



Final Summary Measure N Probationary School

Please construct a 2-page status update for Measure N Implementation that addresses the following key prompts. It should not be a bullet by bullet answer, but a comprehensive response that updates the Linked Learning staff and the Measure N Commission on the overall status of your work. The Commission and staff will be evaluating the status update based on the [Measure N Implementation Assessment](#), the [Self Assessment Rubric](#), overall implementation of feedback, quality/transparency of the answers relative to the Commission and staff observations.

A pattern observed across all of our probationary schools is that there was a clear gap in knowledge of Linked Learning. In order to be successful, what will your school do to ensure all stakeholders deeply understand Linked Learning?

To address **Staff** gap in our shared understanding of Linked Learning, our school's **Pathway Coach** leads and aligns our pathway efforts. Additionally, our Instructional Leadership Team collaboratively created a comprehensive and year long-professional learning plan with a focus on the following: 1) Bi-Monthly **Pathway Development** focused on interdisciplinary project planning, 2) Bi-Monthly **Department PLC's** that engage in cycles of inquiry to ensure rigorous academics. The addition of an ITL and TSA (teacher coach) also support our 7 new teachers gaining a deeper understanding of Linked Learning, 3) **Distributed leadership** that aligns key teams (School Leadership Team, Pathway Leadership Team, Engineering and Entrepreneurship Pathway Team, Graduation Team, Coordination of Service Team, Culture and Climate Team) to Linked Learning Pathway Development with planning to develop student learning outcomes for each pathway and designing meaningful experiences within the pathway course of study. 4) **Site visits** and learning walks to other Linked Learning sites including Ralph Bunche Academy and Community Day School.

To address the **Family and Community** gap in our shared understanding of Linked Learning, our school has continued the monthly Fireside Chats where families and community members receive monthly updates, information and education and provide input into the Pathway Development process. Additionally we hosted student and parent focus groups, Pathway Success Nights around pathway programming, work-based learning opportunities, personalized student supports, CTE sequence and dual enrollment.

To address the **Student** gap in our shared understanding of Linked Learning, we have intentionally partnered with engineers of Intel and AutoDesk as well as local entrepreneurs to push into pathway classes to help expose and inform students of the range of options and opportunities within these careers. This year we have been more strategic in following the WBL continuum and providing specific experiences for each grade level. During the student recruitment process, we partner with middle school students and inform them and their families of the pathway programs available at McClymonds. Students are exposed to the pathways and engineering and entrepreneurship-thinking through interdisciplinary projects.

Based on the feedback you received in the Spring of 2018, the fall site visit, and your participation in Charter Management Organization Leader meetings, how have you adjusted the overall vision and program to align to Measure N?

Measure N Pillar	Reorganization Structure/ Funding source	Rationale
Rigorous Academics	1.0 Instructional Teacher Leader (Centrally funded) 1.0 Teacher on Special Assignment ((\$80,000, General funds)	With 17% teacher retention rate over 3 years, our self assessment indicated that systematically we have not onboarded, developed nor coached new teachers successfully. Both ITL and TSA will be responsible for teacher development and coaching to impact teacher retention and effectiveness. Additionally, the ITL and TSA will support the implementation of literacy strategies across all content areas and improve teacher practice and increase teacher retention through developing instructional strategies that address rigor and engagement
Work Based Learning	Pathway Coach (Measure N - \$71, 591.49)	During the 18-19 school year, we hired a 1.0 Pathway Coach to unify our pathway efforts behind a collaborative vision and lead the work of building out our two pathways.
Personalized Student Supports	1.0 College and Career Manager and Work Based Learning Coordinator	



	<p>1.0 Behavior Support Specialist (Supplemental)</p> <p>1.0 Restorative Justice Manager (Supplemental)</p> <p>2.0 Truancy Officers (Central)</p>	<p>Behavior Support Specialist to support case management for at-risk populations, including homeless/foster youth, incarcerated youth, African American Girls, as well as professional learning for staff around effective trauma-informed and SEL practices</p>
<p>Career Technical Education</p>	<p>1.0 Entrepreneurship Pathway Teacher (Measure N)</p> <p>2.0 Engineering Teacher (Measure N)</p>	<p>Introduction to Entrepreneurship Introduction to Engineering Design Principles of Engineering Engineering Development and Design</p>

Linked Learning Pathways are built upon four pillars: Academic Rigor, Career Technical Education, Work-Based Learning, and Integrated Student Supports; which of the pillars have you focused on to more fully develop your school's program in alignment with Measure N?

We are intentionally focusing on academic rigor specifically literacy and complex text. Monthly, we plan around our problem of practice which is: How are we developing interdisciplinary projects that are standards aligned? To support this focus, we provide weekly job embedded professional development, on Wednesdays from 2-4PM. We developed a year long PD scope and sequence with 2 Wednesdays dedicated to Pathway Team planning and 2 Wednesdays dedicated to Department Team planning. In addition, our two teacher support coaches (TSA and ITL) meet with all teachers for individual support. For supplemental feedback in terms of patterns of instruction, our School Leadership Team (the body that aligns all school teams) engages in learning walks once a month.

What are the changes you are making to the design of your school in master schedule and staffing to support the implementation of a Linked Learning pathway?

Within our master schedule, we have implemented common planning time for 9th and 10th grade core teachers in order to provide time for interdisciplinary project planning time. We have implemented common planning time for our engineering teachers to support pathway planning and build out. Additionally, we have built in an supervision block (non-teaching block) for our pathway director to allow time for pathway planning, ordering, budgeting, support and etc.

In a year from now, how will your school be dramatically different than the current design?

During the 2019-20 school year, 100% of students will be in a pathway. Both Engineering and Entrepreneurship Pathways will be fully implemented with a cohort of students in grades 10-12. Both pathways will fully include a rigorous and robust capstone projects. Both pathways will see an increase in work-based learning experiences for students which will include more job shadowing for sophomores and juniors. Many of our students will have participated in work based learning opportunities, dual enrollment classes, and student exhibitions of interdisciplinary projects.

During 2019-20 school year, we will continue our focus on **Rigorous Academics** and **Work Based Learning** as we continue developing standards aligned integrated projects and experiences for our Engineering and Entrepreneurship students.

1. The units will align to the Student Learning Outcomes (SLO) for both Engineering and Entrepreneurship Pathways.
2. The SLOs will be vertically aligned across the grade levels which means stakeholders will be able to articulate how the skills build on each other to culminate with a capstone experience in 12th grade.
3. Student projects will provide the opportunity to investigate and respond to an authentic, engaging complex question that will span across disciplines. Projects will reflect real world and current industry standard. For



example, engineering software tools, entrepreneurship strategies, presentation styles, social media apps, etc are all current and relevant to today's workforce environment.

4. Grade level teachers will share common rubrics that focus on Student SLOs and cognitive skills. Students will be able to articulate the connections not only between disciplines but also how they are relevant to real world applications.

Please attach the most current versions of the following attachments.

- *Attach Program of Study with revisions being highlighted*
 - [Entrepreneurship Program of Study](#)
 - [Engineering Program of Study](#)
- *Identify any budgetary, master scheduling, or staffing changes to align to the school's new vision in 2nd Semester of 18-19 and/or for the 19-20 school year*
 - [McClymonds Measure N Budget](#)
- *Provide a sample budget for the 2019-20 school year that identify how you will shift funding to support Linked Learning. If you are going to access other funding sources (Title 1, LCFF, etc) to support Linked Learning please identify those as well*
 - [McClymonds Measure N Budget](#)
- *Attach Master Schedule changes that will be made for the 2019-20 school year*
 - [McClymonds Measure N Budget](#)