Linked Learning High School Office

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Section 1: Background Information

a. Strategic Priorities and Tactics
b. Operating Budget
c. Funding
d. FTE

Linked Learning
Creating Pathways to Excellence

College, Career and Community Readiness

OUSD's Goals for 2020
80% of high school students are in Linked Learning Pathways
100 % of rising sophomores are in Linked Learning Pathway
85% Cohort graduation rate across the city

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OUSD's Goals for 2020
75% of graduates will meet UC/CSU's A–G criteria.
60% of African–American, Latino, Special Education, English Language Learner (ELL), and Foster Youth meet A–G requirements.

Graduate Profile

Pathway Essential Elements

Design	Beliefs	Structures
Pathway Theme	**High Expectations for All**	**Master Scheduling**
Pathway Outcomes	**Equity and Access**	**Student Cohort Scheduling**
Graduate Capstone	**Social Emotional Learning**	**Teacher Cohort Scheduling**
Interdisciplinary Projects	**Personalization**	**Teacher Collaboration Time**
Community Partnerships	**Restorative Practices**	**Community of Practice**
	Data Based Inquiry	

4 Pillars

- **Rigorous Academics**
- **Integrated Student Supports**
- **Work Based Learning**
- **Career Technical Education Sequence**

Pillar Components

Project Based Learning	College & Career Plans	Career Exploration	Industry Theme
Authentic Assessment	Advisory Structures	Speaker Panels	K–14 Pathway Design
Effective Instructional Strategies	Personalized Relationships	Job Shadowing	CTE Standards
Common Core Standards	Mentoring	Internships	21st Century Skills
Next Gen Science Standards	Access to Healthcare	Teacher Externships	CTE Dual Enrollment
Dual Enrollment, IB & AP Courses	Expanded Learning	Project Consultation	Certifications

Graduation Rates on the Rise

10% Growth in the last 4 years

2013-14	All Schools	All Students	2,353	60.7% N = 1,428	15.4% N = 362	23.5% N = 554
2014-15	All Schools	All Students	2,255	64.2% N = 1,448	11.8% N = 266	23.9% N = 538
2015-16	All Schools	All Students	2,330	65.7% N = 1,531	13.0% N = 302	20.0% N = 466
2016-17	All Schools	All Students	2,346	70.7% N = 1,659	11.9% N = 279	15.0% N = 351

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
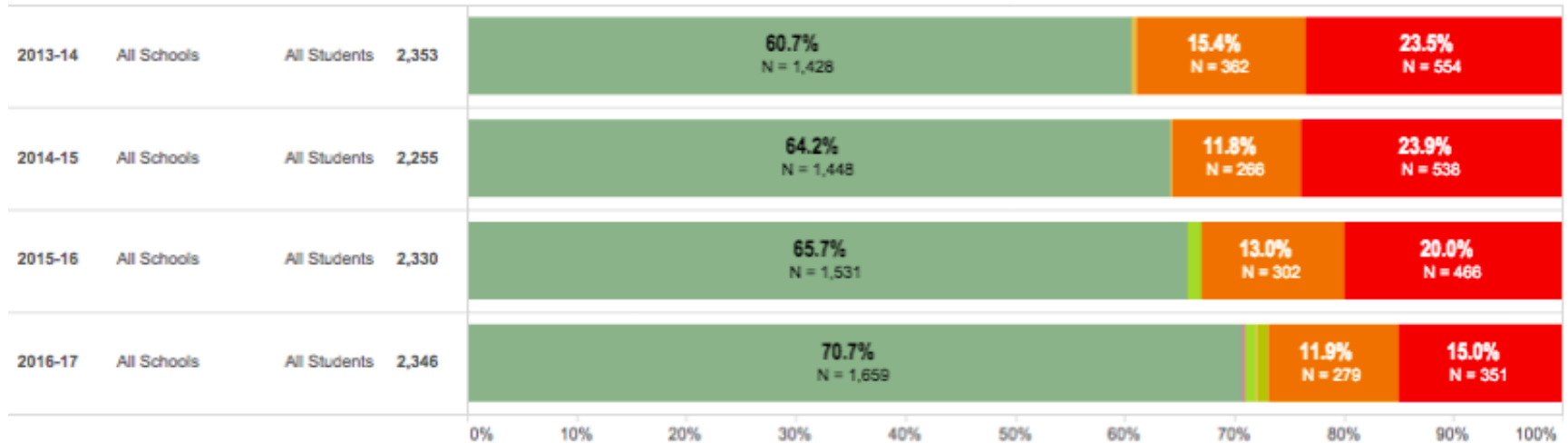
Strategic Priorities and Tactics: Improve Graduate Outcomes

Increase Graduation Rate and Decrease Dropout Rates
- Increase graduation rates to 85% by 2020
- Eliminate the dropout rate by creating a continuum of options that support all students

Provide Quality Instruction within Linked Learning Pathways
- Quality, rigorous standards-based project-based learning experiences for students
- Vertically aligned performance based assessment system aligned to graduate profile
- Improved literacy outcomes and mastery of state standards

Provide Academic Advising
- Academic intervention and advising
- Career and college readiness and identified career paths for students

Develop systems and procedures that promote excellence
- Develop standard operating procedures and coherence across departments
- Create data environment that supports site and central decision making
- Master Scheduling Supports

Work Based Learning Experiences
- Developing real world 21st century skills in students
- Developed industry partners to mentor students
- Professional development for teachers to integrate revelevent skills into curriculum
- (Re)engagement for students

Career Technical Education
- Develop programs of study, courses, units of study that create relevance for students and readiness for college and career
- Create facilities that support real-world learning

High School Linked Learning General Funding

Revenue Source	2018-19
General Purpose-Linked Learning (912)	**$358,615**
S&C-Linked Learning (912)	**$1,433,081**
General Purpose-Linked Learning: Counseling (928)	**$2,563,347**
S&C-Linked Learning: Counseling (928)	**$1,828,649**
General Purpose-High School Supervision, Home and Hospital, Alt Ed (964)	**$837,198**
S&C-High School Supervision, Home and Hospital, Alt Ed (964)	**$322,101**
Total	**$7,342,991**

High School Linked Learning Operating Budget

Object Code Range	2018-19
1000s-3000s (Personnel)	**$7,189,865**
4000s (Supplies, Books/Instructional materials, etc.)	**$4,321,918**
5000s (Contracts, etc.)	**$1,598,271**
6000s (Capital Purchases)	**$18,368**
7000's (Interprogram & Indirect Costs)	**$143,486**
Totals	**$13,271,907**

Grant Based Funding

Revenue Source	2017-18	2018-19 *
Salesforce		$1,000,000
Intel	$590,000.00	$201,967
Atlantic Philanthropies **	$3,361,752.72	$2,605,760
CTEIG **		$3,442,882
CPT 2 **		$490,155
ALP **	n/a	$100,000
Oakland Fund for Children and Youth	$150,000	$150,000
Perkins CTE Funding	$418,234.00	$474,334
CA Apprenticeship	$499,000	$172,002

* Reflects carryover from previous year(s)   ** Grant sunsets after 2018-19

Employees - Centrally Funded

Position	2018-19
Director (S&C)	1
Managers	4
Coordinators (S&C, Measure N)-1 Vacancy	6
Teachers/TSA	10.52 (Salesforce)
Program Managers (Measure N)	1
Business Manager (GP)	1
Administrative Assistant 1	1
Site Based Staff (Counselors, CCRS's)	50

Employees - Grant Funded

Position	2017-18	2018-19	Change
Classified Staff	6.5	6.5	none
Pathway Coaches	3.5	3.5	none
CTE Coaches	3.5	3.5	none
Work Based Learning Liaisons	3	3	none
Computer Science Teachers (Salesforce)	9.52	9.52	none

Employees - High School Supervision Team

Position	2017-18	2018-19	Change
High School Superintendent	1	1	none
ED of Alternative Education	1	1	none
ED of Instruction ● 1 Dedicated to Elevation Schools	2	2	none
Network Partner	1`	1	none
Program Manager of Home and Hospital	0	1	+ 1 FTE
Executive Assistant	.5	0	-.5 FTE

Responsible for coaching and supervising the development of school leadership in order to support high-quality Linked Learning pathway development across all high schools

Major Contracts over 25 K

Contract	2017-18	2018-19	Change
Always Be Learning-Master Scheduling Support (Measure N)	$25,000	$40,000	+$15,000
Seneca Center for Community Day School (Title 1)	$100,000	$100,000	0
CYO for Justice-Involved Youth in Alt Ed Schools (Measure Z Grant)	$167,500	$167,500	0
Oakland Children's Hospital (GP)	$115,000	0	-115,000
College Board for AP Exams for LCFF Students	$0	$125,000	+$125,000
College Board-PSAT 9/10, Same Day SAT	$151,225	$47,207	-$104,018
UC Berkeley-DCAC Counselors	$128,000	$0	-$128,000
Linked Learning Alliance Data Sharing and Certification (Measure N)	$11,500	$15,000	+$4,500
APEX Credit Recovery Contract (S & C)	$162,475	$95,000	-$67,475
Alameda County Health Care Services Agency (Last Atlantic Grant Payment)	N/A	$648,440	N/A
Y-Plan Support Graduate Capstone (Grant)	N/A	$45,000	+$45,000

Strategic Priorities and Tactics

a. **Ongoing Initiatives**
   i. What are the benefits?
   ii. Highlight successes currently being achieved

b. **New Initiatives**
   i. What are the benefits?
   ii. How are they linked to your overall plan? OUSD's priorities?

Section 2:
Alignment

a. Alignment to OUSD Theory of Action

b. Alignment to LCAP Major Goals and Annual Measurable Outcomes

Goal: To provide rigorous and engaging standards based learning opportunities within A-G courses that prepare students for college, career and community.

LCAP Goals:

A1.1 Pathway Programs

A1.3 A-G Completion

A2.9 Targeted School Improvement

A3.2 Reading Intervention

Rigorous Academics and Career Technical Education

Computer Science Team

Job and Job Classification	Status
Director of Linked Learning	Filled
Manager of Performance Based Assessment	Filled
CTE Pathway Coach-Visual Arts (CTEIG Grant)	Filled
CTE Pathway Coach- Digital Media (CTEIG Grant)	Filled
CTE Pathway Coach- Health (CTEIG Grant)	Filled
CTE Pathway Coach- Social Justice (CTEIG Grant)	Filled

Graduate Capstone's Impact on Students and Teachers

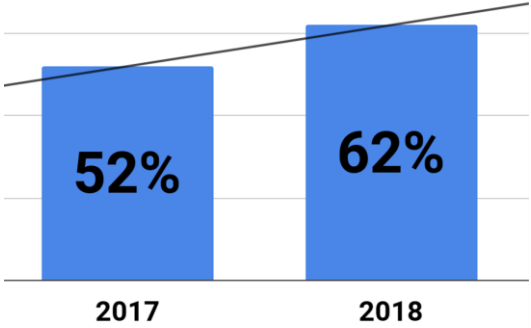## Schools Using New CCSS Standards District Graduate Capstone Rubrics in 2017-18

Oakland High, Skyline, Tech (Fashion, Computer, Health Academy), Fremont, Castlemont, Life Academy, CCPA, Bunche

Some of the Key Skills Assessed:

Credibility & Bias	Argument, Evidence, & Analysis	Organization & Language Use	Presentation

Valuable/Very Valuable to Writing Skills (600+ Seniors Surveyed)

PD Impacts Teacher's Instruction

52% 2017

62% 2018

100%

Strongly Agree - 87%	Agree - 13%

California School DASHBOARD

University of California (UC) and California State University (CSU)
a-g requirements: Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below

Career Technical Education (CTE) Pathway: Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below

CTE Coaches Impact Teachers' Instruction in CTE Pathways
School Years 2017-2019

94 Teachers

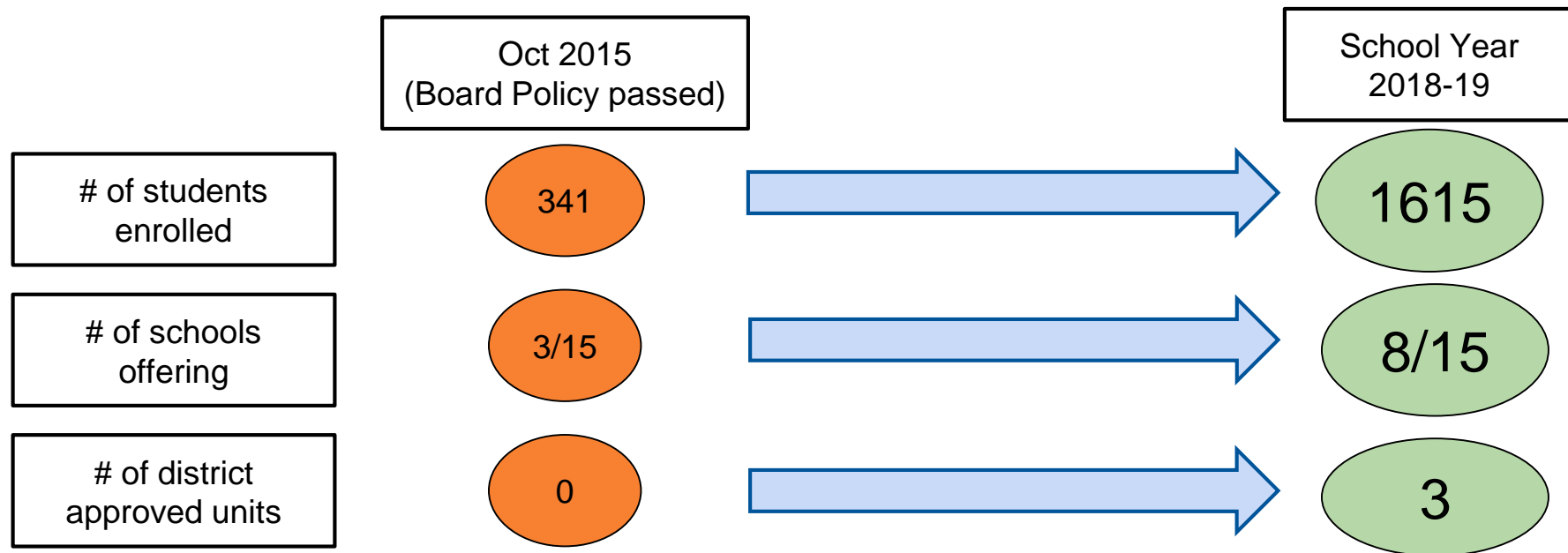| 39	23	22	10
PBL INSTITUTE	COACHING	CTE CREDENTIAL	EXTERNSHIPS

7
A-G COURSES WRITTEN/ADOPTED for 18-19

9
CTE SEQUENCES IN DEVELOPMENT

9th Grade Ethnic Studies Reaches 5x's Students

The goal of Ethnic Studies is to humanize and empower all people by honoring histories and cultures of historically marginalized groups, by employing multiple disciplines and perspectives to critically analyze systems of oppression, and by promoting action in solidarity with others to transform students' lives and communities.

	Oct 2015 (Board Policy passed)	School Year 2018-19
# of students enrolled	341	1615
# of schools offering	3/15	8/15
# of district approved units	0	3

Goal: Improve the overall relevance of the instructional core by increasing the number and quality of Oakland students' work based learning experiences allowing them to develop 21st century skills and a vision for their future.

LCAP Goals:

A1.1 Pathway Programs

A1.5 Summer Learning

A2.2 Social Emotional Learning

A5.1 School Climate and Culture

A5.4 Root causes of chronic absences

Work Based Learning Team

Work Based Learning Team

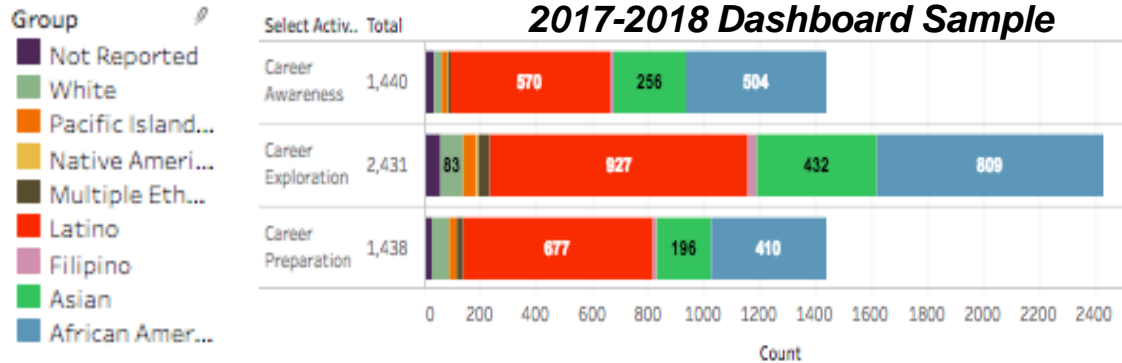| Job and Job Classification	Status
Coordinator, School to Business Partnerships	Filled
Coordinator, Work Based Learning	Filled
Coordinator, Skilled Trades and Apprenticeships	Filled
Work Based Learning Liaison	Intentionally Vacant

In 2017-18,
HSLLO cultivated
**100 +
new industry
partners**
for pathways

**Targeted strategy and
prioritization of WBL and
partners for**
**Elevation and
Alt Ed Schools**

School	Sampling of New Industry & Community-Based Partners
Castlemont	Metro Golf Links, Alameda Health Services, Oakland Fire Department
Fremont	Cypress Mandela Training Center, Swinerton Construction, BART, Carpenter's Training Center, Oakland Housing Authority, Center for Youth Development through Law, Pilot City, Superior Court of CA
McClymonds	Port of Oakland, PG&E, Oakland Entrepreneurship Alliance, Oakland Housing Authority, Oakland Fire Department, TechHire Oakland
Bunche	Home of Chicken & Waffles, Sprouts Cooking Club, Dripline Restaurant, Americorps, T.S.A., Oakland Parks & Rec, Oakland Workforce Development Board, Chabot Space & Science Center, YMCA
Dewey	Alameda Health Services, LeadersUp, Oakland Workforce Development Board, Lincoln Family Services, LeMo Massage Therapy, Oakland Fire Department, Oakland Workforce Development Board, Harbor House Ministries
Rudsdale	Y.E.P., Youth Uprising, David Glover Center, Unity Council, Civicorps, Tech-Exchange, Oakland Workforce Development Board

Work-Based Learning: Created Data System Development

WBL Data Systems Development	2017-18	**Dashboard Built for Tracking WBL Experiences at the Student Level**
	2018-19	**Data entry into Aeries for Linked Learning Certification** = allowing for more complete data and real-time dashboards & investigation into correlations with student performance measures

Group
- Not Reported
- White
- Pacific Island...
- Native Ameri...
- Multiple Eth...
- Latino
- Filipino
- Asian
- African Amer...

2017-2018 Dashboard Sample

Select Activ..	Total	
Career Awareness	1,440	570 256 504
Career Exploration	2,431	83 927 432 809
Career Preparation	1,438	677 196 410

Count: 0 200 400 600 800 1000 1200 1400 1600 1800 2000 2200 2400

Total # Students Experiencing WBL:

Career Awareness: 1600+
Career Exploration: 2,600+
Career Prep (Internships): 1,060
Work Permits: 708

Summer Internship Program Highlights			
Over $400,000 in stipends to Oakland students	*400 students earned 10 credits each*	*7000 hours of industry mentorship*	*$565,000 value of mentoring time*

Work-Based Learning: Summer Internship Growth
[School Managed Internship Experiences Only]

Target Growth Subgroups	2016 Number	2017 Number	2018 Number	% increase 2016-2018
AA Male	16	44	60	**375%**
AA Female	23	75	83	**361%**
Latino Male	23	33	64	**279%**
Total	**150**	**304**	**400**	**267%**

Key factors to increase in African American and Latino Male Student Participation:
- Strategic inclusion of underserved schools
- Schools creating dedicated Work-Based Learning Lead positions
- Deliberate outreach within schools by Teachers & WBL Leads
- Targeted & Strategic Partnership Development in the skilled trades

Skilled Trades, Advanced Manufacturing and Pre-Apprenticeship Programs

Board Policy 1776

Exposure to the Skilled Trades *770 students*	Courses 2018-19
1. Women Can Build Day 2. Oakland MFG Day 3. 2 Skilled Trades Career Fairs 4. Summer Cypress Mandela 5. Summer BART	***MC3 Curriculum*** Fremont HS: 198 Skyline HS: 128 ***247% Increase in enrollment for 2 years***

California Apprenticeship Initiative Grant out of the California Community College Chancellor's Office funded creation/enhancement of spaces for Pre-Apprenticeship Programs, a two-year grant of almost **$500,000**

Anai Melendrez is sponsored by Turner Construction and Girls Women Inc. to enter Carpenters' Union. 1st Direct Entry student into the trades from OUSD in over 20 years. Level 1 Apprentice

Goal: We will provide students exposure, training and preparation in computer science so more students of color will develop a positive and authentic identity within the tech sector and have access to the Bay Area's #1 Industry.

LCAP:

A1.1 Pathway Programs

A2.5 Teacher Professional Development

A2.9 Targeted School Improvement Support

Computer Science Team

Computer Science Team

Job and Job Classification	Status
Manager of Computer Science (Intel)	Filled
Coordinator of Computer Science (Salesforce)	Filled
Middle School Computer Science Teachers (Salesforce)	Filled
Program Manager (Intel)	Filled
McClymonds Site Supports (Intel)	
College and Career Readiness Manager	Filled
Engineering Pathway Director	Filled
Parent Engagement Coordinator	Filled

Computer Science Partnerships

Corporate and Commuity Based Organizations working with OUSD to help further students CS Education
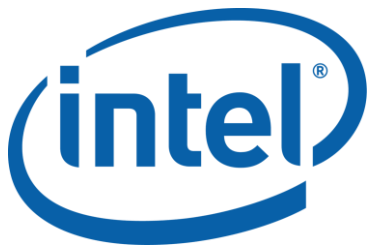
Outside Classroom Computer Science Opportunities

Mi'Quel Sapp at Code.org gala

CS Education Week 2018
- 147 Volunteers
- 35 Schools
- 39 Tech Companies
- 32 middle school students teaching in elementary schools

Since 2016
- 182 student mentorships
- 125 student internships

Since 2016
- Field trips for 8 schools

Computer Science Outcomes

Enrolled in CS Courses			
	2015-16	**2018-19**	**4-Year Growth**
# of High School Students	704	1932	+174%
# of Middle School Students	82	1696	+1,968%
AP Computer Science in OUSD	AP CSP Pass Rate = 53%	District AP Pass Rate = 46%	
# of students taking AP CS A	20	108	+440%
# of students taking AP CSP	0	222	Infinitely more!
# of school offering AP CS courses	2	6	+200%
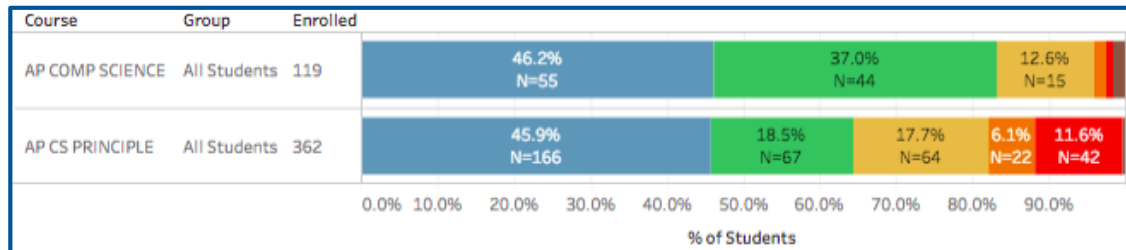
Goal: We will provide more supports for students to increase overall graduation rates, A-G awareness, College and Career Readiness, and adequately prepare students for college, career, and community transitions.

LCAP Goal:

A1.3 A-G Completion

A2.1 Implementation of CCSS

A3.2 Reading Intervention

Counseling

Employee's Comprehensive Student Team

Job and Job Classification	Status	Staffing Implications
Manager of Master Scheduling and Comprehensive Student Supports (Certificated)	Filled	Manages 42 Counselors and designs the professional development for department
Coordinator of College Access (Classified)	Filled	Coordinator FAFSA, Dream Act. CCRS
Coordinator of Postsecondary Readiness (Classified)	Vacant	Counselor Training, AP, UC Portal, NCAA, etc
42 College and Career Counselors (OEA)-(Site)	Filled	Counselors at sites
9 College and Career Readiness Specialists (Site)	Filled	Some of these positions are split funded between site and central. College Access

For 2018-19 budget we eliminated the following positions in order to meet the budget parameters of the Superintendent and the Board:
- Eliminated Executive Director of Counseling
- Eliminated Central District Registrar

Comprehensive Student Supports and Counseling

College Readiness Supports:

- **UC CMP Portal:** All A-G courses updated and aligned with courses offered in our high schools
- **AP Training and Operations**
- **Transcript Audits**: All senior transcripts audited by end of October, 2018 (then move to all juniors, sophomores)
- **APEX Credit Recovery**: 1,678 Courses Recovered by 673 Unique Students and 98% Passing Rate

Postsecondary Transition

- **FAFSA/Dream Act Application Completion:** District Wide 80% Completion *(79% by March 2 deadline, 80% after March 2 deadline)*
- **FAFSA/Dream Act Application Completion**: Future Centers 91% Completion
- **Cal Grants A Awarded and Amount**: 360 Awarded and $4.13 Million
- **Cal Grants B Awarded and Amount**: 617 Awarded and $1.13 Million
- **2 and 4 year College Application**: TBD (December 2018 NSC)*
- **College Enrollment and Transition Supports**
- **College Access Partners**: Center for Educational Partnership: Destination College Advising Corps, Upward Bound (Mills, Berkeley), East Bay College Fund, East Bay Consortium, College Track, One Goal, UCOP: Transcript Evaluation Services, Peralta Colleges, CSU East Bay *(Collaborative work in our comprehensive and alternative high schools with shared common goals)*

Work in Progress: Tracking and reporting systems with updated weekly/monthly data to monitor progress of college applications completed and submitted, FAFSA/Dream Act applications, APEX Credit Recovery, Transcript Audits, On Track to Graduate Dashboard, and adoption of **College and Career Plan** platform

Goal: Increase the number of students receiving college credit *during high school*, which streamlines the student's successful transition to college, increases overall student persistence in both high school and post-secondary, and increases # of students working towards CTE certificates.

LCAP Goals:

A1.1 Pathway Programs

A1.3 A-G Completion

A1.5 Summer Learning

A2.1 Implementation of the CCSS

A2.4 Teacher Recruitment & Retention

A2.7 Class Size Reduction

Early College Credit

Employee's Early College CreditTeam

Job and Job Classification	Status	Staffing Implications
Manager of Early College Credit (Measure N)	Filled	Works with Peralta to support OUSD to coordinate dual enrollment classes.
TSA Dual Enrollment	Filled	Supports students to pass DE classes

The OUSD Dual Enrollment Program is:

✓ **College Curriculum taught by College Instructors**,
   while conveniently **offered on the high school campus**
✓ **FREE** to any interested and eligible **9-12th grader**
✓ **Earn BOTH high school <u>and</u> college credit**
   *(3 Peralta Semester Units = **10 OUSD Semester Credits**). DE can be used for Credit Recovery!*
✓ **GPA Boost!** Extra weight (like an AP course)
✓ **UC/CSU transferable,** CTE/Pathway, and/or college readiness courses
✓ Accelerated path to & through college, **saving lots of time and money (satisfy GE requirements)**
✓ Explore, intro to, & prep for college and career!

Dual Enrollment

Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
18 month pilot MOU & OUSD Dual Enrollment Toolkit created **15** courses; 7 high schools **348 students**	**16** courses; 8 high schools **458 students**	**33** courses; 13 high schools **855 students**	New MOU (6/30/19) **39** courses; 14 high schools **1054 students**	**45** courses; 14 high schools **1124 students**	**42** courses; 14 high schools **1080 students**
% students earning grade of C or better	% students earning grade of C or better	% students earning grade of C or better	% students earning grade of C or better	% students earning grade of C or better	% students earning grade of C or better
77.3%	**86.3%**	**79.4%**	**75.3%%**	**76.3%**	*Pending*
AA: 75% **Latino: 86.7%**	**AA: 82.1%** **Latino: 90%**	**AA: 76.5%** **Latino: 80.4%**	**AA: 74.6%** **Latino: 72.4%**	**AA: 73%** **Latino: 73%**	*Pending*
vs % students passing AP Exam with 3+ *8% (AA 1.6%, Latino: 6.8%)*		*vs % students passing AP Exam with 3+* *8.2% (AA 1.9%, Latino: 5.3%)*		*vs % students passing AP Exam with 3+* *8% (AA 1.7%, Latino: 7.1%)*	

Goal: By 2020, the percentage of high school students in Linked Learning Pathways will increase to 80 percent, 100 percent for rising sophomores.
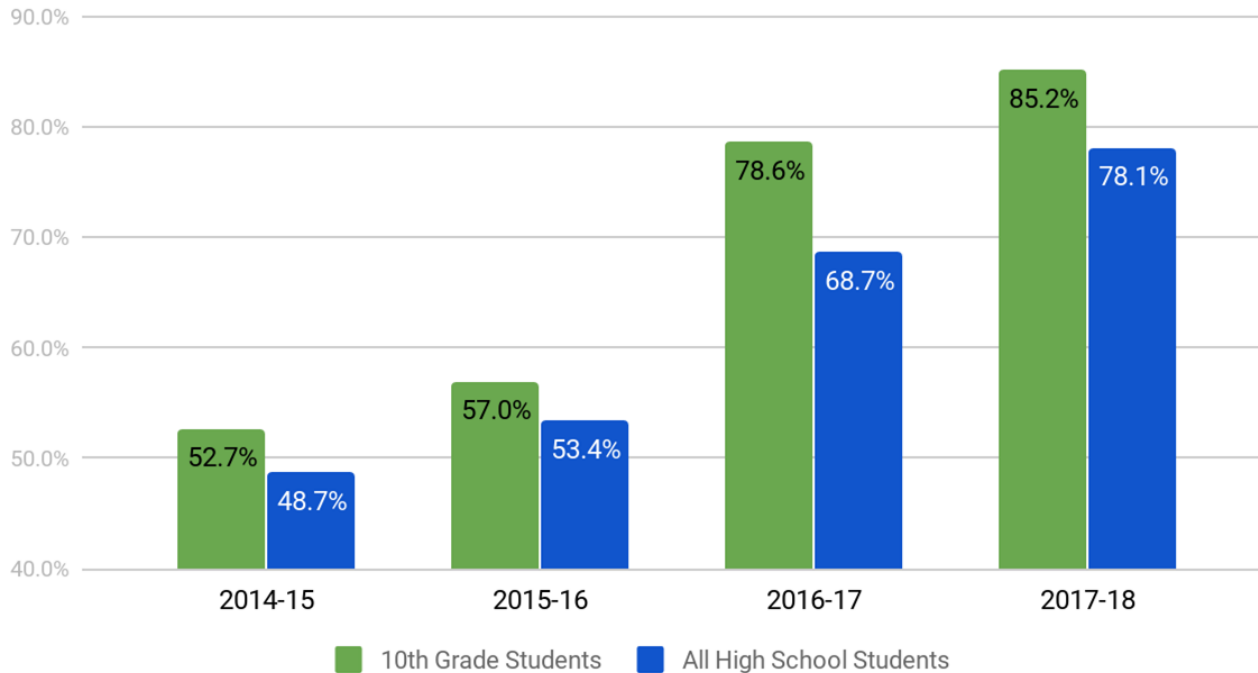
LCAP:

A1.1 Pathway Programs

A2.8 Data and Assessment

Measure N Team

Employees Measure N Team

Job and Job Classification	Status	Staffing Implications
Coordinator, Measure N and Action Research	Hired	Evaluation and Design (required)
Program Manager, Measure N and High School Operations	Hired	Operations and Fiscal Oversight

Measure N - Fidelity to Purpose

High School Students Enrolled in Linked Learning Pathways

Year	10th Grade Students	All High School Students
2014-15	52.7%	48.7%
2015-16	57.0%	53.4%
2016-17	78.6%	68.7%
2017-18	85.2%	78.1%

■ 10th Grade Students ■ All High School Students

OUSD 2020 Goal: By 2020, the percentage of high school students in Linked Learning Pathways will increase to 80 percent, 100 percent for rising sophomores.

The Purpose of Measure N

The Oakland College & Career Readiness For All Act is established to pay for the implementation of a comprehensive approach to high school education in Oakland that integrates challenging academics with career-based learning and real-world work experiences. **This comprehensive approach creates small learning communities of career-oriented pathways**, and offers intensive, individualized support to create the conditions for all students to graduate high school prepared to succeed in college and career.

Measure N - Fidelity of Oversight

Measure N Education Improvement Plans (SPSA) and Measure N Permissible Expenses

The goal of the education improvement plan must be to equitably place all students in career pathways or academies that deliver challenging academics, career technical education, work-based learning, and personalized academic, social, and emotional support services.

The Goals of Measure N - The following goals are to be met through the implementation of quality career pathways:

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students' readiness to succeed in college and career
- Increase middle school students' successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

100% Approved Measure N Plans
District High Schools

100% Full Funding Recommendations
District High Schools

100% Implementation of Audit Corrective Actions
District High Schools

Measure N - Fidelity to Purpose

Goal: 100% of OUSD Linked Learning pathways will receive Silver Certification by the end of the 2018-19 year.

Goal: 100% of OUSD Linked Learning pathways will receive Gold Certification by the end of the 10 year Measure N initiative.

Candidate Pathway

You have the basic program elements in place to provide students with a rich, integrated college and career prep experience. To get to Linked Learning Silver, the next step will be to integrate these components as part of a cohesive student experience.

Linked Learning Silver Pathway

You have the core components of a Linked Learning pathway in place, and can use basic data about your pathway to inform program design and improve students outcomes. To get to Linked Learning Gold, you will need to focus on the quality of the pathway design to better prepare students for college, career, and life.

Linked Learning Gold Pathway

You are going beyond the core components and providing an exceptional pathway experience. You can present clear evidence that your pathway is achieving impressive outcomes with students to effectively prepare them for college, career, and life.

Alignment to OUSD Theory of Action

1. **Does this department's operations align to the BOE's adopted theory of action?**
   a. Alignment of resources with equity goals, focus on underperforming subgroups, African American males in particular but also all underperforming sub groups
   b. Buildout of data dashboards to support site- and centrally-based decision making with regards to college and career readiness and Linked Learning pathways
   c. Alignment of instructional and student support services through Linked Learning pathways
   d. CTE credentialing and course sequencing to bring additional resource to schools with greatest need
   e. Standards-Based Project Based Learning in pathways
   f. Expansion of Work Based Learning to Alt Ed and Elevation Schools
2. **In particular, please focus your analysis on areas 1, 2, 3, 6, and 8.**
   a. See team slides for LCAP Areas

Operating Environment

a. Please include any additional key challenges and other issues about which the BOE should be aware.

b. **Operating Environment**
    i. Have there been any changes or are changes imminent?
        1. Significant philanthropic investment sunsets 12/31/18
        2. College and Career Indicators are going to be added to the state dashboard

    i. How will these changes affect your future plans?
        1. Pathway coaches directly funded by sites or not at all
        2. Need to stay focused on the Measure N Guidelines and Implementation Process and hold schools accountable for outcomes
        3. Align central offices to support overall pathway structures in high school.

Long Range Needs

1. *What additional needs do you anticipate over the next five years?*
   a. Sustainability and commitment to Linked Learning
   b. Tighter alignment of other departments around a theory of action that aligned to Linked Learning
   c. Facilities master plan that integrates pathway configurations and Career Technical Education
   d. Ensure that proportional state funding aligns to support A-G
   e. High-quality, strategic communications regarding student and teacher partnership and Linked Learning impact across the all communication channels
   f. Greater vertical alignment PK through 12
   g. Develop performance based assessment
2. Anything else you would like to tell the Board of Education?
   a. Linked Learning is fundamental shift in how high school is done to increase personalization and student supports.
   b. Structures and systems that support deep learning and seamless transitions require internal and external partnerships