

Alameda Unified School District

Career Technical Education

And

California Partnership Academies

2011-12 Career Pathways, Career Technical
Education Programs of Study and California
Partnership Academy Digital Media Grant
Application for Encinal High School

California Partnership Academies (CPA)

- Made their debut in the 1980s in the San Francisco Bay Area. Originally fashioned after the Philadelphia Academies of the late 1960s. Currently over 450 CPAs in operation throughout California.
- Combine traditional UC “a-g” academic courses with rigorous Career Technical Education (CTE) courses focused around a central career theme in grades 10-12.
- Create a close, family-like atmosphere in which academics and CTE courses are integrated and in which industry and postsecondary partnerships are established to support student achievement and social growth through work-based learning opportunities.

California Partnership Academies

- Emphasis on student achievement with an eye towards postsecondary education and refined career plans as goals of partnership academies.
- Students voluntarily apply, are interviewed, and are selected on the basis of need and interest in order to enter the academy in their sophomore year and continue through graduation.
- 50% of academy students must meet at-risk criteria as specified in the CPA grant.
- School Districts, Industry Partners and Postsecondary Institutions must match CPA grant funds, either monetarily or with in-kind contributions.
- Academy students move through four classes (three academic, one CTE) each day as a cohort and have two classes outside of the academy.

California Partnership Academies

- Academy teachers share a common planning period with a lead teacher or Academy Director taking an additional planning period to manage grant funds and complete required reports.
- Field trips, job shadows, mentoring and work based learning connect students to the designated industry.
- CPAs are funded through the California Department of Education at \$15,000 for the planning year and \$42,000 for first year implementation. Annual reports are filed and must demonstrate implementation progress for continued funding.

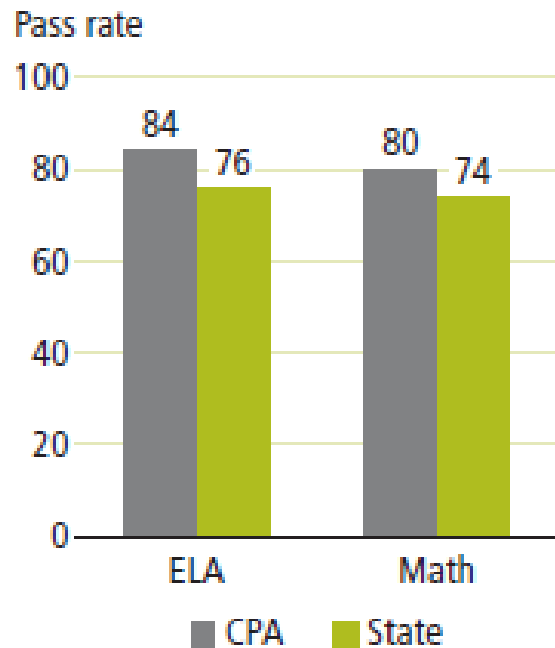
California Partnership Academies

- Implementation year begins with 35-40 sophomore students and can expand in future years depending on interest and funding.
- CPAs have been carefully evaluated and have been shown to have a beneficial impact on school performance and graduation rates. A joint study by ConnectEd and the Career Academy Support Network at University of California Berkeley demonstrates that students enrolled in CPAs have higher CAHSEE passing rates, complete more UC “a-g” requirements, and graduate high school in significantly larger numbers than non-CPA students statewide.

For a copy of the full report *A Profile of the California Partnership Academies 2004–05*, go to:
http://connectedcalifornia.org/publications/CA_Partnerships.pdf.

CPAs: Evidence of Excellence

FIGURE 1
10th-grade CAHSEE pass rates by subject test

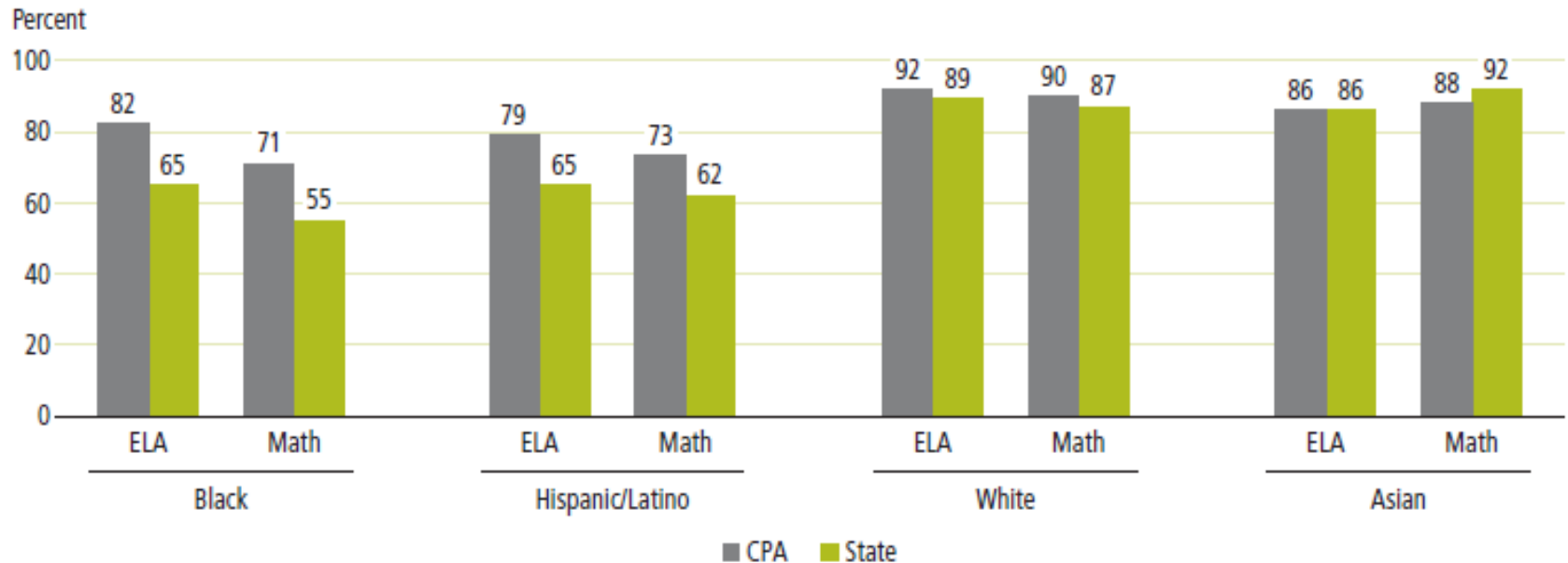


When comparing more than 12,000 sophomores from 287 Academies with more than 460,000 sophomores across California, Academy students passed the CAHSEE tests at higher rates than did the general state population.

CPAs: Bridging the Achievement Gap

- Academies also help narrow the achievement gap with Black and Hispanic/Latino Student CAHSEE pass rates surpassing those of similar students in other schools.

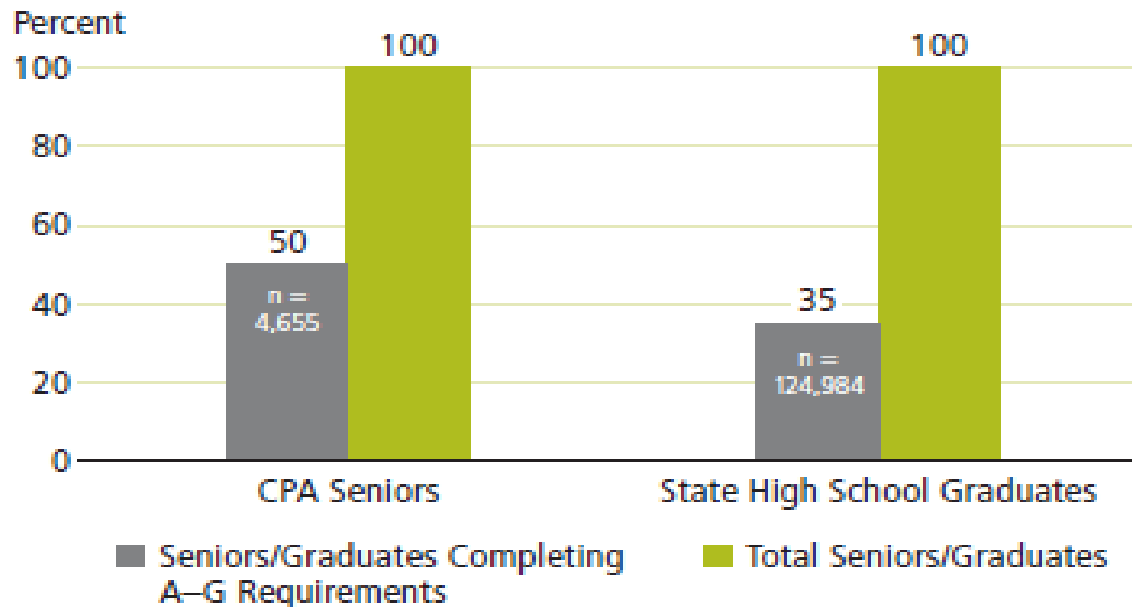
FIGURE 2
10th-grade CAHSEE pass rates by subject test and race/ethnicity



CPAs: Meeting UC “a-g” Requirements

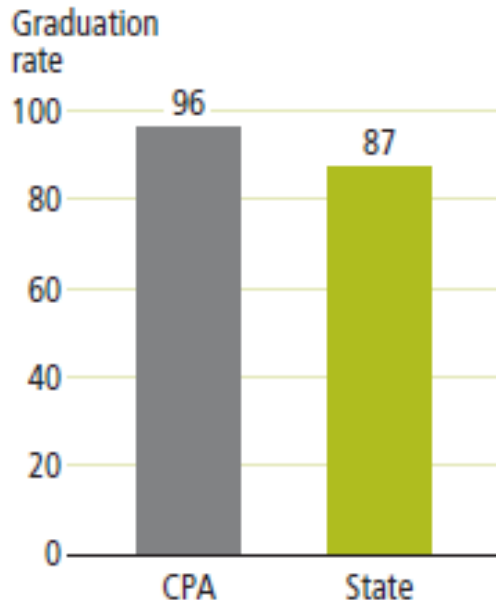
- Similarly, Academy students were much more likely to complete the 15 academic courses (the UC “a-g” requirements) needed to be eligible for admission to California's public colleges and universities.

FIGURE 3
Seniors reported to meet a–g subject requirements



CPAs: Graduation Rates

FIGURE 4
CPA and California 12th-grade graduation rates

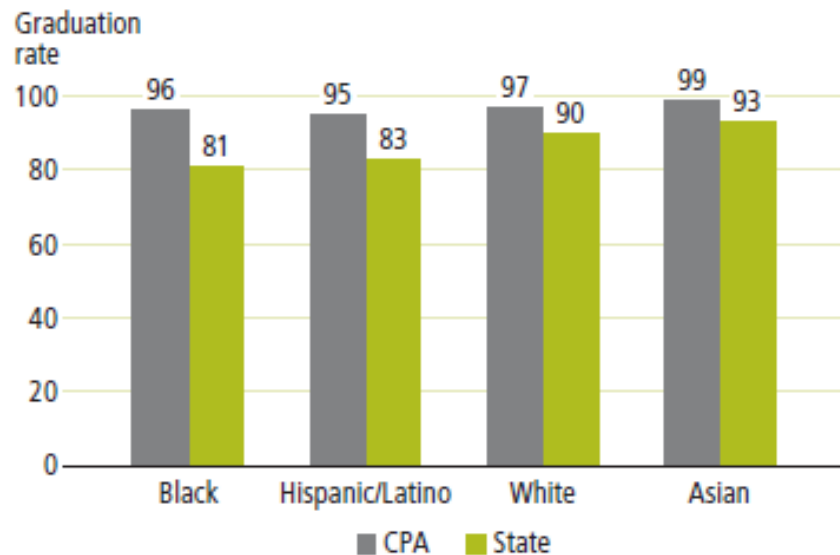


Graduation rates were also better for those attending California Partnership Academies, with 96 percent of Academy seniors graduating compared with only 87 percent of high school seniors statewide.

CPAs: Graduation Rates by Ethnicity

Hispanic/Latino and Black Academy students graduated respectively at rates 12 and 15 percentage points higher than the general student population. White and Asian Academy students also graduated at higher rates than their counterparts in the general student population, but these differences were smaller.

FIGURE 5
CPA and California 12th-grade graduation rates by race/ethnicity



Encinal High School

Digital Media Arts Academy (DMAA)

- Encinal High School site administration, teaching staff and AUSD district personnel began meeting early in the 2010-11 school year in anticipation of submitting a Request for Application (RFA) for 2010-11 Planning and 2011-12 Implementation Grants.
- EHS Reform Coordinator and Counselor Ryan Cheshire led the writing team composed of instructors Diana Kenney (Digital Citizenship), Jean Maggi (English) and Mary Clarke-Miller (Animation/Game Design) along with Encinal High co-principal Jonathan Osler.
- Staff from Encinal High, AUSD District Office and East Bay ROP made site visits to existing Digital Media CPAs to review best practices.

Encinal High Digital Media Arts Academy: Planning Process

- The online college and career planning tool “Navigator” (provided through funding from East Bay ROP) provided data on student career interests showing strong interest in Arts and Media as a pathway.
- Labor market data gathered from East Bay ROP, the California Employment Development Department and an Oakland Metropolitan Chamber of Commerce report <http://www.oaklandpartnership.com> demonstrate a small but rapidly growing industry sector led by major employers in the region, including Pixar Studios in Emeryville, Industrial Light and Magic in Marin County, and numerous small independents. Employment data shows an anticipated increase of 35% for Multi-Media Artists and 22% in the Audio-Video field (<http://www.labormarketinfo.edd.ca.gov>) through the year 2016.

Proposed Digital Media Arts Academy Structure

Grade 10	Grade 11	Grade 12
English 2	English 3	English 4
Modern World History	U.S. History	Government/ Economics
Biology	Computer Science 1	Computer Science 2
Pre-Production/2D Animation	3D Modeling/3D Animation	Game Design/Production

District, Postsecondary and Industry Support

- 100% match of all CPA grant funds, direct or in-kind, pledged from AUSD District Administration.
- Encinal High administration and staff support through use of monthly flex time to communicate and collaborate across disciplines.
- East Bay ROP support in personnel and in industry standard equipment, materials and supplies.
- Industry support for advisory, mentors, and field trips established through individuals and businesses (including Pixar Animation Studios, EA Games, Dreamworks, and Lucas Films as well as smaller independent firms located in the community of Alameda).

Timeline of CPA Grant Announcement and Funding

- Submission deadline to California Department of Education: March 7, 2011
- Preliminary Notice of Intent to Fund: March 14, 2011
- Notice of Grant Award: April 15, 2011
- Planning Period: January 2011 through August 2011
- Implementation Year: August 2011-June 2012

AUSD Career Technical Education 2011-2012

Island High School

- Development of a Medical Assisting program encompassing both administrative and clinical medical assisting skills with opportunities for work based learning in physician offices and clinics in the community.
- Next steps are to develop a prep course to prepare program completers to take and pass the California Association of Medical Assistants certification exam.
- Continue development of Business Communications and Introduction to Business Environments with work based learning opportunities.

Encinal High School

In addition to the implementation of the Digital Media Arts Academy, student interest and labor market data support the development of two additional career pathways.

- **Public and Social Service Pathway**

- Focus on careers in law enforcement, legal services, public health and social services. Develop partnerships with local city government, police, fire and county health departments to provide students the opportunity to explore and engage with the local community.

- **Green Construction and Design**

- Further develop the existing Green Construction program to include courses in environmental planning and design.

Alameda High School

- Labor market demand is extremely strong in the Health Sciences, and student data shows that the Health Science and Biotechnology Industry Sector has the most interest of all 15 industry sectors. In response to that demand, AHS will develop the RESTORE Pathway.
- **RESTORE Pathway**
 - Introductory 10th grade course designed to EXPLORE careers like physical therapy and occupational therapy.
 - Concentrator 11th grade course in which students EXAMINE the field of physical therapy and sports medicine.
 - Capstone 12th grade course where students EXPERIENCE the field of Sports Medicine, Athletic Trainer or Physical Therapy through work based learning opportunities in the community.
- Site administration and East Bay ROP staff are currently working to identify academic courses appropriate to program sequence to create a complete pathway experience for AHS students.