



Final Summary

Measure N Probationary School
East Bay Innovation Academy (EBIA)
December 2019

This summary serves as a status update on East Bay Innovation Academy's efforts to create an exemplary Linked Learning pathway. It identifies gaps in our institution's earlier approaches to Linked Learning, documents recent feedback received from the Measure N Commission, and describes efforts we have made in response. Finally, it shares a vision of where we will be a year from now.

Since its founding, East Bay Innovation Academy has identified itself as a STEAM school with a focus on project-based learning and design. It has been our belief that, through the skills of collaboration, agency, creativity, and perseverance inherent to a project-based curriculum, our students would naturally build knowledge, skills, and dispositions needed for college and career readiness in the 21st century. As a new school, while we all possessed this belief, it became clear to us that there was a gap between what we believed was happening in the classroom and classroom realities. We also lacked an understanding of what it meant to create and maintain a viable Linked Learning pathway. Among unanswered questions were: How are we measuring the efficacy of this pathway for college and career? How does our pathway connect to industry? Can our students articulate the benefits of this pathway and ways it prepares them for college and career?

The feedback we received in the Spring of 2019 from the OUSD Measure N committee was clear. Our staff and students did not have a shared understanding of what our pathway is, how it integrates to college and career readiness, and what the potential outcomes of implementing a Linked Learning pathway with fidelity might be. Furthermore, while our intersession program created a space for students to participate in Work-Based Learning opportunities, it became evident that these opportunities were primarily for students who had set them up themselves, meaning that producing equitable WBL outcomes for our entire student body was an area of growth. We had also identified a three-year CTE sequence in computer science, but we were not actively tracking which students were on-course to complete the sequence, and only had a single year of the computer science as a graduation requirement. Finally, we relied heavily on our intersession and capstone programs to provide a work-based learning experience, but students who needed to recover credit were often pulled out of these activities to get back on track. This produced inequitable outcomes in those who had access to one of the cornerstones of our Linked Learning plan. Given all this, the recommendation was that we hire a consultant with expertise in Linked Learning, engage staff in professional learning around the pillars and benefits of Linked Learning, establish a Pathway Design team, begin partnering with industry to create a more equitable and robust WBL program, and create a system for measuring outcomes and efficacy of our pathway.

Moving forward from the spring, our team set a number of short-term and long-term goals to articulate and strengthen our pathway. We allocated measure-N resources to hire Patricia Clark as our Linked Learning consultant. Since the beginning of the 2019-2020 school year, with Patricia's guidance, our Linked Learning Design team has regularly met. As our own understanding of Linked Learning increased, we dedicated professional development time to build understanding and engagement with staff. Staff identified that expanding and augmenting our Computer Science pathway to include an emphasis on design and innovation would align well with our overall mission and further support cross-curricular projects. Our next step was to create dedicated time through both assembly and advisory to educate our students on EBIA's Linked Learning pathway. Students gained an understanding of our Computer Science and Design Innovation pathway, its connection to college and career readiness, and ways to identify how in-classroom content connected both to learning in the workplace and future success. To address the equity issue for students participating in credit recovery during intersession and capstone, we created a new credit recovery model that utilizes Saturday school and office hours. Not only did this shift help implement the highest trimester pass rates in our school's



short history, it ensured that all students could participate in the full intersession experience (and will do the same for the upcoming capstone).

We also made changes from an institutional perspective. We altered our graduation requirements to better support Linked Learning by modifying requirements that may have otherwise prevented students from completing our CTE sequence. We reduced our Language Other than English requirement from 3 years to 2 years, thereby aligning it to the minimum University of California eligibility requirement. Furthermore, we reduced our Fitness requirement from two years to one. We also changed to a system which bears credit at the trimester, rather than the end of year, which has helped increase pass rates and allow for more targeted and timely credit recovery.

The feedback received on our Fall visit from the Measure N committee has been pivotal to the further development of our Linked Learning pathway. While it was noted that we have made progress on communicating what Measure N is to our staff and students, it was pointed out to us that our course trajectory towards completing the pathway was unclear. In particular, the ability for students to start with either CS1 or Art and Design did not create a clear trajectory. It was also apparent that our Work Based Learning curriculum was not clearly spelled out and students still had inequitable access to some aspects, namely internships. Finally, while there is now a larger and more diverse site team committed to maintaining and evaluating our pathway, the committee was looking for a more lateral understanding and implementation of Linked Learning across staff. How the design team is integrating the entire team into the work remained an area of growth. Additionally, we are encouraged to visit other sites who have more fully developed their pathway, ensure equity around student Work-Based Learning opportunities, and partner with community colleges to strengthen our pathway's trajectory.

Since our Fall visit, we worked to better align our pathway with the feedback from the Measure N Commission. We visited and created a partnership with Unity High. Staff from both campuses will periodically make visits and share pathway challenges and solutions. Indeed, EBIA and Unity are co-planning a Tech Fair. We have also been more intentional about gathering and analyzing pathway-related data, such as which students are on track to complete the entire CTE course sequence, and which students currently access different aspects of our WBL program. Currently, all of our students are enrolled in our pathway. We are working to increase our constituents' involvement in the development of our program through presentations and on-going communication. One of our board members agreed to take the lead on building outside partnerships and a pathway and industry advisory board. We are dedicating one day per week in advisory specifically to enhancing student knowledge around Linked Learning and how it relates to college and career success, and benefits of our computer science and design innovation pathway.

While our long-term plan is ambitious, we know that the commitment to actualizing a model for Linked Learning for all students requires intentionality. One year from now, we intend to use Measure N funds to hire a Linked Learning coordinator whose focus is on supporting Linked Learning implementation, including creating work-based learning opportunities and ICT certification opportunities for all our students. Our bell schedule will be more amenable to dual enrollment courses so our students will earn college credit and increase technical skills and career exposure. A year from now, we will have strengthened our data and feedback loop by expanding upon our partnership with Unity High. We will have refined our pathway sequence of courses. A year from now, Linked Learning best practices will be integrated in our program of study. We will have increased our college and industry partnerships and, as a result, the quality of learning for our students. As we move forward, 100% of our student body will be on track to complete the CTE sequence as well as experience all of the pillars of our pathway.