



LINKED LEARNING HIGH SCHOOL OFFICE

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. 21-2890
Introduction Date: 12/7/2021
Enactment No.: 22-0126
Enactment Date: 2/9/2022
By: ET

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 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 VISIT
PROBATIONARY SCHOOLS
SITE VISIT REPORT**

SCHOOL: Oakland School for the Arts	DATE OF SITE VISIT: 11/9/2021
PATHWAYS: Performing Arts & Design, Visual & Media Arts	9:10am-12:30pm
SITE VISIT TEAM MEMBERS: Matin Abdel-Qawi, Stacey Blankenbaker, Nancy Gomez, Young-Whan Choi, Christopher Morris & Louise Waters	

SITE VISIT FEEDBACK	
QUESTION	RESPONSE
What are overall areas of strength for the Pathways?	<ul style="list-style-type: none"> ● Teacher Collaboration <ul style="list-style-type: none"> ○ Interdisciplinary projects such as Harlem Renaissance and AfroFuturism project foster collaboration between arts and core teachers ○ Evidence of teachers collaborating across subpathways and with core teachers; teachers appear to have greater awareness of and interest in deepening linked learning ● Curriculum Development <ul style="list-style-type: none"> ○ Integration of 9th-12th grade CTE standards into English Language Arts curriculum ○ Curriculum consultant working on establishing arts curriculum aligned to CTE/CDE standards ○ Art Advisory Board Members will review pathway class syllabi to stay industry-relevant ● Increased Student awareness of Pathways and associated careers ● Greater Integration of Pathways into core classes and advisories ● Revisions to Program of Study <ul style="list-style-type: none"> ○ Pathway cohorted Business of the Arts classes increase student knowledge of how to make it in the industries; taught by industry professionals ○ Pathway cohorted Senior Capstone course focuses on developing grant-writing skills to finance artistic projects ● Investment in Staff to Support Pathway Development <ul style="list-style-type: none"> ○ Creation of Pathway Coordinator position and increasing it to full-time in 2021-22 ○ Plan to hire Pathway Lead positions for both pathways ○ School provides financial support for pathway teacher to obtain CTE credentials ● Expanded Work-Based Learning Opportunities <ul style="list-style-type: none"> ○ Monthly Artist Speaker Series connects students with pathway-specific artists who discuss their careers and how to stay in the business ○ Career Mentors volunteer to mentor students for one semester ○ Quarterly Master Classes ○ Extensive industry partners ● Strong relationships between students and teachers



What are overall areas of growth?	<ul style="list-style-type: none">● Teacher collaboration could be more intentionally structured through dedicated PLC or interdisciplinary meetings; teachers mentioned that collaboration typically happens organically● Continuum of college awareness, exposure and preparation activities was not evident in site visit● Alignment of other core classes to CTE standards (such as what the ELA department has done)
What is some feedback regarding pathway development that could further support the site?	<ul style="list-style-type: none">● Work-Based Learning<ul style="list-style-type: none">○ How can WBL opportunities be more embedded within the program of study to ensure that all students participate in WBL from 9th-12th grade?○ Structure internship opportunities so that more students have access. We also recommend you develop paid student internships; Measure N funding can be used for student stipends.● Expand dual enrollment partnerships with community colleges with courses relevant to sub-pathway themes (such as Diablo Valley College's instrumental department, Chabot's theater department, and College of Alameda's fashion design program.)
Probation Recommendation	We recommend that OSA gets off of probation. OSA has addressed or is in the process of addressing all the feedback received during the Fall 2019 probationary site visit. There is a much greater integration of the pathways into the core curriculum and the school has invested in staff and consultants who will continue to strengthen and develop the pathways moving forward.

CONTEXT: 2019-20 Feedback from Fall 2019 Probationary Site Visit

Areas Identified for Continued Progress Monitoring
<ul style="list-style-type: none">● Core content teachers need support to understand how they are connected to the pathway and how to integrate it into their content (ex: site visits, professional development, coaching, conferences, etc.)● Development and implementation of full scope and sequence of Work-Based Learning continuum throughout the regular school day● Development of systems to provide equitable access and opportunity to Work-Based Learning opportunities● Deeper integration of CTE and pathway theme within core academic classes● Clear pathway student outcomes● Work with consultant to ensure that all 4 pillars are fully developed and integrated and reflected in pathway program of study● Develop clear action steps that will be taken to address 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



2021 Assessment of Progress

December 2019 Probationary Status Assessment	December 2021 Assessment
Need to develop and integrate CTE and pathway theme in core academic courses	✓
Need to develop teacher leadership and capacity to support pathway development	✓
Need to develop and implement full WBL continuum	In progress
Need to develop and integrate all 4 pillars of Linked Learning	✓
Need to establish protected collaboration time	In progress