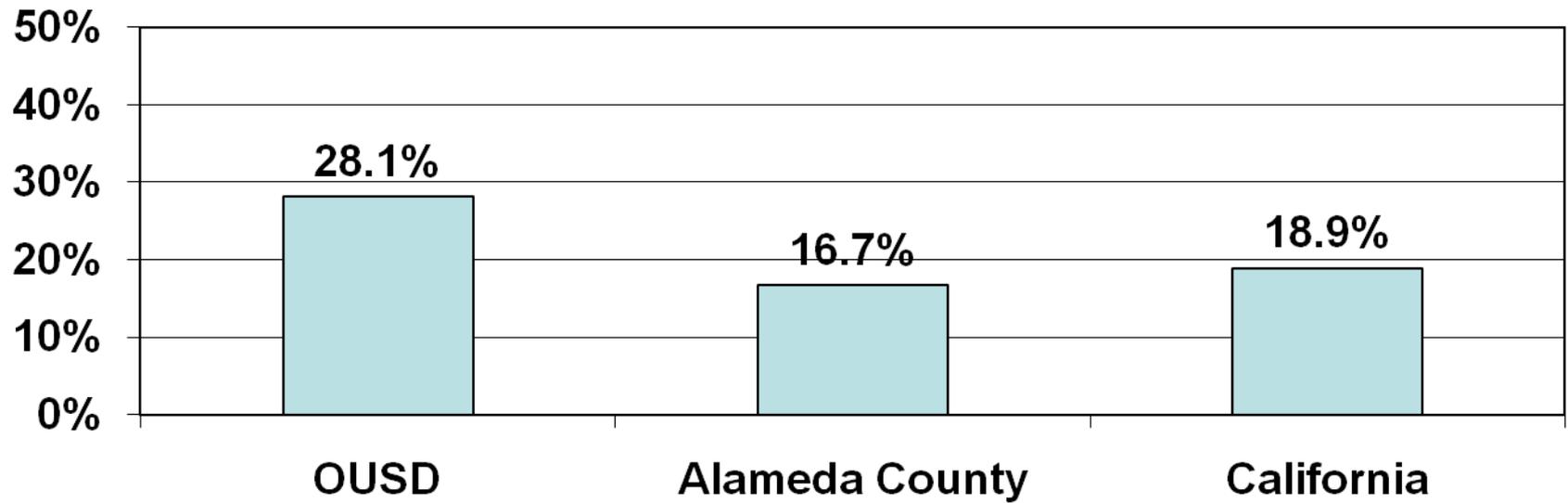
GED Completion Rates

- GED completion rate for OACE students continues to improve.
- In 09-10, program cuts led to 30% reduction in GED enrollment; however, successful completions increased by 47%.
- Additional cuts in 10-11 have further reduced GED programming





More than one-fourth of OUSD high school students dropout prior to completing 12th grade. *July 2009*



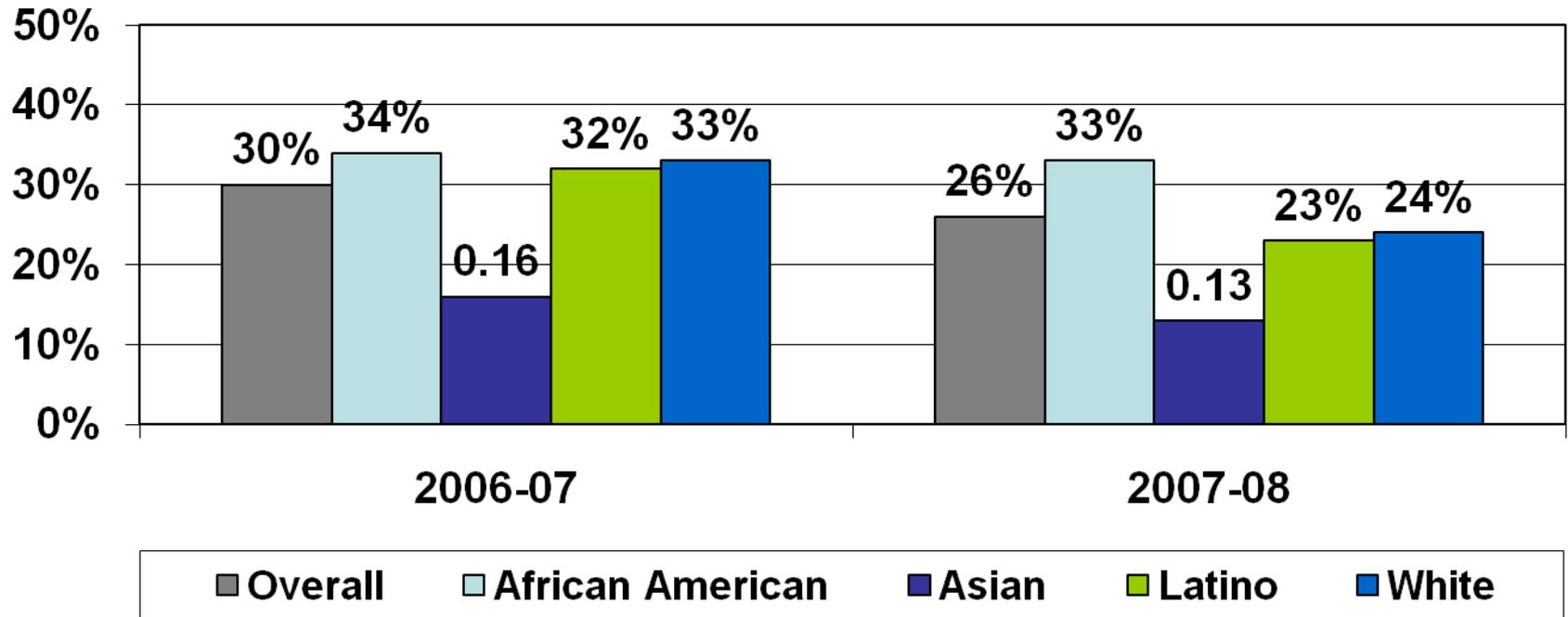


Drop-Out Information

- **Potential Dropouts for 9-10: 696**
- Drop-out information at the state is being calculated using pre-CSIS data, California Student Information System (CSIS) data and California Longitudinal Pupil Achievement Data (CALPADS) data. This has created a lack of clarity around the data being used by the California Department of Education. (CDE)
- **The 4-year derived dropout rate is an estimate of the percent of students who would drop out in a four year period based on data collected for a single year. (EdSource puts it this way) (<http://www.edsource.org/1141.html>):**
- One way you could interpret this is to say that CDE uses one year of data to compute what they believe is the likelihood that a present 9th grader will graduate in this district.



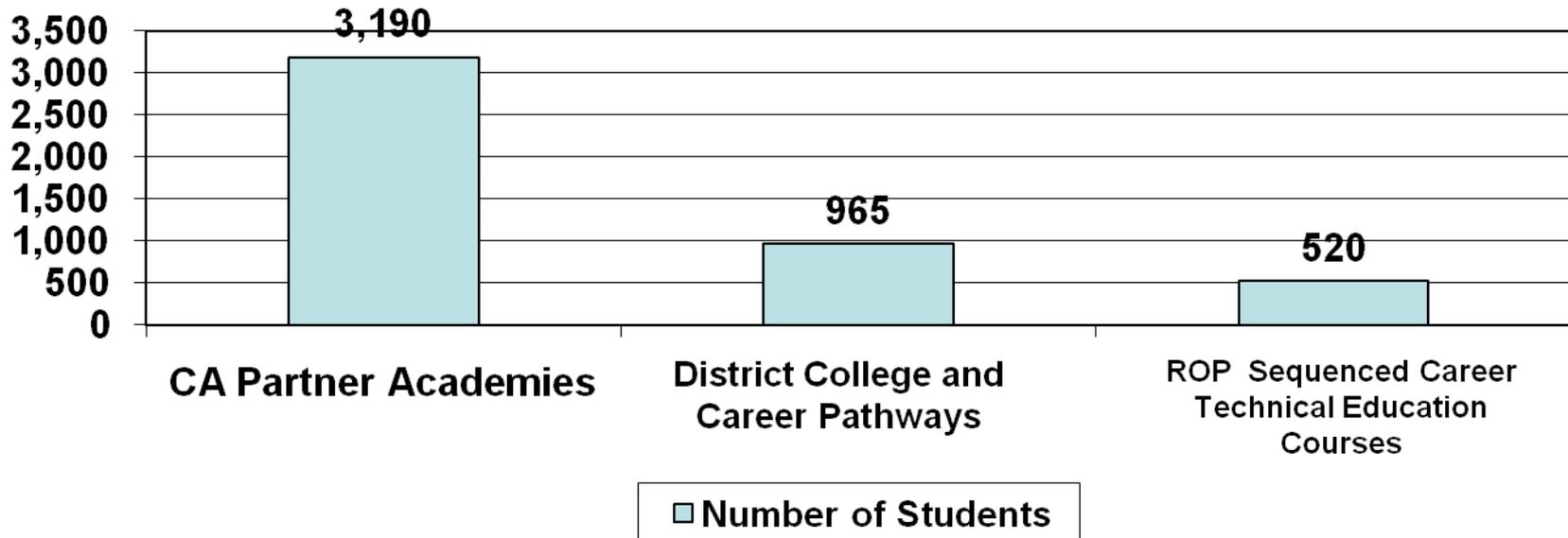
Grade 9-12 Four-Year Dropout Rate by Race





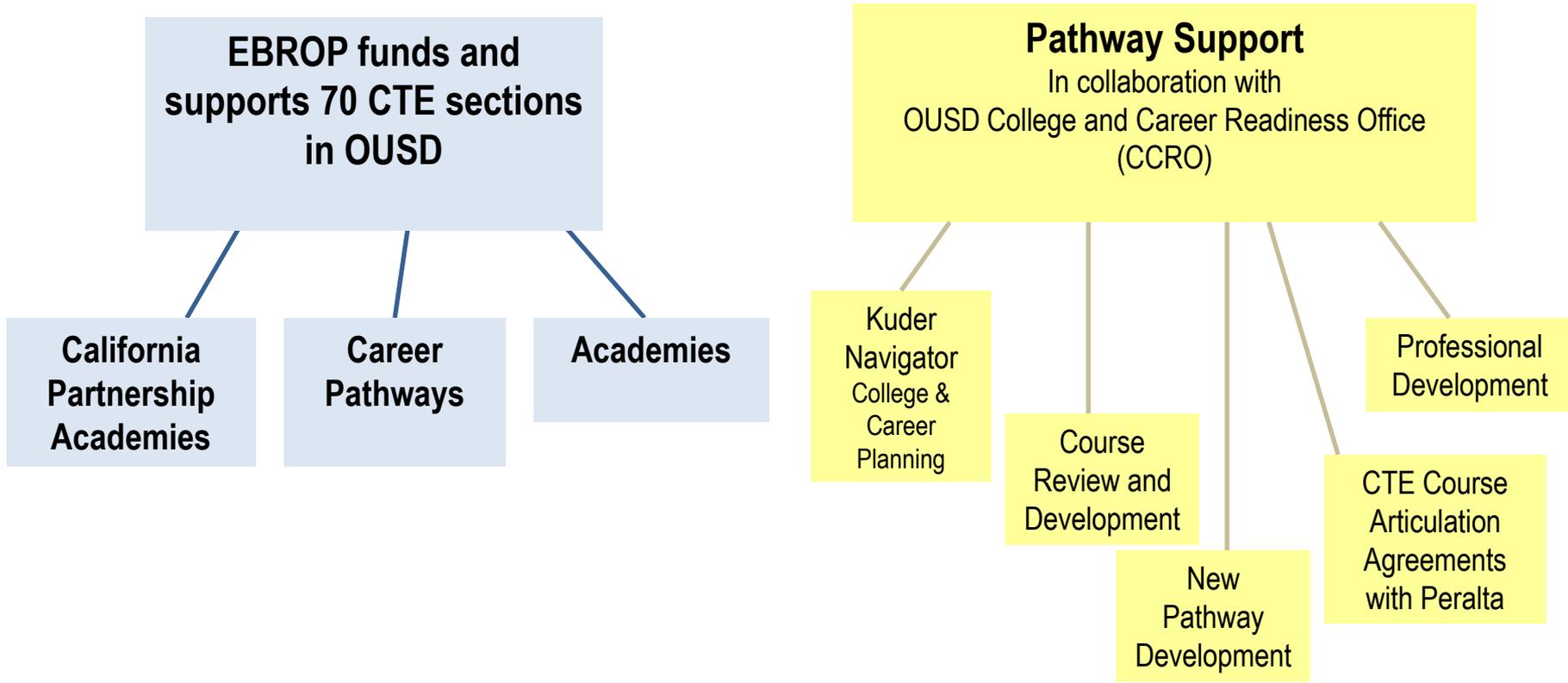
Pathway Designation by Number of Students and by Industry Sector

- Of the 10,734 high school students, 30% were enrolled in California Partnership Academies.
- 9% were enrolled in District College and Career Pathway Programs.
- 5% were participating in ROP funded Career Technical Education.





**Career Technical Education
Service Delivery System
Serving Oakland and Alameda USDs**



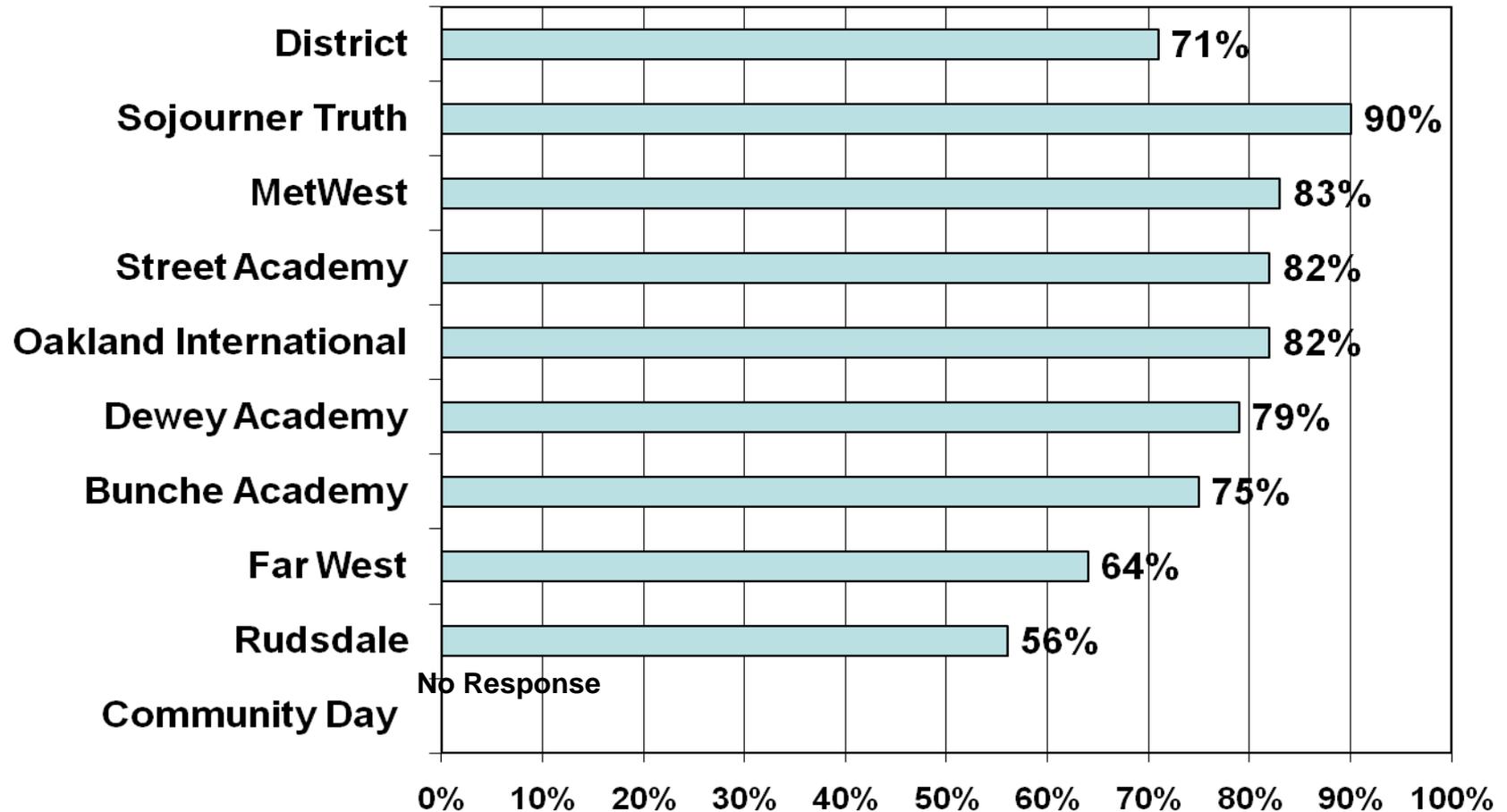


Incoming 9th Grade Student Profile: Enrollment and Achievement Trends

9th Grade	2007-2008	2008-2009	2009-2010	2010-2011
Total Enrollment	2777	2810	2551	2332
Students Not From OUSD Middle Schools	669	638	516	431
Students w/o 8th ELA CST Scores	116	113	175	211
Students at FBB Level in ELA CST	443	450	292	242
Students at BB Level in ELA CST	478	464	393	302
Students at Basic Level in ELA CST	601	585	657	529
Students at Prof Level in ELA CST	323	366	316	349
Students at Adv Level in ELA CST	147	194	202	268
% of Students Not From OUSD Middle Schools	24%	23%	20%	18%
% of Students w/o 8th ELA CST Scores	4%	4%	7%	9%
% of Students at FBB Level in ELA CST	16%	16%	11%	10%
% of Students at BB Level in ELA CST	17%	17%	15%	13%
% of Students at Basic Level in ELA CST	22%	21%	26%	23%
% of Students at Prof Level in ELA CST	12%	13%	12%	15%
% of Students at Adv Level in ELA CST	5%	7%	8%	11%

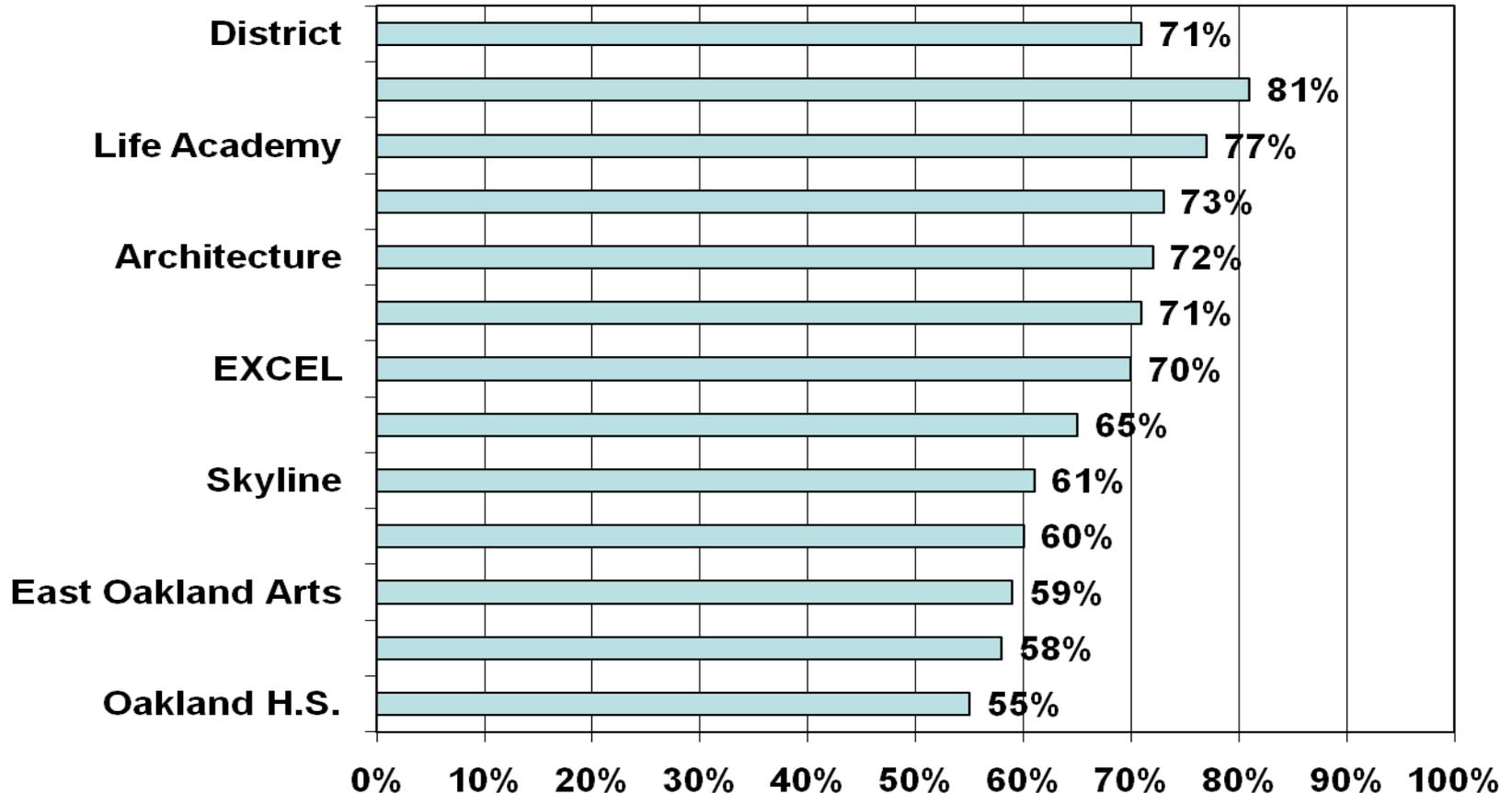


Student Satisfaction with Schools- Large, Small and *Alternative*





Student Satisfaction with Schools- Large, Small and *Alternative*





Making “a-g” Real Survey: Student Support Systems 2009-10 Collaborative Action Research

Research Methodology

- Student Support Research Question: “What do students need from school staff, peers, family and community members to feel supported to reach their goals?”
- Focus Areas of Research:
 - Teacher Support
 - Counseling Support
 - Administrator Support
 - Emotional Support & School Climate
 - Community Support



“Making ‘a-g’ Real” Survey Results

Teacher Support:

- A significant population of students say that they feel like they can't open up to or trust most of their teachers, and that they feel like most of their teachers don't care about them and their life in and outside of school. Sub-findings:
 - Generally, students in small schools are able to build stronger relationships with school staff (varies with sites and individuals).
 - Many students (particularly ELD students) reported that some of their teachers made them feel dumb for asking questions in class.
 - Students reported that building relationships with teachers outside of class would help build trust.
- Supporting Data:
 - Compared to other schools, Rudsdale and Skyline students reported the weakest relationships between students and teachers.
 - “The principal and school board need to listen to the students when they all agree a teacher needs to either get fired or change, because we know our teachers best.”
 - “They ignore everyone other than the loud and negative kids or the overachieving kids.”



“Making ‘a-g’ Real” Survey Results

- **Teacher Support (Continued):**
 - What’s working in OUDS to build student-teacher relationships:
 - “They engage everyone in the class, making it a more comfortable environment for everyone.”
 - “They value me and make me feel like my input is important.”
 - “They are really friendly and they open up to me, giving me the initiative to open up to them.”
 - “Teachers connect what we’re learning to something students can relate to.”
 - They make it seem like a safe place and don’t judge people.”



“Making ‘a-g’ Real” Survey Results

Counseling Support:

- 57% of students do not have a good relationship with their counselor or do not even have one, even though 70% of students feel they need career and college counseling to reach their goals.
 - Sub-finding: On average, about ½ of the students of color surveyed do not have enough information to support them to graduate and to college.
- Supporting Data:
 - 47% of Latino students feel that they do not have enough information; whereas 72% of White students feel they do have enough information to graduate and go to college.
 - 83% of students state that they would use an OUSD online counseling system if it existed.



“Making ‘a-g’ Real” Survey Results

Administrator Support:

- Over 1/3 of students do not feel supported by their administrators; they feel like school administrators are never around, don't care and only enforce discipline.
- Supporting Data:
 - “They have not shown up any of the times I've reached out, so I don't really like them anymore. I don't trust or feel like I want to be around them.”
 - “We haven't had consistent and competent administrators the whole time I've been in high school.”
 - “The principal does too much by always DHP-ing [review for expulsion at a Discipline Hearing Panel] people and sending them home.”



“Making ‘a-g’ Real” Survey Results

Emotional Support:

- Overall students feel that they need more emotional support in schools to reach their goals. Sub-findings :
 - Students are most motivated to reach their goals by family and friends because they believe in them.
 - Youth programs provide students a sense of a second home when they receive emotional support and are respected by staff.
- Supporting Data:
 - 45% of students do not feel emotionally supported in school most of the time.
 - 47% of students are highly or very highly stressed at school.
 - 60% of students feel that their personal problems interrupt their focus in school.
 - 74% of students feel more emotional and life support will help them achieve more in school
 - 81% of students feel that if staff took more time to know them, they would feel more supported.



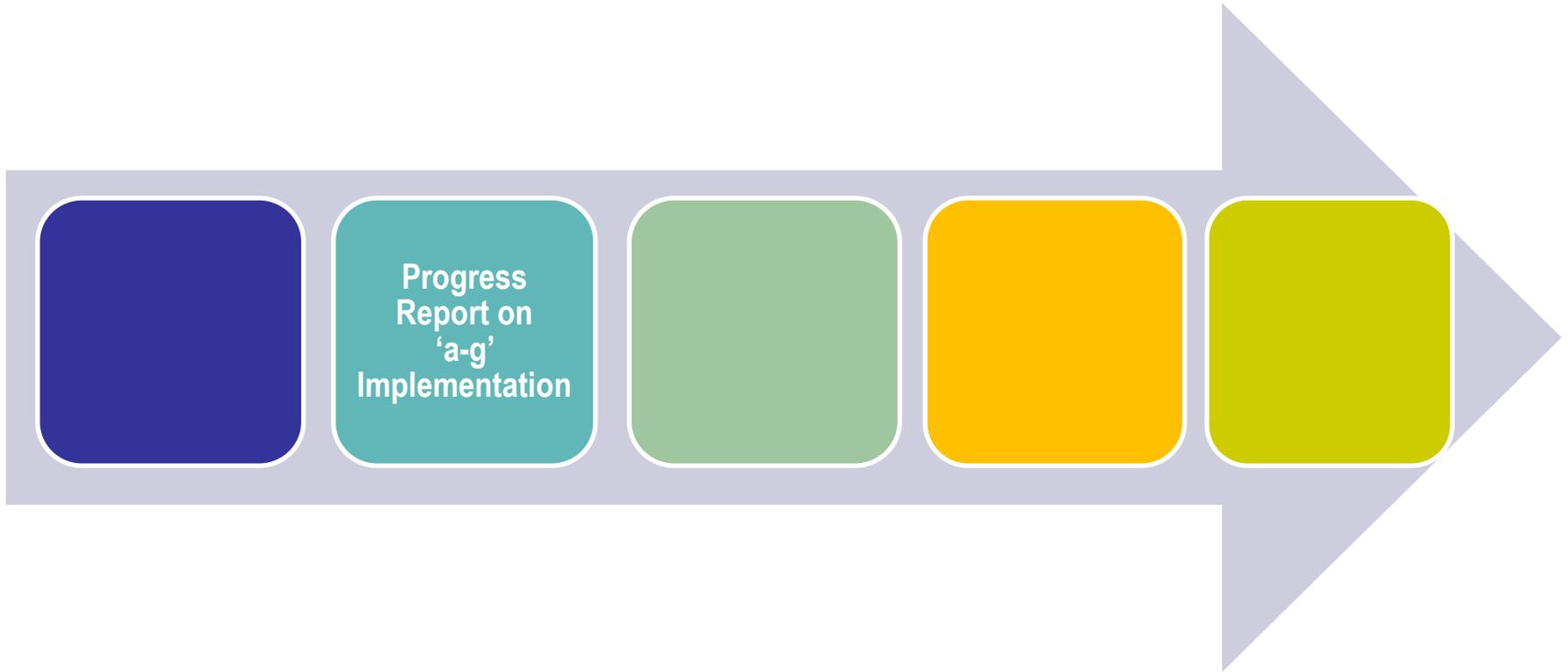
“Making ‘a-g’ Real” Survey Results

- **Community Support:**

- Students do not feel like their broader Oakland community supports them in reaching their goals, and feel isolated from their communities, but many report feeling supported by youth and community programs inside and outside of school.
 - Sub-finding: 45% of students don't feel supported to reach their goals by the general Oakland community.
 - Sub-finding: 84% of youth in community organizations gained leadership, communication, social and speaking skills from their youth programs, compared to only 49% that said they gained these skills from school.
- Supporting Data:
 - “I don't feel like my community is all that involved with me reaching my goals.”
 - “53% of Black students and 60% of White students said that they don't feel supported by community members, compared to lower percentages in Asian and Latino communities.”



Part II





Key 'a-g' Strategies

- Systematically increase the number of students meeting University of California and California State University eligibility requirements
- Increase access to Career Technical Education courses in sequenced pathways
- Support all students with the interventions, counseling and programs they need in order to be successful



Progress

- 32 “a-g” courses submitted to University of California in fall 2009; 31 were approved
- 8 new Career Technical Education courses approved by University of California in 2010 (including one art and one science)
- Eliminated non-college prep, outdated or inactive courses
- In collaboration with East Bay Regional Occupational Programs, developed more sequenced, high quality, high demand Career Technical Education programming
- Master schedules will reflect 2 years of world language

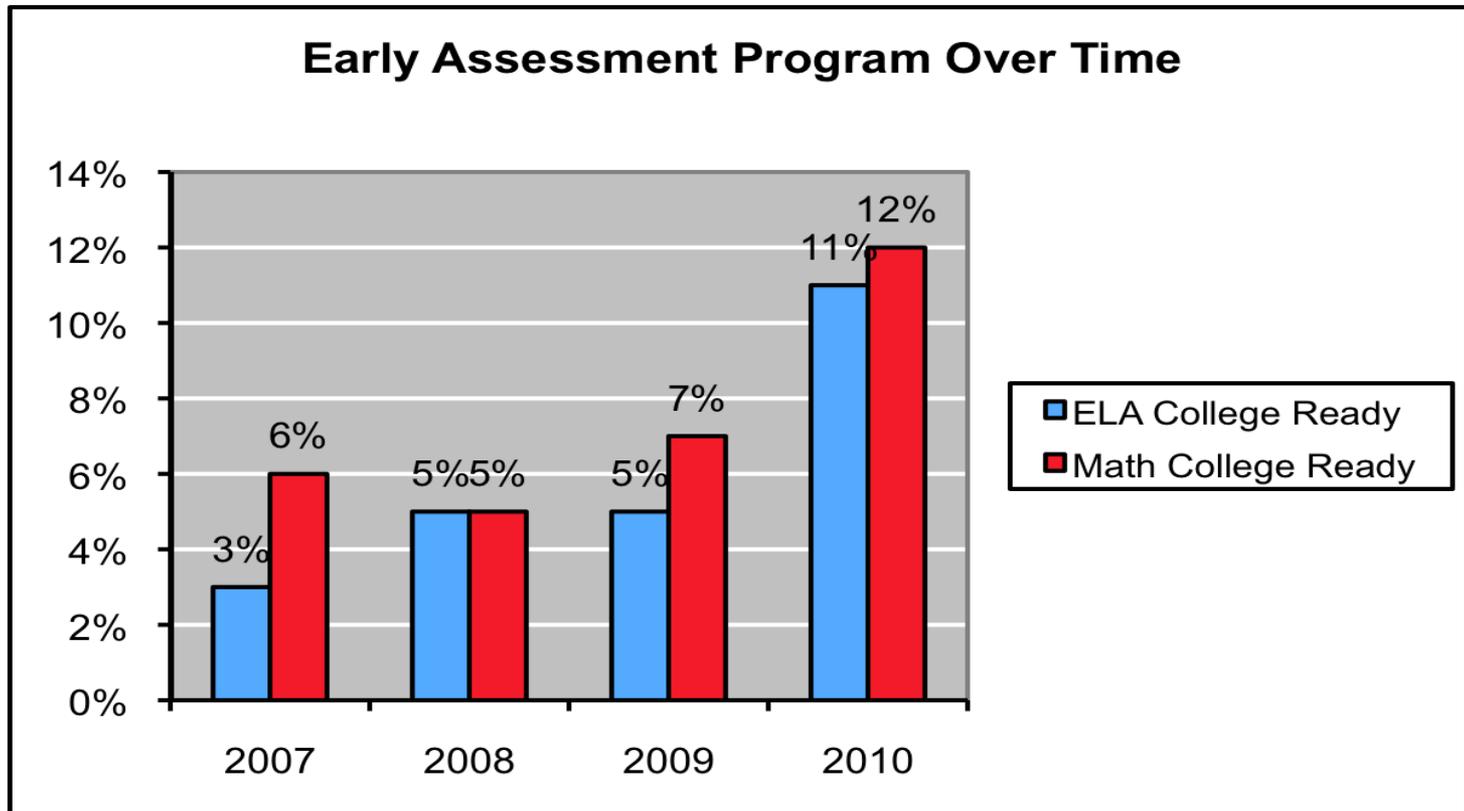


Progress

- Completed analysis of master schedules
- Created districtwide course catalog
- University of California approval process is now districtwide
- Expository Reading and Writing professional development for high school English teachers
- Coordinated professional development in core content areas



College Readiness Indicators



The **Early Assessment Program (EAP)** is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year.

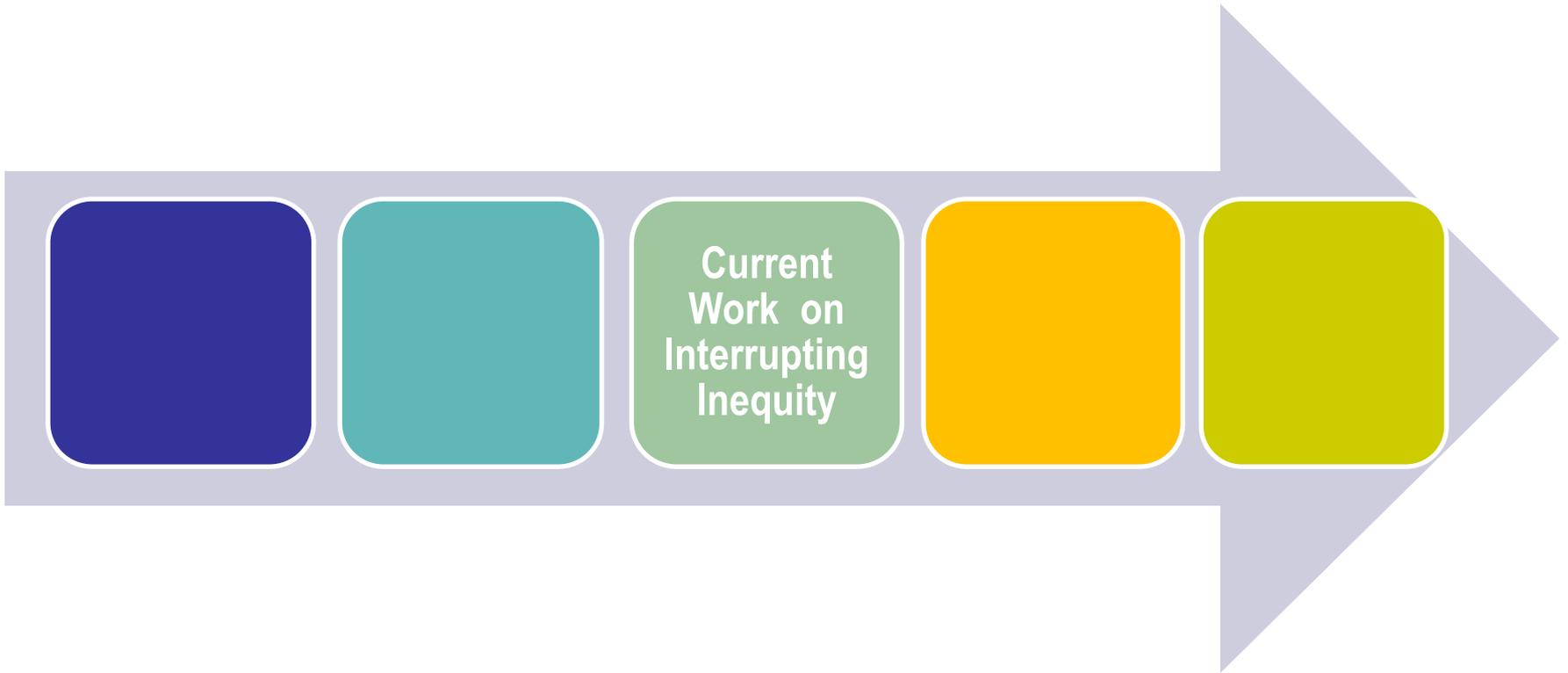


Counseling

- How are we currently addressing student counseling
 - Currently 19 OUSD counselors for all middle and high schools
 - OUSD Peer Advisors programs
 - Advisories
- OUSD counseling standards
 - High School Counseling Responsibility and Accountability Plan
 - “Early warning” data system for use by school personnel to identify students needing interventions
 - Academic conferences in 9th grade with follow up twice per year
 - System for tracking student conferences and progress
 - Tool for students to track progress
 - Accurate scheduling and recording of repeated courses



Part III





Interrupting Inequity

- Early warning rosters to identify at-risk 9th graders distributed to high schools to provide support structure
- Focus on chronic absenteeism
- Working to revise structure of summer school
- Focal 15 initiative

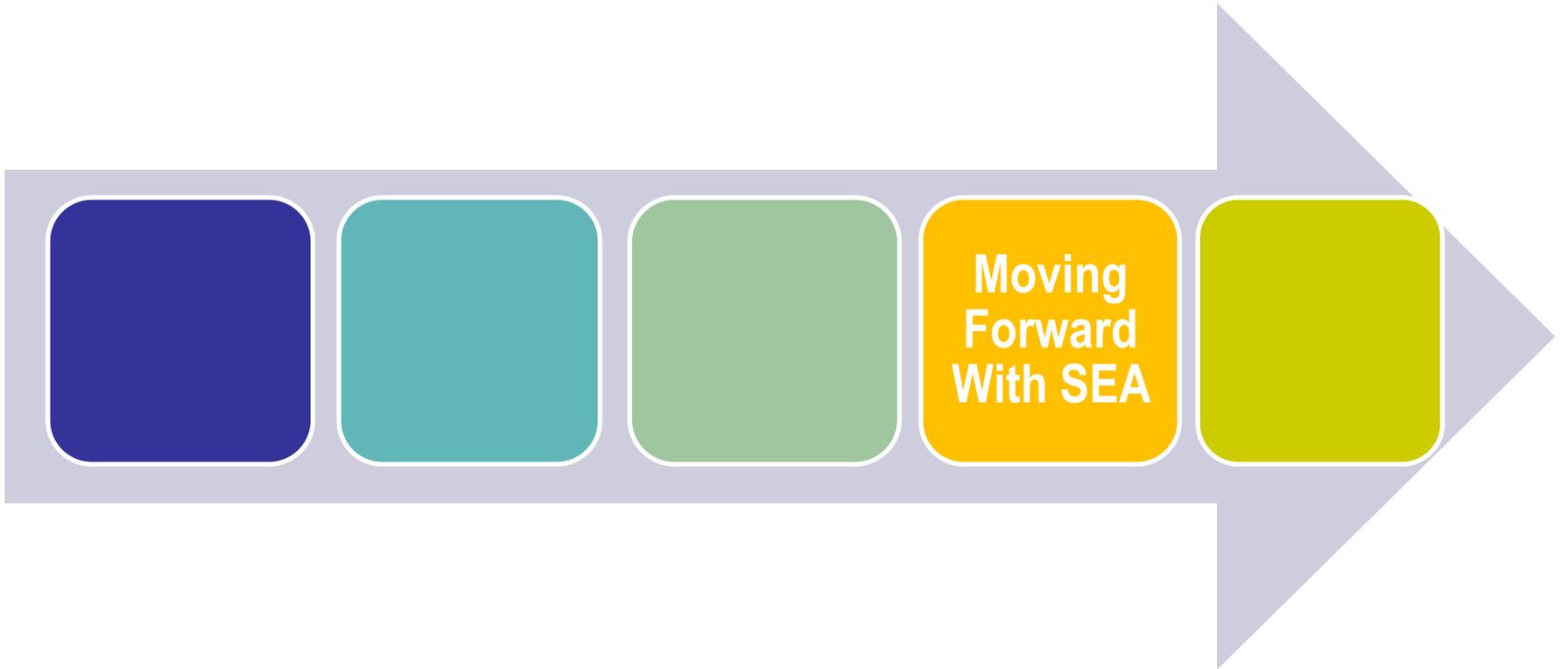


Interrupting Inequity

- African American Male Achievement classes
- Equal Opportunity program to increase African American and Latino participation in Advanced Placement courses
- Transcript review for all Seniors in the Fall
- Increased credit recovery
- High school completion plans in cooperation with Adult Education for all credit deficient seniors



Part IV



Secondary Experience and Achievement Task Force

Every OUSD Student Graduates

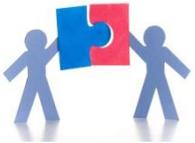
4. Toward Successful Implementation

Development of tools and resources to support school-based implementation

3. Development of a Focused Plan of Action by Design and Development Teams

2/2011 Current stage.....**FORMATION OF DESIGN & DEVELOPMENT TEAMS**

Identification of highest leverage, highest priority focus areas within which design and development teams will work to develop specific recommendations and action plans



2. Knowledge Base – a Solid Foundation for

Evidence-Based Current State Analysis

Best/Promising Practices & Research Base Analysis

Identify Significant Factors:

1. Task force member conversations
2. Task force member survey

Preliminary Research: Driving Forces/Background Context

1. Listen study and learn

Community Engagement

Global Engagement

Events

Jan 22

Feb 12

March 12

Parent

Leadership Action Network LEAD Parent Survey

February

Teen Action Summit

Feb 17th

Youth Truth Student Survey - Feb

Focus Groups

The Secondary Experience & Achievement Task Force

OUSD Vision/ Mission

All students will graduate. As a result, they are caring, competent, and critical thinkers, fully-informed, engaged, and contributing citizens, and prepared to succeed in college and career.

SEA Task Force Goals

The purpose of the Secondary Experience and Achievement Task Force is to identify the highest leverage priority practices, systems and conditions necessary to support a sharp increase in the high school graduation rate.

Task Force recommendations will chart a five year course of aligned action that will result in the creation of a secondary experience in which all students successfully complete “a-g” approved courses and master the skills they need to be successful in college and career.

SEA Proposed Design & Development Teams

HS Office:
Governance,
Structure,
Organization
and Role

Rigorous
Academic
Core and
Academic
Interventions

Demanding
Technical
Core and
Work-Based
Learning

Effective
Student
Support,
Culture and
Climate

Powerful
Family
Engagement

**SEA
Recommendations**
1.
2.
3....

Grounding Principle

High School Office

Academic Rigor
& Interventions

Technical Core
Work-Based learning

Student Support,
School Culture & Climate

Powerful Family
Engagement

All our work will maintain a relentless prioritization focus on those students who have been historically least well served (including English Language learners, high need, special need and at-risk students)

Infrastructure Support

High School Office

Academic Rigor
& Interventions

Technical Core
Work-Based learning

Student Support,
School Culture & Climate

Powerful Family
Engagement

Teacher Effectiveness and Professional Growth

- Strengthen all teachers' content knowledge, pedagogical and classroom management skills to meet the needs of all students
- Grow teachers' facility with data analysis, interpretation and use for instructional decisions and adjustments
- Establish multiple job embedded learning and collaboration opportunities at the district, school and classroom level throughout the year
- Support Teachers to develop the skills they need to promote student mastery of college and career literacies and 21st century skills

Assessment and Accountability

- Employ multiple assessment strategies to identify student needs, monitor progress, and inform instruction
- Measure higher order learning skills aligned to college and career readiness
- Use multiple data sets for decision making by leaders, teachers, parents and students
- Use data systems to:
 - Track collective and individual teacher and student data to inform high school improvement strategies and initiatives
 - Implement a quality schools evaluation system that includes accountability provisions at the school and district levels

High School Office: Structure, Organization and Role

- Ensure coherence and alignment of improvement efforts
- Support cross-functional planning
- Adopt systems focus to ensure integrated support
- Provide “Stewardship” of school improvement efforts to ensure integrated, reinforcing strategies
- Operationalize reform efforts
- Provide support to ensure strong and sustained leadership at every high school
- Support effective distributed leadership
- Ensure coherence and alignment of improvement efforts
- Provide support to sustain and ensure strong leadership for each high school
- Review relevant data regularly to make decisions
- Engage the interest, skills and resources of multiple stakeholders in high school improvement strategies and initiatives

Rigorous Academic Core and Academic Interventions

- Establish consistently high standards, high expectations, rigorous instruction for **all** students
- Develop and deliver intensive instructional programs to increase academic achievement and opportunities for **all** students
- Ensure consistent academic counseling practices and grading policies
- Support effective and rapid diagnosis of student needs
- Ensure that a comprehensive system of academic supports (extended day, summer bridge, strategic literacy sessions) is implemented in every high school
- Provide sustained and effective accelerated learning opportunities for students who need credit and/or skill recovery
- Incorporate across all content areas multiple research and evidence-based instructional strategies for all students

Demanding Technical Core and Work-Based Learning

- Develop and support:
 - Engaging school programs,
 - Connections to the real world,
 - Applied/contextualized learning,
 - Integrated instruction and
 - Work-based learning opportunities
- ...for **ALL** students
- Integrate college and career readiness skills across all content areas
- Embed in all content areas academic and work force literacies

Effective Student Support, Culture and Climate

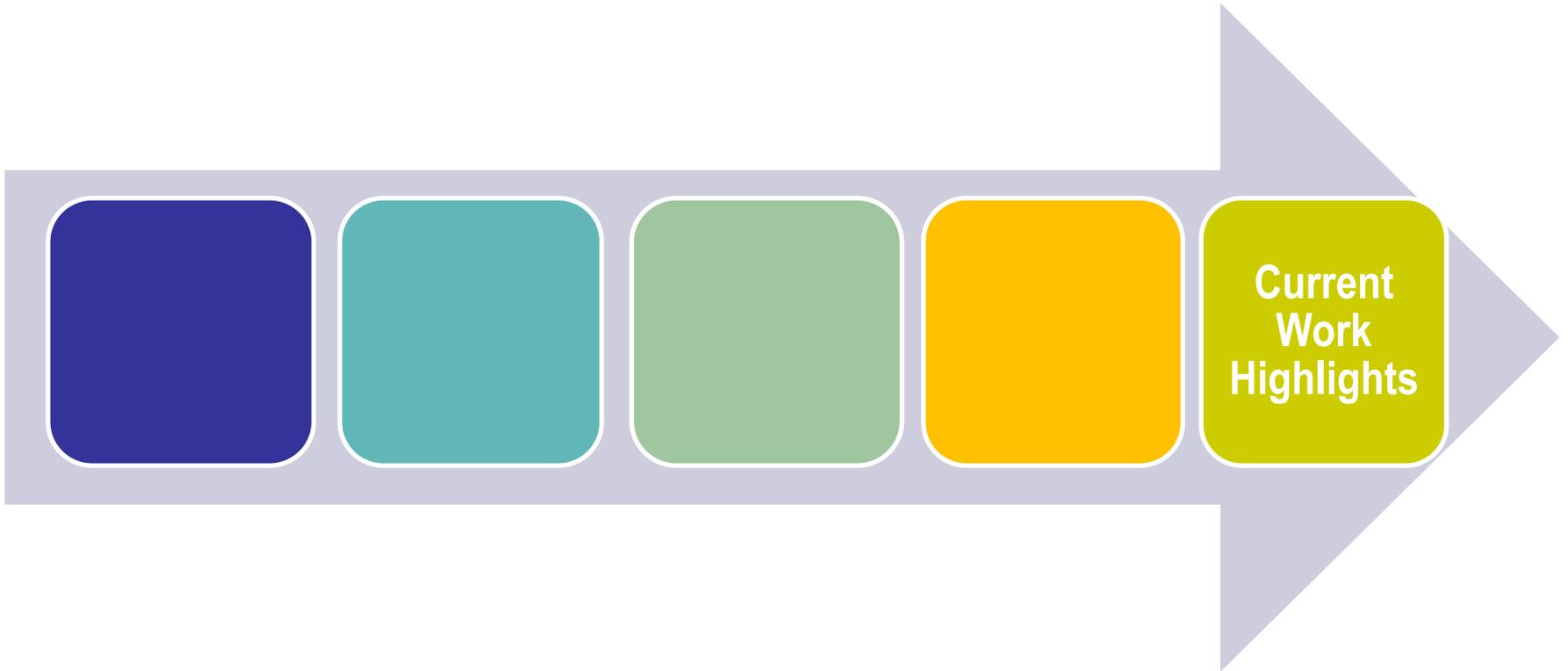
- Maximize personalization
- Foster safe and positive school climate, including restorative justice practices and respectful environments
- Develop organizational practices to ensure that every student is known and “wrapped around”
- Develop comprehensive student outreach
- Provide comprehensive and effective social and emotional support
- Strengthen connections between high schools and colleges and employers
- Develop and enhance collaborations with external organizations to maximize support services for students

Powerful Family Engagement

- Develop partnerships with outside support organizations
- Ensure effective and consistent inclusion of student voice
- Support development of partnerships in every school focused on integrating services
- Support effective parent involvement strategies with multiple participation opportunities
- Provide formal and informal guidance programs for students and families
- Provide opportunities for student leadership in the classroom, school and community
- Respect and acknowledge the strengths and resources of students' families and communities
- Design tools for the school to measure and maintain the practice of engagement of families



Part V





Current Work Highlights

High School Office

Academic Rigor
& Interventions

Technical Core
Work-Based
Learning

Student Support,
School Culture
& Climate

Powerful Family
Engagement

- **Professional Development**
- **Linked Learning**
- **Small Learning Communities**
- **Pre-K-12 Pathways**



Professional Development

High School Office

Academic Rigor
& Interventions

Technical Core
Work-Based
Learning

Student Support,
School Culture
& Climate

Powerful Family
Engagement

Academic Language & Literacy:

- 5 full days of learning and sharing for principals, Small Learning Community, and Academy teachers in the spring
- 5 days of learning and sharing for subject area teachers during the summer

Focal 15 Initiative:

- Ongoing and sustained professional development for principals and facilitators

Math/Science

- Oakland Math Teacher Leaders Network focuses on Assessment for Learning in the spring
- Algebra & Geometry teacher planning sessions
- Team Science new teacher mentoring



Professional Development

High School Office

Academic Rigor
& Interventions

Technical Core
Work-Based
Learning

Student Support,
School Culture
& Climate

Powerful Family
Engagement

English Language Arts / Social Studies:

- 5 full days Expository Reading and Writing Course Training
- 6-12 Grade Reading Diagnostics training
- Process Writing Assessment support
- Teaching American History sessions for 11th grade teachers
- Project-based Learning for Social Studies Teachers & Lesson Study

English Language Development:

- Constructing Meaning Institute for 9th grade ELA teachers & Coliseum College Preparatory Academy teachers

School Improvement Coaching:

- School Improvement coaching support for new principals, leadership teams, and Small Learning Communities



What is Linked Learning?

High School Office

Academic Rigor
& Interventions

Technical Core
Work-Based
Learning

Student Support,
School Culture
& Climate

Powerful Family
Engagement

A way of creating a secondary experience that ensures all students finish high school ready for success in college and career.

- Pillars
 - Strong academic core (a-g)
 - Strong technical core (career-technical education course)
 - Student support (counseling, intervention, personalization)
 - Work based learning (internships, job shadows, etc.)
- Go to: linkedlearningousd.org



James Irvine Linked Learning

Grant

2010 ConnectEd/James Irvine Foundation award to develop and implement master plans for increasing linked learning in high schools.

High School Office

Academic Rigor
& Interventions

Technical Core
Work-Based
Learning

Student Support,
School Culture
& Climate

Powerful Family
Engagement

- One of 11 districts
- \$1.2 million over 2 years, with possibility of renewal
- District leadership coach
- District pathway coach (for pathways working toward certification)



Linked Learning

High School Office

Academic Rigor
& Interventions

Technical Core
Work-Based
Learning

Student Support,
School Culture
& Climate

Powerful Family
Engagement

This year's work:

- Increase quality of current pathways and assist with certification
- Increase quality and quantity of work-based learning experiences for students
- Increase engagement between OUSD schools and Bay Area business community
 - Hired Business to School Liaison to increase partnerships and work based learning
- Develop capacity of principals and teachers
 - ConnectEd professional development for pathways and district leadership



Linked Learning

High School Office

Academic Rigor
& Interventions

Technical Core
Work-Based
Learning

Student Support,
School Culture
& Climate

Powerful Family
Engagement

Progress:

- Life Academy deemed “Model Academy” as a result of certification visit
- Media Academy certification visit in March
- Three certifications next year:
 - Environmental Science at Oakland High
 - Computer at Oakland Tech
 - Education at Skyline
- Hired Business to School Liaison through ConnectEd grant



Linked Learning Achievement Results

High School Office

Academic Rigor
& Interventions

Technical Core
Work-Based
Learning

Student Support,
School Culture
& Climate

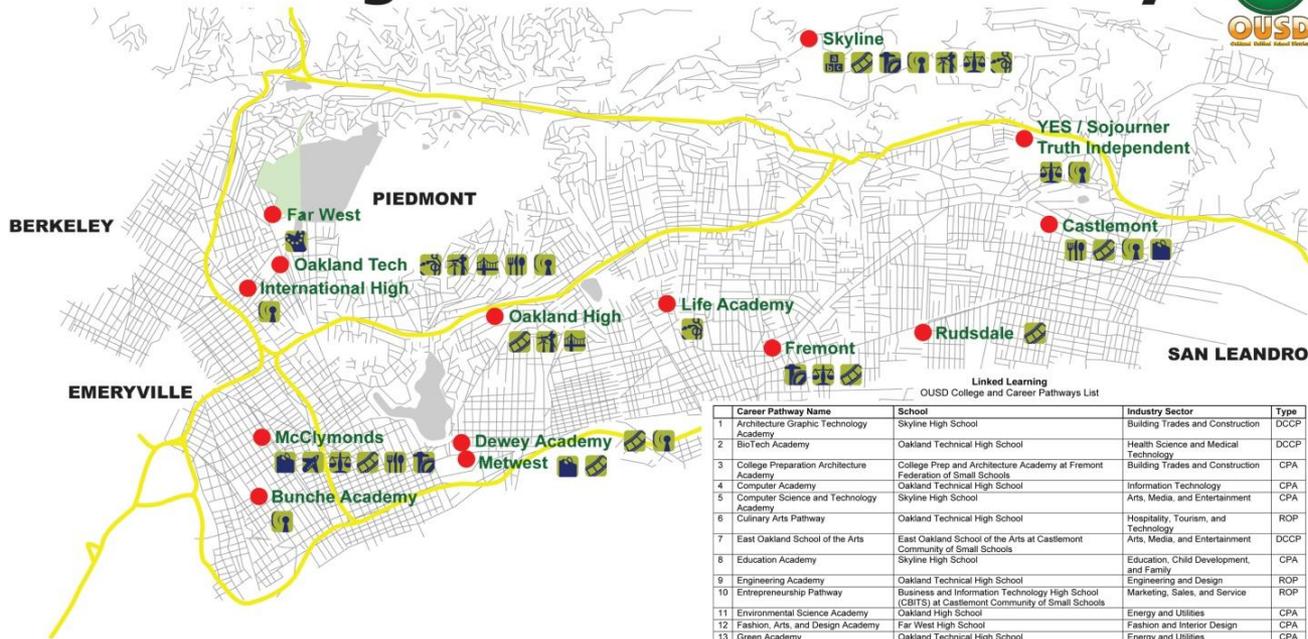
Powerful Family
Engagement

**Students who participate in
Pathways/Academies
consistently demonstrate
higher CAHSEE success rates.**



Expanding Pathways

OUSD College and Career Pathways



Industry Sectors



Building Trades and Construction



Fashion and Interior Design



Transportation



Public Services



Marketing, Sales, and Services



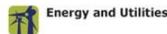
Information Technology



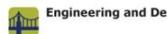
Hospitality, Tourism, and Recreation



Science and Medical Technology



Energy and Utilities



Education, Child Development, and Family



Engineering and Design



Arts, Media and Entertainment

Linked Learning
OUSD College and Career Pathways List

Career Pathway Name	School	Industry Sector	Type
1 Architecture Graphic Technology Academy	Skyline High School	Building Trades and Construction	DCCP
2 BioTech Academy	Oakland Technical High School	Health Science and Medical Technology	DCCP
3 College Preparation Architecture Academy	College Prep and Architecture Academy at Fremont Federation of Small Schools	Building Trades and Construction	CPA
4 Computer Academy	Oakland Technical High School	Information Technology	CPA
5 Computer Science and Technology Academy	Skyline High School	Arts, Media, and Entertainment	CPA
6 Culinary Arts Pathway	Oakland Technical High School	Hospitality, Tourism, and Technology	ROP
7 East Oakland School of the Arts	East Oakland School of the Arts at Castlemont Community of Small Schools	Arts, Media, and Entertainment	DCCP
8 Education Academy	Skyline High School	Education, Child Development, and Family	CPA
9 Engineering Academy	Oakland Technical High School	Engineering and Design	ROP
10 Entrepreneurship Pathway	Business and Information Technology High School (CBITS) at Castlemont Community of Small Schools	Marketing, Sales, and Service	ROP
11 Environmental Science Academy	Oakland High School	Energy and Utilities	CPA
12 Fashion, Arts, and Design Academy	Far West High School	Fashion and Interior Design	CPA
13 Green Academy	Oakland Technical High School	Energy and Utilities	CPA
14 Green Energy Academy	Skyline High School	Energy and Utilities	CPA
15 Health Academy	Oakland Technical High School	Health Science and Medical Technology	CPA
16 International Trade Transportation and Logistics Academy	McClymonds High School	Transportation	CPA
17 Law and Government Academy	McClymonds High School	Public Services	CPA
18 Law and Public Service Academy	Mandela High School at Fremont Federation of Small Schools	Public Services	CPA
19 LIFE Academy of Health & Bioscience	Life Academy	Health Science and Medical Technology	CPA
20 Media Enterprise Alliance	Met West High School	Arts, Media, and Entertainment	ROP
21 Media, Law, and Democracy	Skyline High School	Public Services	DCCP
22 Multimedia Academy	Oakland International High School	Information Technology	CPA
23 Performing Arts Academy	Skyline High School	Arts, Media, and Entertainment	DCCP
24 Project Lead the Way	Oakland High School	Engineering and Design	DCCP
25 Public Service Academy	Youth Empowerment School	Public Services	CPA
26 Social Entrepreneurship Pathway	Met West High School	Marketing, Sales, and Service	DCCP
27 Sports, Health, and Social Sciences	Skyline High School	Health Science and Medical Technology	DCCP
28 The Media Academy	Media College Preparatory High School at Fremont Federation of Small Schools	Arts, Media, and Entertainment	CPA
29 Visual Arts & Academics Magnet Program	Oakland High School	Arts, Media, and Entertainment	CPA



“Smaller Learning Communities”

High School Office

Academic Rigor
& Interventions

Technical Core
Work-Based
Learning

Student Support,
School Culture
& Climate

Powerful Family
Engagement

2010 U.S. Department of Education grant to fund implementation of small learning communities in our three large high schools.

- \$6.6 million over 5 years
- Focus initially on equitable structures & practices for successful 9th Grade Transitions
- Thereafter on developing new small learning community options for grades 10-12 – with the goal of 70% of students in a Small Learning Community or pathway.



“Smaller Learning Communities”

High School Office

Academic Rigor
& Interventions

Technical Core
Work-Based
Learning

Student Support,
School Culture
& Climate

Powerful Family
Engagement

High Priority SLC Goals:

- High expectations and rigorous instruction in every classroom (Summer Professional Development & Teacher Planning Sessions)
- Academic supports to accelerate all students to grade level by 10th grade (Beginning with Summer Bridge for rising 9th)
- Significantly increased time and quality of teacher collaboration during school day



“Smaller Learning Communities”

Work so far this year:

High School Office

Academic Rigor
& Interventions

Technical Core
Work-Based
Learning

Student Support,
School Culture
& Climate

Powerful Family
Engagement

- Developing effective 9th grade “houses” (groups of 150-200 students share common teachers)
- Planning for next year: Advisories and Intervention Systems for all 9th graders, and increased Common Planning time for 9th grade teachers
- Summer 2011 Bridge for rising 9th graders
- Launching AAMA course for 9th graders
- Implementing program to ensure equitable participation of upper classes in Advanced Placement courses
- Coaching to build leadership and teacher capacity around effective collaboration & school improvement



“Smaller Learning Communities”

High School Office

Academic Rigor
& Interventions

Technical Core
Work-Based
Learning

Student Support,
School Culture
& Climate

Powerful Family
Engagement

Beyond 2012:

- Teams from large high schools are participating in Small Learning Communities (SLC) summits or visits to SLC “Model Schools” which will inform their school SLC plans
- SLC plans implemented so that 70% of students in grades 10 through 12 will have access to an SLC or pathway option, such as career-based academies, theme-based academies, and/or Grade 9-10 Houses.



Math & Science Corridor of Schools in West Oakland

