



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

21-2891
 Legislative File Id. No.
 Introduction Date: 12/7/2021
 Enactment No.: 22-0127
 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.



LINKED LEARNING HIGH SCHOOL OFFICE

- 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



LINKED LEARNING HIGH SCHOOL OFFICE

- 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
-

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



LINKED LEARNING HIGH SCHOOL OFFICE

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
---	-----------------------



MEASURE N QUALITY REVIEW SCHOOL SITE VISITS
PROBATIONARY SCHOOLS
SITE VISIT REPORT

<p>SCHOOL: Ralph J. Bunche Academy</p> <p>PATHWAY THEME: Hospitality, Recreation & Tourism</p> <p>SITE VISIT TEAM MEMBERS: Matin Abdel-Qawi, Gary Middleton, Greg Cluster, Emiliano Sanchez, Stacey Blankenbaker, Nancy Gomez & Jason Gumataotao</p>	<p>DATE OF SITE VISIT: 10/20/21 9:15am-12:15pm</p>
---	---

SITE VISIT FEEDBACK	
QUESTION	RESPONSE
<p>What are overall areas of strength in the school's Pathway development?</p>	<ul style="list-style-type: none"> ● State of the Art kitchen for Culinary Arts program <ul style="list-style-type: none"> ○ Culinary arts program positively impacts school culture ● Personalized Student Supports <ul style="list-style-type: none"> ○ It is clear teachers are committed to the success of all students. ○ Student relationships with teachers is incredible and especially impressive given that last year was virtual. ○ Students' social-emotional needs are getting met; students had nothing negative to say about the school even when pushed ● High graduation rate ● Senior Seminar <ul style="list-style-type: none"> ○ All seniors participate in seminar and leave with post-graduation plans ○ Students we spoke to had a clear plan of action and seemed excited about next steps ● HTR Committee and Co-Leads: There are several strong teacher advocates who can play a key leadership role in pathway development.
<p>What are overall areas of growth?</p>	<ul style="list-style-type: none"> ● Curriculum collaboration and connection between core and CTE. Greater alignment and cross-curricular projects. There are many more opportunities to deepen connections between core curriculum and HTR pathway/culinary arts. For example: connecting art with food presentation and math to recipes. ● Overall staff awareness and understanding of Linked Learning: With the large number of new teachers at Bunche, the staff could benefit from professional development and site visits of schools that have fully implemented Linked Learning model. ● Student awareness of HTR Pathway; they were aware of the Culinary program but not the full pathway ● Work-based learning opportunities do not appear to be systematically organized. <ul style="list-style-type: none"> ○ Increase capacity for work-based learning opportunities ○ Scholars need more access to college and career opportunities



	<ul style="list-style-type: none">● The Program of Study can be more developed to fully integrate all aspects of HTR, not just the culinary program. Also, Student Learning Outcomes need to be developed.● Senior Seminar Presentations: The quality of the student presentations was quite basic - they were simplified presentations that did not involve use of technology. We need to have higher expectations for our scholars.
What is some feedback regarding pathway development that could further support the site?	<ul style="list-style-type: none">● The supportive school culture and personal relationships between staff and students is clearly working for kids. We appreciate the social-emotional learning focus. The school could use support in layering Linked Learning onto their educational program in a way that doesn't disrupt what's already working.● The school has the resources and leadership to more fully integrate Linked Learning into the school culture. Leverage the expertise and commitment of HTR Committee to develop strategic goals and actions around:<ul style="list-style-type: none">○ Increasing staff understanding of and capacity to implement Linked Learning through professional development and coaching○ Integrating HTR across the school curriculum.○ Increasing staff, student and family awareness of HTR Pathway and Culinary Arts program (promotion, branding, etc.)○ Increasing student participation in culinary arts and HTR Pathway○ Increasing student exposure to college, career and work-based learning opportunities through New Door, field trips to colleges and HTR work sites, guest speakers and career fairs● Work with Pathway Coach to articulate and develop a vision and path for what students are receiving outside of a diploma. Strengthen partnership with Laney College. For example, could culinary arts students get reserved seats at Laney Culinary program?● Leverage Pathway Advisory Board and other partners to secure job referrals for all students
Probation Recommendation	<p>Probationary - Full Funding</p> <p>We recommend that Ralph J. Bunche Academy remains on probation (at full funding) and receives support to address the areas for continued progress monitoring outlined below.</p>



2021 Assessment of Progress

2019-20 Feedback <i>Areas for Continued Progress Monitoring identified in Assessment of 2020-21 EIP</i>	December 2021 Assessment
Work on expanding pathway to meet goals for student engagement	In progress
Continue root cause analysis by disaggregating data and diving deeper into student motivation and engagement	Not assessed during probationary site visit
Continue to develop and refine goals and strategic actions specific to development and growth of Linked Learning	In progress
Continue cultivating programs on recruitment. School needs to focus more on linked learning actions.	In progress

December 2021 - Areas for Continued Progress Monitoring

- Update and refine Program of Study, including addition of Student Learning Outcomes and standards-based, rigorous Senior Seminar experience
- Increase staff understanding of and capacity to implement Linked Learning through professional development, coaching and protected collaboration time for teachers
- Integrate HTR pathway themes across the school curriculum.
- Increase staff, student and family awareness of HTR Pathway and Culinary Arts program
- Increase student participation in culinary arts and HTR Pathway programming
- Develop systems to support equitable access and opportunities for Work-Based Learning

Other Recommendations

- Consider using Measure N funds to secure a Pathway consultant to support areas for continued progress monitoring identified above