UCCI Course Ignite Academy Growth

Betsy McKinstry, Director
Joyce Foss, Teacher and CTE Curriculum Lead
“If we continue to under produce college-educated workers, the large and growing gap between the earnings of Americans of different educational attainment will grow even wider.”

GEORGETOWN UNIVERSITY, CENTER ON EDUCATION AND THE WORKFORCE
Presentation Overview

• Rationale for strategically placing UCCI courses in Programs of Study
• Timeline for expansion of UCCI courses
• District support for development and implementation into LCAP
• Student data
• Teacher support and expertise
• Lessons learned
Our mission is to provide a safe and secure learning environment that promotes a **rigorous curriculum** and enables our students to develop the necessary academic, technical, and work-related **skills of the 21st century**. **Every student** who graduates will be prepared to pursue **college and any career** to which he/she aspires.
AVUHSD Demographics
Why UCCI?

- ELL
- a-g
- Unempl

Legend:
- District
- County
- State
Curriculum/Program of Study

• Linked Learning AB 790 Pilot District
• Alignment of UCCI Courses with academies and pathway: Green Enterprise Academy, Law and Government Academy, Health Careers Academy, Falcon Academy of Sustainable Technologies, Digital Design and Engineering Academy, Agriculture and Environmental Science Academy
• 35 courses articulated with Antelope Valley College
• Industry sector meetings aligned courses within pathways throughout district requirement a-g, articulated, certification
• Virtual Academy that includes CTE pathways
UCCI Aligns with LCAP

• College and Career Readiness: Ensure students are academically proficient and prepared for college AND career

• 21st Century: Provide learning environments and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate and professional growth.
Timeline

2010-2013
UCCI Institutes, Identified teacher leaders and encouraged them to apply; 7 teachers

2011
Communication
Principals, Ed Services, Academies, Industry Sector
Joyce identified as liaison

2014
Implementation
Offered two courses academies
# Acceleration 2015/16

<table>
<thead>
<tr>
<th>Course</th>
<th>Academy /Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriscience Systems Management</td>
<td>Agriculture and Environmental Science</td>
</tr>
<tr>
<td>English 10: Awareness and Ethics in Law and Public Safety</td>
<td>Law and Government Academy</td>
</tr>
<tr>
<td>Chemistry Environmental Engineering Water We Doing</td>
<td>Digital Design and Engineering (Green CPA Grant)</td>
</tr>
<tr>
<td>Integrating Marketing and English</td>
<td>Green Enterprise Academy</td>
</tr>
<tr>
<td>Native Speakers Spanish 3 for Health Careers</td>
<td>Health Careers Academy</td>
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</tbody>
</table>
CPA Academy/Green Energy

- Digital Design Engineering a-g
- SKILLS USA Maker Space Project Base Internships
- New KHS Prep Academy Biological Links
Transitioning to College and Career

Wood Shop

Constr. Tech.

CTE

Voc Ed

STEM

- IED
- POE
- CAE /Const.
- Green Up and Go

STEM
<table>
<thead>
<tr>
<th>LEVELS</th>
<th>GRADE</th>
<th>English/Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Career Technical Education Courses</th>
<th>Other Required Courses or Recommended Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>English 9</td>
<td>Algebra 1</td>
<td>Biological Links to Energy and the Env. (UCCI)</td>
<td></td>
<td>Intro to Engineering Design</td>
<td>Healthy Living (online or summer)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English 9 Honors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PE</td>
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<tr>
<td></td>
<td></td>
<td>English 10 Honors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Foreign Language PE (summer)</td>
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<tr>
<td></td>
<td></td>
<td>English 11 AP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>English 12</td>
<td>SMAP*</td>
<td>Green Up &amp; Go (UCCI, Physics)</td>
<td>Civics/Economics</td>
<td>Engineering, Design and Development</td>
<td>Foreign Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English 12 AP</td>
<td>Calculus AB</td>
<td></td>
<td>Civics/Economics AP</td>
<td></td>
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</tr>
</tbody>
</table>
Demographics

**Green Up and Go**
- Hispanic: 80%
- White: 20%

**Biological Links to Energy and Environment**
- Hispanic: 78%
- African American: 11%
- White: 11%
2014 UCCI Course Enrollment

<table>
<thead>
<tr>
<th>Course</th>
<th># of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Up &amp; Go</td>
<td>25</td>
</tr>
<tr>
<td>Biological Links to Energy and Environment</td>
<td>36</td>
</tr>
</tbody>
</table>
Physics GPA Comparison

<table>
<thead>
<tr>
<th>Average Physics Grade Percentage</th>
<th>Average UCCI Physics Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>88%</td>
<td>97%</td>
</tr>
</tbody>
</table>

Series1
### Biology GPA Comparisons

<table>
<thead>
<tr>
<th>Average Biology Grade Percentage</th>
<th>Average UCCI Biology Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>73%</td>
<td>86%</td>
</tr>
</tbody>
</table>

#### Chart Description:
- **Y-axis:** Grade Percentage
- **X-axis:** Average Biology Grade Percentage vs. Average UCCI Biology Grade Percentage
- The chart compares the average biology grade percentages between Series 1 and the UCCI.
- Series 1 has an average biology grade percentage of 73%, whereas the UCCI has an average of 86%.
The Beginning: Teacher Support

- **Course Search** – UCCI; already approved “A-G”

- **Course Revision** – Modify to meet needs of student/pathway/academy

- **Course Writing** – Start from scratch or existing course outline
The Process

• Meet with teacher(s) to discuss course submission template
• Check for rigor—purpose
• Ask questions to clarify and focus on expected outcomes
• Check Key Assignments (activity vs assignment)
• Submit course to Director for preview
• Place into the UC Portal
• Attach Labor Market Review
• Submit for School Board Approval
Lessons Learned

• Have a vision for courses
• Lay the groundwork
• Teachers are key to implementation
• Align courses with CTE sequence, benefit the students
• Address credentialing issues
Questions?

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