



## LINKED LEARNING HIGH SCHOOL OFFICE

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To: Measure N Commission  
From: Preston Thomas, Executive Director of College and Career Readiness and  
Joanna Vazquez, Coordinator of Measure N and Action Research  
Subject: **Probationary Schools Funding Recommendation**  
Date: January 10, 2019

### 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. Since the OUSD School Board's recommendation of providing more intensive supports thru a probationary school process sites have received one on one consultation to review the feedback and understand the probationary school process and expectations. Sites were required to have a pathway consultant to support them thru the pathway development process and to participate in charter management organization leader meetings. All sites also participated in a site visit in which they provided an update on their progress to date and received feedback in real time. Sites then had the opportunity to submit documentation on their progress and their plans moving forward and answered key questions during the final presentation to the Measure N Commission.

Site leaders have shared their personal growth in understanding Linked Learning implementation and their overall site's growth in understanding the Linked Learning framework. Sites have expressed their commitment to implementing Linked Learning with high fidelity and we 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***

18-2543 Aspire Golden State Prep [Probationary Status Year 2]

- Response to Feedback
  - Site has been consistent in the pathway theme of entrepreneurship
  - Site has invested in continue teacher development and ownership of pathway development
  - Site is developing an advisory board to support the quality of the pathway
  - Site is developing the pathway instructional core through the implementation and continue development of integrated projects
- Highlights
  - Feedback provided at site's initial placement on probation has been addressed
  - Site leadership has made major shifts that have contributed to the acceleration of their pathway development work
  - Site has been consistent in addressing enabling conditions and establishing structures that allow for pathway development work to happen
  - Site is currently developing the pathway instructional core and experience
- Areas for Continued Progress Monitoring
  - Development of pathway identity
  - CTE core sequence is aligned to and will lead to the pathway student outcomes
  - Onboarding of new teachers to ensure they understand Linked Learning and what that means for their instructional practice



## LINKED LEARNING HIGH SCHOOL OFFICE

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- Balancing and integrating college going culture and Linked Learning
- Support for new principal to ensure deeper understanding of Linked Learning and pathway development work happening

### 18-2544 Lighthouse [Probationary Status Year 2]

- Response to Feedback
  - Site leadership is clear with pathway vision, theme, and industry sector
  - Implementation of integrated projects
  - Involvement of industry partners in assessing student made products
- Highlights
  - Feedback provided at site's initial placement on probation has been addressed
  - Site has been consistent in addressing enabling conditions and establishing structures that allow for pathway development work to happen
  - Site is currently developing the pathway instructional core and experience
- Areas for Continued Progress Monitoring
  - Integration of industry professionals to ensure alignment to industry sector
  - Development of graphic design thru the lens of product manufacturing to stay aligned to industry sector
  - Development of supports or structures that allows students to explicitly see connections that are being intentionally built
  - Support for new principal to ensure deeper understanding of Linked Learning and pathway development work happening

### 18-2545 McClymonds [Probationary Status Year 2]

- Response to Feedback
  - Site team has established structures to support teacher collaboration, pathway development work, and the development of the instructional core
  - Pathway development work is distributed among a team of staff members not just principal including pathway teachers
  - Site team demonstrates commitment to development of entrepreneurship pathway with hiring of entrepreneurship pathway teacher and collaborating with NFTE on the graduate capstone project
  - Site team is intentional in exposing students to both pathways to support informed student selection process
- Highlights
  - Feedback provided at site's initial placement on probation has been addressed
  - Site has been consistent in the pathway theme of entrepreneurship and engineering
  - Site has been consistent in addressing enabling conditions and establishing structures that allow for pathway development work to happen
  - Site is currently developing the pathway instructional core and experience
  - Teachers have shared feeling more supported
- Areas for Continued Progress Monitoring
  - Continued leadership development and support of new entrepreneurship pathway teachers
  - Deeper integration of pathway themes across core content
  - Deeper integration of work-based learning aligned to Engineering and Entrepreneurship pathway outcomes
  - Inquiry of different master schedule models that better support ongoing pathway development work



## LINKED LEARNING HIGH SCHOOL OFFICE

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### ***Probationary Full Implementation - \$850 per pupil***

#### **18-2539 ARISE [Probationary Status Year 2]**

- Response to Feedback
  - Clear pathway theme of public health
  - Development and incorporation of CTE standards
  - Development of advisory board to support pathway development
  - Implementation of graduate profile that incorporates pathway theme
- Highlights
  - Feedback provided at site's initial placement on probation has been addressed
  - Site has made major shifts and investments to align LCAP and charter renewal to Linked Learning
  - Site is establishing structures that allow for pathway development work to happen
  - Site is currently developing the pathway instructional core and experience
  - Evidence of all 4 pillars
- Areas for Continued Progress Monitoring
  - Further development of key components of Work-Based Learning continuum to ensure integration
  - Implementation of integrated projects to ensure they are aligned and will lead to pathway student learning outcomes

#### **18-2542 Unity [Probationary Status Year 2]**

- Response to Feedback
  - Clear theme of computer science
  - Pathway development work is distributed among a site team including teachers
  - Teacher externships have been a learning opportunity for teachers
  - Certification opportunities for students
- Highlights
  - Feedback provided at site's initial placement on probation has been addressed
  - Site has made major shifts and investments to align to Linked Learning
  - Site leaderships has engaged in authentic and honest reflection process to determine if school was committed to Linked Learning
  - Site is establishing structures that allow for pathway development work to happen
  - Site is currently developing the pathway instructional core and experience
- Areas for Continued Progress Monitoring
  - Integration of industry professionals to ensure pathway student learning outcomes are aligned
  - Deeper integration of pathway theme thru the implementation of integrated projects at each grade level
  - Development and implementation of scope and sequence of Work-Based Learning continuum

#### **18-2546 Oakland School for the Arts [Probationary Status Year 1]**

- Response to Feedback
  - Site is working with consultant to support pathway development work
  - Site is planning for master schedule changes in upcoming school year
  - Site has established structure for more teacher collaboration
- Highlights
  - Site is honest about the need to further engage as a site as to the alignment of their current school model with the Linked Learning model



## LINKED LEARNING HIGH SCHOOL OFFICE

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- Site is proactive about addressing the various enabling conditions and pathway development work through the creation of various teams to engage in deeper inquiry
- Site has clear industry sector(s) and the opportunity to align to Linked Learning model
- Areas for Continued Progress Monitoring
  - Development of systems to provide equitable access and opportunity to Work-Based Learning opportunities
  - Deeper integration of CTE within core academic classes
  - Clear pathway student outcomes
  - Development of systems and/or processes to allow for more equitable access to school and pathway(s)
  - Support for new principal to ensure deeper understanding of Linked Learning and pathway development work happening

### 18-2547 Skyline [Probationary Status Year 1]

- Response to Feedback
  - Site leadership team intentionally developed systems to increase pathway access to resources and Measure N funding
  - Site leaderships has intentionally worked with pathway teachers/directors to think through the alignment of MYP and pathways
  - Structures are currently being implemented to provide ongoing support to pathway leads
- Highlights
  - Site is proactive about addressing the various enabling conditions and pathway development work
  - Each pathway has the core pillars of Linked Learning developed in the program of study including interdisciplinary projects, work based learning, 3 year CTE sequences, and integrated student supports.
  - Teachers have vocalized feeling supported and that there is continuous improvement in the overall enabling conditions to support pathway development
  - Strong pathway teachers with deep knowledge of pathway development throughout the school
- Areas for Continued Progress Monitoring
  - Effectiveness of systems to access Measure N and other pathway aligned resources
  - Implementation of MYP and continued alignment to 10th grade pathways
  - Skyline has all three levels of work based learning in each of the pathways but needs to have deeper integration and improved student understanding of the relevance of Work-Based Learning experiences within pathways
  - New principals need to continue to develop a deeper understanding of Linked Learning and pathway development

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### ***Probationary Planning and Piloting - \$525 per pupil***

#### 18-2541 Aspire Lionel Wilson Prep [Probationary Status Year 2]

- Response to Feedback
  - Site has named engineering as pathway theme
  - Most updated program of study demonstrates Project Lead the Way curriculum will be implemented as core course sequence
  - Site team working with Laney to identify potential courses for dual enrollment and certification
- Highlights
  - Teachers attended teacher externships as a learning opportunity to integrate career skills in the classroom



## LINKED LEARNING HIGH SCHOOL OFFICE

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- Current teachers on site who have experience and education in engineering would be an asset to pathway development work
- Concerns
  - During site visit it was not clear that site and staff were fully bought in to engineering pathway theme and there was inconsistency between students, staff, and presented materials
  - Major focus on design process could steer site away from engineering as pathway theme
  - Measure N budget does not reflect an allocation for Linked Learning consultant and site demonstrates need for continued support
  - Measure N budget does not reflect an allocation to support teacher understanding of Linked Learning or integration into pathway development work
  - Leadership transition necessitates training to ensure that site leader has a deep understanding of Linked Learning and pathway development work

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### ***Probationary Piloting - \$200 per pupil***

18-2540 East Bay Innovation Academy [Probationary Status Year 2]

- Response to Feedback
  - Site has named computer science as pathway theme
- Highlights
  - Site is deeply engaged in project based learning as part of the school's overall design.
- Concerns
  - Overall feedback has remained consistent and has not been fully addressed
  - Site has been reactive to specific portions of feedback without addressing larger pathway development questions
  - Lacking clear vision that integrates Linked Learning into core practices
  - Focus continues to be college only in documents, observations, and interviews
  - Site has stated that graduation requirement is only one computer science course, demonstrating that a core CTE sequence of courses has not been established
  - Site leadership has shared concern over CTE alignment to school model or vision
  - Measure N budget and teacher feedback did not reflect an allocation to support teacher understanding of Linked Learning or integration into pathway development work
  - Concern over \$10,000 allocation for AP Professional Development as this is required by the current school model and has existed before access to Measure N
  - Concern over \$95,000 allocation for Director of College and Career Readiness as role sounds similar to counselor and it is unclear if this is supplemental to counseling services all high schools should be providing as a basic program