

LCAP Implementation Community Study Session #2
Topic: College & Career Readiness
Hosted by LCAP Parent Advisory Committee
February 18, 2015
Meeting Minutes

ATTENDANCE

LCAP Parent Advisory Membership Present: 7 out of 19 members present

General Attendance: 36 parent/community participants

MEETING START TIME: 4:35pm

DOCUMENTS SHARED

[Public Agenda](#)

[Presentation- LCAP Year 1 Goals for College & Career Readiness](#)

[Pathways Map](#)

[Pathways List](#)

[Student Guide 2012-13](#)

[High School Presentation to BoE 2.11.15](#)

AGENDA ITEM DISCUSSION SUMMARY

1. Welcome
2. Presentation (see attached Powerpoint)
3. Learning Break Out #1: A-G completion
 - a. Questions raised by participants:
 - i. Is percentage point increase of subgroups or overall? It is for overall, total students.
 - ii. On courses submitted for a-g approval by UC: why are courses being rejected/accepted? Most common reason for rejection is lack of rigor or not enough writing. In some cases is due to lack of specificity of length of writing assignments.
 - iii. What are pathways? A pathway is a career themed course of study, where teachers are planning content together, relevant to the career theme. The value of pathways is that students learn knowledge that can be applied in that career field.
 - iv. Is PE being eliminated? No, PE credits are still required by the state. Some schools are choosing to offer alternative PE credits like dance.
 - v. How do students choose a pathway? Most students have choice of 5 pathways.
 - vi. What is being done to make pathways accessible to more students at every high school? How are pathway programs being chosen for students? Seems difficult for some schools to dedicate their resources to pathways, so how do we make

offerings equitable, for example at Castlemont where they cannot offer the same number of pathways as Oakland Tech.

- vii. What happens to elective courses? Most students can take out of pathway classes, up to 3 elective credits.
- viii. How do we as parents advocate for pathways at our students' school or within our school to ensure a pathway is offered for my student with special needs?

b. What supports are available to make sure students are on-track to complete a-g?

i. Offering more courses:

- 1. Eliminating courses that are not a-g approved, and increasing a-g approved courses so the classes students take are actually a-g

ii. Credit recovery: allows for schools to engage in independent study at their site

- 1. Satellite sites & on-site summer school
- 2. Online learning platform- APEX
- 3. College readiness specialist position- in charge of APEX

iii. Dual enrollment & concurrent enrollment:

- 1. Dual enrollment is where students take college level course on their campus
- 2. Concurrent enrollment is where student take college level courses at a college campus, free of charge
- 3. Both options give student a "bump" in their GPA (a "B" earned, would be an "A" on their high school transcript), and 1 semester of college level coursework is equivalent to 1 year of high school level course

iv. Transcript evaluation

- 1. Student info is matched against "doorways", actual UC transcript analysis of where student stands with a-g

v. Individual college & career readiness plans

- 1. Developed with school counselor for every student

vi. World language requirement offerings

- 1. Working on increasing world language offerings, including credit recovery for this requirement

4. Learning Break Out #2: Linked Learning Pathways

a. Progress update:

- i. Targeting LCAP sub groups with recruitment; sharing information with students and families to increase pathway enrollment

ii. Teacher planning and collaboration:

- 1. hired pathways coaches who have worked for years as Pathways teachers or principals. Our goal is have one pathway coach per high school. Currently we have coaches at: Skyline, Fremont, McClymonds, Oakland High. 4 more will be hired through Atlantic Philanthropies grant.

2. Need to get better at involving more teachers in pathways-style teaching to be able to offer students pathway options. Fremont is an example of where this is possible, they now have wall to wall pathways.
3. Build skills of teachers and principals to maintain pathways, including scheduling and keeping kids together (in their cohorts)

b. Questions raised by participants:

- i. Why do Castlemont and McClymonds only have one pathway? They are small schools and we are currently working with them to decide on one wall to wall pathway. They are considering a STEM related, bio-science or environmental science.
- ii. Is there an electric cars academy? Automotive program is available for students doing a 13th year as high school students, and through Peralta Colleges: Laney, Alameda, Berkeley, Merritt. We've had 3 convenings with community colleges and high school teachers to discuss offerings for our students.
- iii. Comment: some students do not like pathways because they are stuck with the same teachers, they don't choose pathway thinking that they will be able to choose their teachers. We are working with high schools to expand courses so there is more than one teacher per subject.
- iv. Do pathways change due to economic trends? Like: culinary arts
- v. What is outreach mechanism for parents and students to make informed decisions? We need to build this out, this must be a demand (recruitment) so we are able to prioritize and focus on recruitment.
- vi. Is pathways priority/intent student engagement of workforce development? What is the district balance with this?
- vii. Are there any financial literacy academies?

5. Discussion Groups:

a. Appreciations:

- i. I enjoyed hearing the strategies that were implemented at specific school sites.
- ii. Appreciated the topic today and the diversity of speakers and presenters.
- iii. Great data and clear presentations
- iv. Appreciated hearing about teacher collaboration and the value of parent engagement
- v. Very informative
- vi. I was glad we just go to the point
- vii. Content of the meeting was great
- viii. There has been much improvement with pathways
- ix. Appreciated the accessible language and small group discussion

b. What participants can contribute to implementation at their school site:

- i. I will work with my school sites to learn and implement their LCAP to better support African American males.
- ii. I currently manage a college access collaborative, working to support schools, districts, peralta, and community based organizations to implement LCAP goals

- c. Challenges we foresee and questions to consider:
 - i. Are we investing in counselors at schools to make some students have support to get in proper course of study?
 - ii. How do we inform students/parents about pathways/academies?
 - iii. What will happen with pathway discussion at the schools subject to “Intensive School Support” process?
 - iv. Schools may have challenges appropriately allocating resources so that it addresses barriers with specific subgroups such as African American males
 - v. We needed more details, written handouts, to explain existing strategies.
 - vi. Breaking the dependency on relationships and people to move to college readiness/academic systems that are sustained via not just expectations but institutionalized processes, procedures, roles and policy with accountability attached.
 - vii. Surprised that we are talking about financial literacy in college readiness, beyond a-g
 - viii. Foster youth a-g completion is currently 14%, how can we support foster youth to achieve 60% as is stated in Superintendent’s vision?
- 6. Announcement: Next LCAP Implementation Study Session will be on Safety and School Culture, on April 1st, 430pm-630pm, at Lakeview.

MEETING END TIME: 6:42pm