

LINKED LEARNING HIGH SCHOOL OFFICE

To:	Measure N Commission	Legislative File Id. No.	<u>21-2888</u>
From:	Matin Abdel-Qawi, High School Network Superintendent	Introduction Date:	<u>12/7/2021</u>
Subject:	Probationary Schools 2022-23 Funding Recommendation	Enactment No.:	<u>22-0124</u>
Date:	December 8, 2021	Enactment Date:	<u>2/9/2022</u>
		By:	<u>er</u>

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.



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- 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



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- 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
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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



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

<p>SCHOOL: Aspire Lionel Wilson College Preparatory Academy</p> <p>PATHWAY: Design for Social Change: An Engineering Pathway</p> <p>SITE VISIT TEAM MEMBERS: Matin Abdel-Qawi, Stacey Blankenbaker, Nancy Gomez, Rebecca Lacoque & Louise Waters</p>	<p>DATE OF SITE VISIT: 11/10/2021 8:30am-11:30am</p>
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SITE VISIT FEEDBACK	
QUESTION	RESPONSE
<p>What are overall areas of strength for the Pathway?</p>	<ul style="list-style-type: none"> ● Program of Study <ul style="list-style-type: none"> ○ Clearly thought-out re-design of CTE Course Sequence so that all courses focus on engineering design and progression of skills in Autodesk CAD suite of programs ○ Embedded engineering design CTE standards into BUILD curriculum ○ New Senior Engineering Design Capstone ○ All courses are A-G accredited including work experience and Advisory ○ All students fully enrolled in program of study ● Work-Based Learning Continuum <ul style="list-style-type: none"> ○ Intentional planning around WBL includes a vertical alignment of WBL experiences so that it is now embedded in curriculum at all grade levels: <ul style="list-style-type: none"> ■ Strong 9th grade program design includes 2 week engineering internships through partnerships with BUILD and Frog Design so every student will start high school with an internship experience. ■ Intentional Dual Enrollment partnership with College of Alameda for 10th and 12th graders; all students take Counseling 57 and Counseling 24 courses which integrate work-based learning. Advisory Class structure provides support and scaffolding for these college classes. ■ In Senior Seminar students learn how to do resumes, cover letters, mock interviews, etc. and participate in internships. ■ Grade level trips to engineering programs ○ In Senior Engineering class we observed, teacher integrated work-based learning into project by having students role-play an architect designing a house for a client ○ Professional speaker series for whole school includes industry and college speakers



	<ul style="list-style-type: none">○ Long-standing partnership with BUILD and actively developing new community partners for internships (Youth Uprising)○ Industry partners collaborate on projects and provide students with feedback○ All students participating in work-based learning● Increased Professional Development on Linked Learning<ul style="list-style-type: none">○ Increased structures for teacher collaboration through weekly grade level collaboration and interdisciplinary planning (PLC structure)○ Dean of Students coaches teachers on project-based learning○ Teacher participation in Project-Based Learning Leadership Academy has been very impactful● Teacher Collaboration and Leadership<ul style="list-style-type: none">○ Expanded pathway leadership team○ Teachers seem bought-in and excited about linked learning○ Well-thought out interdisciplinary projects at all grade levels involve partners outside of school and integrate social justice lens○ Evidence that pathway themes are integrated into core classes. Every teacher talked about design-thinking, and biology teacher had students use Tinker CAD to design animal adaptations○ Strong collaboration between Art teacher, core and CTE teachers● Schoolwide Vision for Pathway<ul style="list-style-type: none">○ Strong communication and presentation of Pathway○ Creation of Pathway Coordinator position (to be hired soon)○ Momentum to continue strengthening pathway
What are overall areas of growth?	<ul style="list-style-type: none">● Work-Based Learning<ul style="list-style-type: none">○ The WBL plan is strong but it's clear that it hasn't yet been fully implemented since none of the interviewed students had internships coordinated by school○ Hiring of Pathway Coordinator will accelerate implementation of full WBL plan● Student Engagement<ul style="list-style-type: none">○ There are very few African American students in the school, and these students seemed less engaged in every classroom○ How are you intervening with students who are disengaged and setting high expectations for all students? How are academic supports integrated into classrooms?● Level of student supports unclear during site visit



<p>What is some feedback regarding pathway development that could further support the site?</p>	<ul style="list-style-type: none"> ● Lionel Wilson has a strong Advisory Board of industry partners; may want to consider adding community-based organizations ● Since none of the engineering teachers are CTE-certified or have industry experience, teachers may benefit from externships. Perhaps the Advisory Board could be tapped to provide externships. ● Look into student certifications that can be offered ● Continue to learn about linked learning through site visits to other schools ● Continue to invest in teacher collaboration ● Look into what’s happening and could be developed to support students who aren’t interested in engineering
<p>Probation Recommendation</p>	<p>We recommend that Lionel Wilson Prep gets off of probation. The school has dedicated time and resources into thoughtfully responding to all the areas of growth identified in previous site visits (see below assessment). The addition of the Pathway Coordinator position will further the integration of the pathway into the core academic classes and will allow the school to fully implement its work-based learning plans.</p>

CONTEXT: 2019-20 Feedback - Areas for Continued Progress Monitoring

2019 Probationary Site Visit	
<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.) ● Deeper integration of CTE and pathway theme within core academic classes ● Development and implementation of full scope and sequence of Work-Based Learning continuum throughout the regular school day ● 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 ● Work with consultant to ensure that all 4 pillars are fully developed and integrated 	

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	Full WBL continuum developed and currently in process of implementing



Need to develop and integrate all 4 pillars of Linked Learning	✓
Need to establish protected collaboration time	✓