



LINKED LEARNING HIGH SCHOOL OFFICE

To: Measure N Commission
From: Lucia Moritz, High School Network Superintendent
Subject: **Probationary Schools 2020-21 Funding Recommendation**
Date: December 5, 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 through 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 through 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

19-2555 ARISE [Probationary Status Year 3]

- 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
 - Broad buy-in and implementation of collaboration and integrated projects
 - Evidence of all 4 pillars
- Highlights
 - Feedback provided at site's initial placement on probation has been addressed
 - Site has established structures that allow for pathway development work to happen
 - Site's implementation of collaborative projects this year will provide deeper integration of pathway instructional core and experience
 - Evidence of leadership team, teachers, and student leaders understanding Linked Learning
 - Pathway has received Linked Learning Silver Certification
- Areas for Continued Progress Monitoring
 - Integration of industry professionals to support teacher collaborative projects
 - Integration of industry professionals to support pathway student outcomes
 - Focus on coherence and making connections evident for all students



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19-2556 Skyline [Probationary Status Year 2]

- Response to Feedback
 - Site leadership team intentionally developed systems to increase pathway access to resources and Measure N funding
 - Site leadership 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
 - Coherence amongst all stakeholders including administration, teachers and students in terms of Linked Learning pathway vision
 - Linked Learning pathway lead teachers are backwards mapping from the 12th grade capstone to create vertical alignment and integration of the common core standards, rigor and CTE standards from 9th to 12th grade to ensure students have developed the knowledge and skills necessary to graduate college and career ready
 - Teachers and staff have developed strong connections to industry partners and have started to integrate their knowledge into their instructional core content areas as part of their vertical alignment and integration of CTE standards
 - 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 support.
 - 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
 - Every student interviewed could articulate what they were learning and connect it back to their pathway theme
- Areas for Continued Progress Monitoring
 - Skyline has all three levels of work based learning in each of the pathways and the next step is to continue to integrate the Work-Based Learning experiences within pathways to ensure equitable access to these learning experiences by all students
 - Skyline is working to calibrate the quality and rigor of instructional experiences across all pathways to ensure equitable access to high-quality pathway instructional experience for all students

19-2560 Unity [Probationary Status Year 3]

- Response to Feedback
 - Clear theme of computer science
 - Pathway development work is distributed among a site team including teachers
 - Some staff attending project-based learning conference
 - Development of Tech Fair as an integrated project being implemented this year
 - Full pathway course sequence being implemented this year
 - Evidence of all 4 pillars
- 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 has established structures that allow for deeper pathway development work such as time during professional development
- Areas for Continued Progress Monitoring



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- Integration of industry professionals to ensure pathway student learning outcomes are aligned
- Integration of industry professionals to support teacher collaborative projects and continued buy-in from teachers
- Deeper integration of pathway theme through the implementation of integrated projects at each grade level
- Implementation of full scope and sequence of Work-Based Learning continuum throughout the regular school day
- Focus on coherence and making connections evident for all students
- Deeper reflection and integration of computer science and arts components of pathway
- Building pathway culture and connections that are evident to students

Probationary Planning and Piloting - \$525 per pupil

19-2557 Aspire Lionel Wilson Prep [Probationary Status Year 3]

- Response to Feedback
 - Site has named engineering as pathway theme
 - Project Lead the Way curriculum implemented as core CTE sequence
 - Site has identified and begun to work with a consultant this year
 - Some teachers have demonstrated more understanding about what Linked Learning is
- Highlights
 - Teachers have expressed leadership shift has led to more support and inclusion in pathway development work
 - Structures are in place that will allow pathway development work to thrive
 - Evidence of the beginning stages of integrated/collaborative projects
 - Evidence of Linked Learning being discussed with broader school staff
- Areas for Continued Progress Monitoring
 - 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

19-2558 East Bay Innovation Academy [Probationary Status Year 3]

- Response to Feedback
 - Site has named computer science as pathway theme
 - Site has a Linked Learning consultant
 - Design team has expanded to include teachers
 - Larger school re-organization to have principal for high school specifically
- Highlights
 - Teachers felt more included in the design process



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- Overall there is more understanding and awareness of Linked Learning work happening at the school site
- Site leadership appears bought in and has been open and reflective on feedback provided
- Site has design team in place to assess and analyze structural and programmatic shifts that will be necessary to fully implement Linked Learning
- Areas for Continued Progress Monitoring
 - Potential master scheduling challenges and structural challenges that the design team must think through and address
 - Develop and implement a full scope and sequence of the Work-Based Learning continuum
 - Ensure equitable access and participation for all students in Work-Based Learning opportunities
 - Integration of industry professionals to support teacher collaboration and integrated projects
 - Deeper reflection and integration of computer science and arts components of pathway
 - Develop clear action steps that will be taken to address the 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
 - Work with consultant to ensure that all 4 pillars are fully developed and integrated

19-2559 Oakland School for the Arts [Probationary Status Year 2]

- Response to Feedback
 - Site is working with consultant to support pathway development work
 - Site has implemented changes in master schedule changes that would support pathway development work
 - 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
 - Site has established advisory and comprehensive student supports pillar extensively
 - Some teachers demonstrate more understanding about Linked Learning model
 - Site has clear industry sector(s) and the opportunity to align to Linked Learning model
 - Implementation of Business of Arts course
- Areas for Continued Progress Monitoring
 - 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 the previous feedback provided
 - Staff needs continued support in understanding what is Linked Learning and how to integrate the pieces they have developed



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- Establishing protected collaboration time for teachers



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Legislative Id. No.	School	2020-21 Recommendation	2020-21 Funding Allocation Amount	2019-20 Enrollment (Oakland residents only)	2020-21 Measure N Allocation
19-2555	ARISE	Full Implementation	\$850 per pupil	354	\$300,900
19-2556	Skyline	Full Implementation	\$850 per pupil	1558	\$1,324,300
19-2560	Unity	Full Implementation	\$850 per pupil	340	\$289,000
19-2557	Aspire Lionel Wilson Prep	Probationary Planning & Piloting	\$525 per pupil	274	\$143,850
19-2558	East Bay Innovation Academy	Probationary Planning & Piloting	\$525 per pupil	207	\$108,675
19-2559	Oakland School for the Arts	Probationary Planning & Piloting	\$525 per pupil	286	\$150,150

Total 2020-21 Measure N Allocation to Probationary Schools	\$2,316,875
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