What’s on this Web Page?

This web page highlights eight California Partnership Academies (CPAs). As background, this booklet describes the academy model, and provides some information about the academies featured on the web page.

The videos on this web page were produced by teams of students in academies that teach video production among other things. They are an example of the kind of work academy students are learning to do.

What is a California Partnership Academy?

A California Partnership Academy is a small learning community within a larger high school, with a college-preparatory curriculum organized around a career-related theme, that also provides students with work-based learning experiences connected to their classroom studies. See more inside......
The structure of an academy helps create close working relationships among students and teachers. A California Partnership Academy is a small learning community within a larger high school. A typical academy enrolls about 100 to 200 students in grades 10-12. A group of students at each grade level take a set of classes together. In grades 10 and 11 the academy core classes include at least three academic subjects and a career-technical class. In grade 12 the academy core classes include at least one academic subject plus the career-technical class.

Taking a set of classes together each year for three years helps students learn to collaborate and give mutual support. The academy classes include only academy students. This enables academy teachers to plan lessons and projects merging aspects of several academic and career-technical disciplines. For instance, 11th grade academy students often do projects requiring research in U.S. History; composition, editing, and citations in English; then formatting, word processing, and preparing presentation slides in Information Technology class. They will then receive credit for their work in all of these classes. Having teachers who work as a team, and classes consisting only of academy students make interdisciplinary work like this possible.

A team of several teachers works with the academy students over the three-year period. Teachers plan their curriculum together, creating connections across classes in different subjects. In team meetings they can discuss how a student is performing in different classes. Working with the same students for three years builds greater trust and understanding between students and teachers.

The academy curriculum provides students a range of college and career options following graduation. Academies have career-related themes — common examples include health careers, information technology, media and communications, engineering, education, agriculture, law, and transportation. Academy students go on field trips to practice learning in context and to visit work sites. They have mentors, and internships with industry professionals. Seeing the relevance of their school work to life beyond high school helps motivate students to succeed, and practicing career skills guides them to success in the workplace whether or not they continue in the field of their academy’s industry focus.

Each academy is required to have an active advisory board representing local employers in the academy’s field of work. Advisory boards also include representatives of local colleges and universities. The board advises the teacher team on relevance and content of curriculum; provides resources; helps plan and arrange field trips, mentors, and internship opportunities; and generally oversees and supports the work of the academy.

The State of California awards grants to local school districts to operate California Partnership Academies. School districts apply for these grants, and they must match state funds with district and local business partner contributions. Information on funding is available from the California Department of Education at http://www.cde.ca.gov/ci/gs/hs/cpagen.asp
How many academies are there?

“Career academy” is a generic name for this kind of program in high schools. Nationwide, there are about 7,000 career academies. For more information about career academies generally, see http://casn.berkeley.edu/index.php — the website for the Career Academy Support Network (CASN), which produced these videos on behalf of the California Department of Education.

As of 2010 the State of California provided funding for almost 500 California Partnership Academies.
About 3 percent of California students in grades 10-12 are enrolled in California Partnership Academies. To receive the full amount of State funding, an academy must show that at least half of the enrolled students are “at-risk,” as defined by a set of criteria including economic disadvantage and prior records of irregular attendance, underachievement, low motivation, low grades, and low test scores. Compared to the State as a whole, academies enroll larger percentages of Latino or Hispanic and African American students.

### Percentage of Grade 10-12 Students by Ethnic Category, 2008-09

- **African-American**: 10.1%
- **Asian-American**: 7.8%
- **Hispanic or Latino**: 9%
- **White**: 31.1%
- **American Indian, Alaskan Native, Filipino, Pacific Islander, multiple or no response**: 19.2%

Sources:

October 2009 reports from 361 California Partnership Academies.
DO ACADEMIES WORK?
YES!

Academy students on average do better in high school than non-academy students. For instance, in 2009 the percentage of California Partnership Academy 12th graders who graduated was 93%. Statewide, the percentage of all 12th graders who graduated was only 80%.

In order to qualify for admission to the California State University or the University of California, students must complete a set of 15 specific courses (called the “a through g” courses). In 2009, 59% of the California Partnership Academy graduates were reported to have completed these courses. Statewide, only 34% of graduates were reported to have completed these courses.

Source:
California Department of Education web site.
Student demographics information for 2008-09

Academies prepare students for both college and careers. In addition to helping students succeed academically, the academies also give students an advantage in the job market. One very rigorous evaluation of 10 career academies in different parts of the country followed students for 8 years after high school, and found that the former academy students on average were earning 10% more than the former non-academy students.

For a recent summary of research on career academies, see "Career Academies: A Proven Strategy to Prepare High School Students for College and Careers," available at http://casn.berkeley.edu
The Ag Tech Academy, founded as a California Partnership Academy in 2001, is a pre-collegiate program that integrates math, English, and social studies with agricultural science. Ag Tech introduces students to agricultural research, agricultural mechanics/engineering, resource management, environmental horticulture, agricultural processing/distribution, veterinary medicine and agricultural technology. Governor Arnold Schwarzenegger visited the Ag Tech Academy in October 2006 to endorse the value of combining career-technical education with core academics. Brittany Turner, a 12th grader at the time, addressed the press and the Governor to speak about how the academy prepared her for both college and career.

For example, in the 11th grade students take Animal Anatomy and Physiology, which explores animal production combined with laboratory applications. The University of California has approved this course to count toward meeting the requirement in laboratory science. In 12th grade, Agricultural Economics is provided to Ag Tech students along with their choice of one of three Regional Occupational Program (ROP) courses: Ag Sales and Service ROP; Agriculture Mechanics ROP or Floral Design and Merchandising ROP. Each of these courses provides an opportunity for certification within the program in the student’s area of interest.

Florin High School draws students from a primarily urban and suburban community in the Sacramento area. Although agriculture is new to most students, they become actively involved through projects with Future Farmers of America (FFA) and field experiences provided by partnerships with employers and nonprofit organizations. In addition to farmers and ranchers from the region, partners include the Department of Fish and Game, Resource Conservation Districts, University of California at Davis, Audubon Society, Air and Water Resource Board, US Fish and Wildlife Service, Bureau of Land Management, USDA. At school students have access to agri-science and biotechnology labs, computer and multimedia technology, a full-sized greenhouse for plant propagation, floral retail display center/cooler, animal production areas, incubation/exotic animal management, aquaculture tank, welding and plasma cutting, woodworking technology, small engine mechanics and cold metal pneumatics.

The program also promotes leadership development. For example, students organize projects to raise funds by selling livestock they raise.

In 2009-10 the Ag Tech Academy enrolled 320 students in grades 10-12. The Ag Tech student population is a representative cross-section of the school’s 1780 students. In both the Ag Tech Academy and Florin High School, 27% of students are English Language Learners and 88% are economically disadvantaged as measured by eligibility for free or reduced-price lunch.
Community Partnerships Academy
Belkeley High School, Berkeley Unified School District

Community Partnerships Academy offers a college preparatory, technology-rich curriculum that develops community leaders. Since 1989, the academy has partnered with local businesses, community organizations and institutions to extend students’ experiences and opportunities beyond the traditional educational framework and plant the seeds of leadership. Community Partnerships Academy is for students who want to:

• Prepare for a 4-year college or university
• Participate actively in a learning community where students, teachers and families know each other
• Explore career interests through hands-on service learning activities and internships that connect to and serve community needs
• Take college classes while still in high school

Community Partnerships Academy serves approximately 240 students in grades 9-12. The students are very diverse in terms of skills, ethnicity and income. The population is 55% African American, 18% Latino, 15% White and 9% multi-racial students.

In the Community Partnerships Academy students explore public service careers, with a focus on the field of health, and on the use of technology. Students have opportunities to develop their strengths and pursue their college and career goals, including academic preparation that meets the requirements for college admission into California State University or the University of California. Students are provided with intensive support for career exploration and the college search and application process. English and history are integrated core classes. Advanced Placement (AP) credit is made possible through supplemental instruction coordinated with the junior and senior Academy English classes. By enrolling in a supplementary class at the start of the day (“zero period”), students can earn AP credit for their English class and prepare for the AP English exam. Students engage in projects and internships with community organizations in health, education, law and government to learn about and through community and public service during their four years in the academy.

Education and Child Development Academy
Peter Johansen High School, Modesto City High School District

The Education and Child Development Academy began with the vision and combined efforts of the principal, two teachers, and the vocational education director. Johansen’s Child Development classes became articulated with Modesto Junior College and served as an important recruiting tool. The two teachers provided the leadership to create a 10th grade academy team of teachers.
Adjacent to the high school campus sat the “little house” which was envisioned as a perfect building to create a child development center. Under the direction of the school district, the “little house”, was converted into a public preschool licensed by the State of California and now serves as a practicum lab for the academy students each year. Meanwhile, the new academy team planned curriculum and recruited freshmen for the academy’s first class which entered in 1998: that first class included 76 students. In 2008-09, the Education and Child Development Academy enrolled 208 students in grades 10-12, out of the more than 2500 at Peter Johansen High School. In addition to a sequence of classes in child development, the core academic classes for students in the Education and Child Development Academy include English, social studies, and science. Teachers meet as a team during the summer, as well as throughout the year, to plan curriculum that includes cross-disciplinary projects.

At each grade level, students engage in a project that combines the knowledge and skills acquired in their child development course with their academic courses. For example, in 11th grade, students explore the concept of social responsibility and how they can be agents of change in their world. In child development, students learn about controversial issues regarding children. The anatomy and physiology course introduces ethics & controversial practices in science. In English, students read about and discuss the concept of civil disobedience and literary figures who espoused this philosophy. The U.S. History course spotlights leaders, past and present, who made significant impacts on the rights and responsibilities of others. Students then produce a multimedia presentation, combining what they have learned in their academy classes about the concept of social responsibility, and explaining how they have practiced being socially responsible themselves. This culminates in a final grade for each of their academy classes. In 2001, Teachers from this academy received an invitation to present to educators in Tennessee as a model academy. In 2009, the ECDA was highlighted in a campaign by Safe Kids and was recognized by Senator Jeff Denham (12th District) and Assembly Member Tom Berryhill (25th district). The academy’s seniors also received special certificates of recognition from Senator Denham’s office.

International Trade Academy

Banning High School, Los Angeles Unified School District

Phineas Banning High School is located in Wilmington, CA, next to the Port of Los Angeles. In September 1999, Port Commissioner Carol Rowen recognized the potential of the Port as an educational resource for nearby high school students. She started International Trade Education Programs (ITEP), a nonprofit firm that formed a partnership with Banning High School to create the International Trade Academy (ITA). ITA won a California Partnership Academy grant in 2002. In addition to ITA, the ITEP organization also helped to create three other academies at Banning: Global Safety and Security, MATCH (Maritime Agriculture Tourism Cuisine Hospitality), and the Global Environmental Science Academy.
Banning has a total enrollment of more than 3300 students, of whom 91% are Hispanic or Latino. ITA enrolls 210 students in grades 10-12. Offering a strong combination of coursework and experience outside the classroom, ITA classes are specifically related to international trade. Students begin in grade 10 with a class on World Geography, taught by an instructor from Los Angeles Harbor College, for which students receive both high school and college credit. In grade 11 students take a class in Global Internet Trade, specifically developed for ITA. Students learn some of the basics of international business and economic theory, cultural influences on business, governmental and political influences on global trade, importing and exporting, and trade relations. Students become proficient with computer programs, using the internet to explore and analyze global business prototypes. An optional 11th grade class in International Relations gives students an opportunity to participate in the High School Leadership Conference, where high school teams represent the different international actors involved in a serious regional conflict or critical global issue. Each of the student teams at Banning ITA is supported by undergraduate and graduate student volunteers from USC.

The ITA course sequence culminates in grade 12 with Virtual Business, a simulated enterprise that interacts on-line with other virtual businesses run by students all over the world. Students perform all functions necessary to run a business including but not limited to: finance, purchasing, marketing, and human resources. Students also engage in simulated business transactions with other firms such as billing and purchasing.

A series of experiences outside of school complements students’ academic work. All ITA 10th graders participate in the “Topsail” program, which is subsidized by the Port of Los Angeles and conducted by the Los Angeles Maritime Institute in order to build students’ self-confidence and self-esteem. Students develop leadership skills and learn the value of teamwork through a series of one-day instructional, hands-on sailing excursions, culminating in a five-day trip to Catalina Island.

In grade 11, students go through the process of applying for internships. Because of ITEP’s active and committed advisory board, ITA has a strong record of placing students in internships during the summer following junior year. Some of these are with the Port itself, others with businesses located nearby. These internships may continue as paid jobs during senior year.
EXCEL High School, one of Oakland’s new small schools, was founded in 2005 to improve the educational experiences and outcomes for students in the former McClymonds High School attendance area. EXCEL’s goal is for every student to graduate meeting the “a-g” course requirements for the California State University or University of California, and attend a 2 or 4 year college or university of their choice. EXCEL’s total enrollment in 2008-09 was 306 students, 86% of whom are African American. Many EXCEL students live in group homes, foster care or kinship care with a relative. These kinship care arrangements are often constructed outside of the formal foster care process. Thus, many students and their families are excluded from the additional financial assistance available to legally established foster care.

The Law and Government Academy received its first California Partnership Academy grant in 1991, before McClymonds High School was transformed into EXCEL. In 2008-09 the Law and Government Academy enrolled 89 students in grades 10-12. The academy introduces students to a wide range of legal careers, public service, and career fields that require an understanding of law and government process. This program is also designed for students interested in becoming involved in their community and improving their writing, thinking and speaking skills. Core academic subjects including English, social studies and science are integrated with specialty elective classes so that students have the option of attending college when they graduate. All 30 of the academy’s seniors in 2008-09 successfully graduated at the end of the year. All 30 reportedly fulfilled the “a-g” course requirements, 13 planned to attend a 4-year college or university, 11 planned to attend a 2-year college, and 4 intended to pursue postsecondary technical programs.

The Law and Government Academy introduces students to the field through experiences including debate, mock trial, serving as a student lawyer in the City’s Youth Court Program, paid internships, field trips to the State Capitol, tours of local courts, government agencies and participation in Law Day. Students learn about the range of careers in law and government, including those that require law degrees and those that do not.

A signature feature of the Law and Government Academy is the Youth Court class for grades 10-12. Begun in 2005-06, the EXCEL Youth Court convenes during afternoon elective courses. Students who violate the EXCEL Code of Conduct appear before the EXCEL Youth Court. In most cases, the EXCEL Youth Court operates as a tribunal, determining an appropriate consequence based on the evidence presented at hearing. This course exposes students to the variety of components required to run a successful student court. With guidance provided by the school administration, students are responsible for developing all aspects of the court including the types of offenses that will be heard, the appropriate penalty and consequence associated with each offense, and devising a method for case follow-up through the conclusion of the case.
Founded in 1986 at Fremont High School in Oakland, the Media Academy was one of the original California Partnership Academies. In 2003 Fremont High School was divided into four small autonomous schools, each with its own principal and school identity. As part of this transformation, the Media Academy became a small school, called Media College Prep. The Media Academy now spans grades 9-12, enrolling 100 9th graders in addition to 200 students in grades 10-12. The school receives California Partnership Academy funding only for the students in grades 10-12. The Media Academy offers an unusually comprehensive academic curriculum, with courses in all the core academic subjects: English, social studies, math, science, language other than English, and visual and performing arts. This is consistent with Media College Prep’s goal of giving all students the opportunity to complete the “a through g” requirements for the California State University or University of California.

In conjunction with the academic coursework, the Media Academy offers a career-technical sequence designed to lead to a possible college major or professional career. Every 9th grader takes a full year of journalism, where the emphasis is on computer literacy, research, photography with Photoshop, In Design, and Office Suite applications such as Word. Sophomores take a semester of print journalism, writing, editing, layout and design. Every student also takes a semester of broadcast journalism, learning iMovie, radio techniques, pre and post production skills, and writing for documentaries and other media formats. Junior year students select an elective. They can choose an industry lab in newspaper publication, magazine publication, web design, advanced drama/video production, radio, graphic design, or television production. Senior year students take two labs unless they are behind in credits for graduation.

Academic courses are designed to let students use their growing media skills and knowledge. All courses have technology available so that students can develop and apply their technical skills through their academic coursework. For instance, each academic subject department has a video camera and related equipment that students can use for their projects. Teachers have time to plan integrated curriculum that connects academic and career-technical content. As a result, it is not unusual for students to produce radio or TV features as part of projects in history, science, or other academic subjects.

Information collected for a recent WASC accreditation review found that parents and students appreciate the calm and safe climate at Media. The school’s advisory program is supporting students to focus on college readiness. The school has a strong commitment to maximizing attendance and reaching out to parents to encourage them as partners in this endeavor. Staff work well together and this is enabling the implementation of some common structures and strategies for learning.
Located near Sacramento, Cordova High School is home to four California Partnership Academies. In addition to the Polytechnic Academy, Cordova also hosts academies in Business Technology, Consumer Science, and Public Safety. Of the school’s more than 2,000 students, about one out of four are enrolled in academies.

The ethnic composition of students at Cordova High School is about 50% white, 22% Hispanic or Latino, 15% African American, and 10% Asian American, Filipino, or Pacific Islander.

The Polytechnic Academy enrolls about 150 students in grades 10-12. Students follow one of two strands: engineering, or manufacturing and product development. The core academic sequence for grades 10-12 includes English, social studies, and science. The career-technical sequence includes a course in metal fabrication each year.

In grade 10 students also take Introduction to Engineering Design, developed by Project Lead the Way. By designing and producing three-dimensional solid models, students learn an engineering design process and how it is used in industry to manufacture a product. They start by sketching simple geometric shapes, then learn to use a solid modeling computer software package and Computer Aided Design. The techniques learned and equipment used in this course provide a foundation for the next two years of the course sequence.

In grade 11 students take Principles of Engineering, also developed by Project Lead the Way. This course is designed to create an interest in engineering as a career goal by providing hands-on instruction in a variety of related technologies. Scientific principles, mathematical concepts and communication skills are taught through an activity-oriented approach. Problem-solving groups research, design and build projects for practical applications.

Grade 12 offers students a choice between two other courses developed by Project Lead the Way. Computer Integrated Manufacturing enhances computer modeling skills by applying principles of robotics and automation to the creation of three-dimensional models. Engineering Design and Development is a research course that requires students to formulate the solution to an open-ended engineering question. With a community mentor and skills gained in their previous courses, students create written reports on their applications, defend the reports, and submit them to a panel of outside reviewers at the end of the school year. Various projects create connections between the career-technical and academic classes. For example, Engineering Design students have worked with the science and English departments on a solar development project to build several pieces of apparatus:
The Principles of Engineering students learned about projectile motion in their science class. They used these concepts to design, build, and test a catapult with the goal of hitting a target. Calculating the angle needed to hit the target required knowing how to use appropriate concepts and operations from Algebra 2 and Trigonometry. The Polytechnic Academy’s advisory board helps provide access to a range of work-based learning opportunities including field trips, job shadowing, and internships. The academy also sends teams of students each year to compete in engineering and design competitions.

Foshay Learning Center is a K-12 school in South Central Los Angeles. The school’s enrollment is about 80% Latino or Hispanic, and about 20% African American. Foshay's high school program started in 1994-95 with 9th and 10th grade students. The first graduating class was in 1997. All students take the “a through g” courses required for admission to the California State University or the University of California.

Beginning in 10th grade, Foshay students participate in one of three career academies. The “Tech Academy” has evolved from an Information Technology academy that started in 1996-97. It enrolls about 190 of the 510 students in grades 10-12 at Foshay. In 2009, 39 of the 50 seniors graduating from Tech Academy reportedly satisfied the “a through g” course requirements required for admission to the California State University or University of California.

In addition to core classes in English, social studies, and science, Tech Academy students take a three-year course sequence in computer applications and digital imaging. In grade 10 students discover the history of technology and the Internet, as well as conduct projects in the Microsoft Office suite and learn HTML and Dreamweaver for web design. Students do an 8-week project on genetics in conjunction with their biology and history classes. Grade 11 students enroll in concurrent classes with Los Angeles Community College to learn Flash and VB.NET programming. Students create Flash projects about properties in chemistry, create timelines about historical events they are learning in history, and create public service announcements after learning the techniques of persuasion in their English class.
Grade 12 students integrate the skills learned in the preceding two years and add to them. They advance their Photoshop skills and learn video production in the first semester. Projects focus on preparing and writing personal statements for college applications in conjunction with completing their senior portfolios in their English class. In the final semester students interview for specific jobs and create ad-design teams that consist of an account executive, producer, strategist, art director and writer. Each team works for a real client (past clients include the Israel Film Festival, USC Game Lab, and the school library and band). Through this process students use all their prior skills and learn the value of teamwork, communication, accountability and leadership. Guest speakers and mentors are brought in frequently with the help of the partnerships with Light Bringer Project and DDB, an international ad-design company.

Work-based learning opportunities let students apply and extend what they learn in their courses. Every student in the Tech Academy has an individual mock interview in grades 10 and 11. Local industry representatives conduct the interviews, which give students practice in being interviewed. The interviewers also look over and comment on the student’s resume. Students in grade 10 all conduct informational interviews and must job shadow someone who is not a relative during their semester break. With this preparation, students participate in a variety of internships. Recent examples include:

- Fifteen students participated in an Ad Design Academy at DDB, an international ad design company. Three teams of five students each created an advertising campaign.
- Eleven students worked with USC and a game lab to build a video game about applying to college. Eight professionals worked as mentors to help guide the students through this process.
- 25 students spent two days at Fox with three members from the IT department who taught them to rebuild computers and spoke to the students about careers in technology. Students rebuilt 200 machines that were then donated to schools.

The videos of California Partnership Academies on this web page were recorded and edited by teams of students under the direction of the following teachers: Vernon Bisho, Sandi Hathaway, Michael Jackson, and Antonio Manriquez. Full credits appear at the end of each video.

This web Page and accompanying text were produced by the Career Academy Support Network at U.C. Berkeley, under contract to the California Department of Education. The contents do not necessarily reflect the position or policy of the California Department of Education.