To:	Measure N Commission
From:	Matin Abdel-Qawi, High School Network Superintendent
Subject:	**Probationary Schools 2022-23 Funding Recommendation**
Date:	December 8, 2021

Legislative File Id. No.	21-2889
introduction Date:	12/7/2021
Enactment No.:	22-0125
Enactment Date:	2/9/2022
By:	er

OVERVIEW & OBJECTIVE

The goal of the probationary school process is to support sites to develop their understanding of Linked Learning implementation by providing more feedback on their progress and building site capacity. The four sites currently on probation have received one on one consultation to review feedback received and understand the probationary school process and expectations. Sites were required to have a pathway consultant to support them through the pathway development process, and charter schools on probation have been participating in a Community of Practice which launched in September 2021. All sites also participated in three-hour site visits in October and November of 2021 where they provided an update on their progress and received feedback in real time. Sites then submitted documentation of their progress and answered key during their December 2021 presentation to the Measure N Commission.

Site leaders have shared their overall site's growth in understanding the Linked Learning framework and have expressed their commitment to implementing Linked Learning with high fidelity. The Measure N team will continue to support probationary schools by continuing the probationary school process for the remainder of this academic year, next year for schools as indicated, and continuing to provide feedback for schools designated to be off of probation.

SUMMARY

Staff recommendations are as follows:

Full Implementation - $850 per pupil

21-2888 Aspire Lionel Wilson College Preparatory Academy [Probationary Status Year 5]
- Response to Feedback
  - Clearly thought-out redesign of CTE Course Sequence
  - Evidence that pathway themes and design-thinking are integrated into into core classes
  - New work-based learning progression embeds opportunities in curriculum at all grade levels
  - Increased structures for teacher collaboration and evidence of teacher leadership around pathway growth and development
  - Evidence of all four pillars of Linked Learning
- Highlights
  - CTE Course redesign includes progression of skills in Auto-CAD suite of program and new Senior Engineering Design Capstone project
  - Dual Enrollment partnership with College of Alameda ensures all high school students take at least two college courses
  - Interdisciplinary projects at all grade levels involve partners outside of school and integrate social justice lens. Industry partners collaborate on projects and provide students with feedback.
  - Evidence that the leadership team, teachers and students understand Linked Learning. Teachers seem excited about Linked Learning and there is momentum to continue strengthening pathways.
  - Addition of a new Pathway Coordinator position will further integration of the pathway into the core academic classes and allow the school to fully implement its work-based learning plans.

- Areas for Continued Progress Monitoring
  - Interventions for students who are disengaged and supports for students who aren't interested in engineering
  - Increasing Pathway teachers' exposure to the engineering industry (through externships, etc.)

21-2889 East Bay Innovation Academy [Probationary Status Year 5]
- Response to Feedback
  - Clearly thought-out redesign of CTE Course Sequence aligned to Information and Communication Technologies standards
  - Shared teacher leadership and ownership of pathway
  - Professional Learning Communities are now structured into schedule to facilitate teacher collaboration and interdisciplinary planning; 180 minutes of weekly teacher planning time built into schedule
  - Updated master schedule allows for cohorted CTE and core classes at all grade levels and dedicated time for work-based learning.
  - Evidence of all four pillars of Linked Learning
- Highlights
  - Clear commitment to Linked Learning among administrators, teachers and staff
  - Vertical alignment of courses and connection of CTE skills to core classes
  - All students now participate in CTE sequence
  - Teachers are CTE-certified
  - Strong program for 9th graders includes CTE course plus dual enrollment course on career awareness in partnership with Merritt College
- Areas for Continued Progress Monitoring
  - Development of more robust internship and work-based learning opportunities; new Internship Coordinator position will facilitate this growth.
  - Strengthening CTE experiences of 12th graders
  - Development of interdisciplinary projects

21-2890 Oakland School for the Arts [Probationary Status Year 4]
- Response to Feedback
  - Evidence of teachers collaborating across subpathways and with core teachers; teachers appear to have greater awareness of and interest in deepening Linked Learning
  - Greater integration of pathways into cores classes and advisories
  - Expanded work-based learning opportunities include monthly artist speaker series, career mentors and quarterly master classes
  - Programs of Study show evidence of all 4 pillars of Linked Learning
- Highlights
  - Investment in staff to support Pathway development through creation of Pathway Coordinator position and two Pathway leads
  - Integration of 9th-12th grade CTE standards into English Language Arts curriculum
  - Launching of Art Advisory Board
  - Interdisciplinary projects such a Harlem Renaissance and Afro-Futurism project foster collaboration between arts and core teachers
  - Pathway-cohorted Business of the Art classes taught by industry professionals

- Areas for Continued Progress Monitoring
  - Dual Enrollment partnerships
  - Embedding work-based learning opportunities more systematically across all grade levels
  - Intentional structures for teacher collaboration
  - Continuum of college awareness, exposure and preparation activities

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Probationary - Full Funding - $850 per pupil

21-2891 Ralph J. Bunche Academy [Probationary Status Year 2]
- Response to Feedback
  - School site is beginning to work on increasing student awareness of and enrollment in Culinary Arts program
  - School site is in process of developing strategic actions to enhance and grow Linked Learning

- Highlights
  - Personalized student supports and strong, positive relationships between students and staff
  - Senior Seminar: All students participate in seminar and graduate with post-secondary plan of action
  - Hospitality, Tourism & Recreation Committee: Established structure in place to allow for deeper Pathway development
  - Pathway Co-Leads: Two teacher leaders who can play a key leadership role in Pathway development

- Areas for Continued Progress Monitoring
  - Updated and refined Program of Study
  - Integration of Hospitality, Tourism and Recreation Pathway themes across the school curriculum
  - Increased staff, student and family awareness of Hospitality, Tourism and Recreation Pathway and Culinary Arts program
  - Increased student participation in Culinary Arts and Hospitality, Tourism and Recreation Pathway programming
  - Increased staff understanding of and capacity to implement Linked Learning through professional development, coaching and protected collaboration time
  - Systems to support equitable access and opportunities for Work-Based Learning

PROBATIONARY SCHOOL FUNDING RECOMMENDATIONS FOR 2022-23

The below chart summarizes our funding recommendations and projected allocations for the 2022-23 school year.

Legislative Id. No.	School	2022-23 Recommendation	2022-23 Funding Allocation Amount	2021-22 Enrollment *(Oakland residents only)*	Probationary Status Amount withheld in Reserve Fund	Projected 2022-23 Measure N Allocation *(2022-23 Funding Allocation + Amount held in Reserve Fund)*
21-2888	Aspire Lionel Wilson College Preparatory Academy	Full Implementation	$850 per pupil	257	$351,975.00	**$570,425.00**
21-2889	East Bay Innovation Academy	Full Implementation	$850 per pupil	211	$302,175.00	**$481,525.00**
21-2890	Oakland School for the Arts	Full Implementation	$850 per pupil	276	n/a	**$234,600.00**
21-2891	Ralph J. Bunche Academy	Probationary - Full Funding	$850 per pupil	77	n/a	**$103,427.16**

Due to the unique attendance patterns in Alternative Education, schools are funded based on their highest attendance reported from the previous year, multiplied by the percentage of Oakland residents, multiplied by the per pupil amount.

Total Projected 2022-23 Measure N Allocation to Probationary Schools	$1,389,977.16

SCHOOL: East Bay Innovation Academy PATHWAY THEME: Computer Science and Design Innovation SITE VISIT TEAM MEMBERS: Matin Abdel-Qawi, Stacey Blankenbaker, Nancy Gomez, Sam Berg, Vinh Trinh, Louise Waters & Jason Gumataotao	DATE OF SITE VISIT: 10/27/21 10:30am-1:30pm

SITE VISIT FEEDBACK

QUESTION	RESPONSE

What are overall areas of strength in the school's Pathway development?	• Program of Study
	  ○ Clearly thought-out re-design of CTE Course Sequence aligned to ICT standards (Information and Communication Technologies)
	  ○ Vertical alignment among courses and connection of CTE skills to core classes
	  ○ CTE-certified teachers
	  ○ All students now participate in CTE sequence
	  ○ Strong program for 9th grader includes CSDI 1 plus a dual enrollment course on career awareness in partnership with Merritt College
	
	• Teacher Awareness and Buy-in of Linked Learning
	  ○ Greater awareness of Linked learning and increased overall buy-in of pathway
	  ○ Evidence of authentic teacher collaboration
	  ○ Participation in professional development (such as Porterville site visit)
	  ○ Shared teacher leadership and ownership of Pathway
	  ○ Teacher passion for educating and desire to continue learning and improving
	
	• Structural Changes in Support of Pathway
	  ○ Professional Learning Communities are now structured into schedule to facilitate teacher collaboration and intentional interdisciplinary planning. This is integral to Linked Learning.
	  ○ Updated master schedule allows for 7 period day, cohorted CTE and core classes at all grade levels, and dedicated weekly work-based learning. This all supports the full integration of pathways within school.
	  ○ 180 minutes of teacher planning time built into schedule for grade level teams and PLC
	
	• Student Excitement and Interest in Pathway
	  ○ Students are aware of pathway
	  ○ Many students mentioned not necessarily being interested in computer science in 9th grade but that their interest has grown over time and they are now considering a future in it

	- Schoolwide Vision for Pathway - In previous site visits, administrators couldn't speak to their linked learning vision. There is now a clear commitment to Linked Learning among administrators, teachers and staff. - Strong communication and presentation of Pathway - Momentum to continue strengthening pathway - Submitted application for Silver Certification
What are overall areas of growth?	- Expansion of partnerships with Peralta beyond 9th grade - Work-Based Learning - More robust internship and work-based learning opportunities can be developed - Hiring of Internship Coordinator will facilitate growth - Senior Year: The program of study for 12th graders lacks a CTE-specific course and isn't as strong or coherent as other grade levels - Cross-Curricular Projects: Through the PLCs there is momentum for developing cross-curricular projects; teachers seem to be on the cusp of making this happen.
What is some feedback regarding pathway development that could further support the site?	- Develop more hands-on opportunities related to technology and incorporate real-world learning - Students in particular mentioned a desire to bring their designs/innovations to life (through robotics work, for example) - Continue to learn about linked learning through site visits to other schools - Continue to invest in PLCs and teacher collaboration. Teachers expressed an interest in visiting each other's classrooms as well as pushing themselves out of their comfort zone. - Continue efforts to review student data to understand the impact of the program of study; design student supports and interventions in response. - Continue to build out data to track work-based learning experiences and ensure equitable access - Look into what's happening and could be developed to support students who aren't interested in computer science, design and technology
Probation Recommendation	We recommend that EBIA gets off of probation. The school has dedicated time and resources into thoughtfully responding to all the areas of growth identified in previous site visits (see below). The shared staff leadership of the Pathway and continued investment in PLCs will support further pathway growth and the development of interdisciplinary projects. Hiring of an Internship Coordinator will support development of more robust work-based learning activities.

CONTEXT: 2019-20 Feedback - Areas for Continued Progress Monitoring

2019 Probationary Site Visit
- Potential master scheduling challenges and structural challenges that the design team must think through and address   - Develop and implement a full scope and sequence of the Work-Based Learning continuum   - Ensure equitable access and participation for all students in Work-Based Learning opportunities   - Integration of industry professionals to support teacher collaboration and integrated projects   - Deeper reflection and integration of computer science and arts components of pathway   - Develop clear action steps that will be taken to address the previous feedback provided   - Staff needs continued support in understanding what is Linked Learning and how to integrate the pieces they have developed   - Establishing protected collaboration time for teachers   - Work with consultant to ensure that all 4 pillars are fully developed and integrated

2021 Assessment of Progress

December 2019 Probationary Status Assessment	December 2021 Assessment
Need to develop and integrate CTE industry aligned core sequence	✔
Need to develop teacher leadership and capacity to support pathway development	✔
Need to develop systems to support equitable access and opportunities for Work-Based Learning	In progress
Need to develop and integrate all 4 pillars of Linked Learning	✔
Need to establish protected collaboration time	✔