



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

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.

