

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

**Measures N and H –
College & Career Readiness
Commission**

David Kakishiba, Chair
kakishiba@gmail.com

Marc Tafolla, Vice Chair
marctafolla@gmail.com

Katy Nuñez-Adler, Secretary
katynunez.adler@gmail.com

James. Harris, Member
james@510media.com

Gary Yee, Member
Yeega125@gmail.com

Board Office Use: Legislative File Info.	
File ID Number	25-2143
Introduction Date	Sep 2, 2025
Enactment Number	
Enactment Date	

Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, Deputy Chief of Post-Secondary Readiness

Board Meeting Date

Subject Services For: High School Linked Learning

Action Requested and Recommendation

Discussion by the Measures N and H Commission of the Measures N and H staff site visits to school sites who recently transitioned out of “Conditionally Approved” status.

Background

(Why do we need these services? Why have you selected this vendor?)

Metwest High School and Leadership Public School recently transitioned out of “conditionally approved” status to “approved” in November 2024. Key areas for progress monitoring were noted and recommended in September 2025.

Competitively Bid

Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact

Funding resource(s): Measures N and H

Attachments

-Leadership Public School Conditionally Approved Report, November 2024
Metwest Conditionally Approved Report, November 2024



OAKLAND UNIFIED
SCHOOL DISTRICT

MEASURES N AND H CONDITIONALLY-APPROVED SCHOOL SITE REPORT AND STATUS RECOMMENDATION



LEADERSHIP PUBLIC SCHOOLS

OAKLAND R&D

November 19, 2024

PRESENTED TO:
MEASURES N AND H
COMMISSION

PRESENTED BY:
MEASURES N AND H
STAFF

TABLE OF CONTENTS

- SITE VISIT OVERVIEW
- EIP ASSESSMENT RECAP
- EVIDENCE OF CONDITIONS MET
- STATUS RECOMMENDATION
- AREAS FOR CONTINUED
PROGRESS MONITORING

SCHOOL SITE VISIT OVERVIEW

DATE OF VISIT:
OCTOBER 23, 2024
12-3 PM

PATHWAY:
DESIGN AND
MULTIMEDIA ARTS

SITE VISIT TEAM:

- Gary Yee, Member, Measures N and H Commission
- Vanessa Sifuentes, High School Network Superintendent
- Rebecca Lacocque, Director, Linked Learning,
- Emiliano Sanchez, Coordinator of CTE Trades and Apprenticeship
- Jan Quijada, Coordinator, Measures N and H
- Shannon LeCompte, CTE Coordinator, Linked Learning

EVIDENCE OF CONDITIONS MET:

SINGLE PATHWAY IDENTIFIED

- The school has addressed the need for a single career pathway (Design and Multimedia Arts) by transitioning to a 'Whole School' CTE, focusing on Design and Multimedia Arts. This streamlined approach offers dual enrollment and CTE courses aligned to the pathway, aiming for 100% of students to graduate with a Design and Multimedia Arts certification and hands-on, A-G interdisciplinary, and workplace experiences. In the 2023-24 school year, all 9th-grade students and upperclassmen at LPS Oakland were enrolled in pathway courses, with dual enrollment pass rates between 80-100%. Now in its second cohort, LPS Oakland continues to monitor student progress in the pathway. LPS plans to use its new building and two renovated buildings to support the Design and Multimedia Arts Pathway Program.

INCREASED OPPORTUNITIES AND PARTNERSHIPS

- In the 2023-24 school year, LPS Oakland deepened partnerships with Berkeley City College (BCC) and industry partners to create 'Whole School' and 'Grade-Level' experiences for all students. They held retreats with education partners, staff, and students to gather student feedback. LPS plans to implement a Whole School Design and Multimedia Arts Pathway through BCC and Peralta Colleges and to introduce a school wide career exploration curriculum for all students. In 2022-2023, less than 5% of LPS students participated in internships and apprenticeships for the Business Entrepreneurship and Digital Media Communications Pathways. LPS aims to boost student involvement in Design and Multimedia Arts internships and apprenticeships, setting SMART goals to reach 50% participation in future years.

TEACHER COLLABORATION AND RETENTION

- LPS has made significant improvements in engaging their stakeholders in capacity-building through teacher professional development, fostering collaboration among staff. A staff member actively leads the Linked Learning PD and the Linked Learning newsletter. Teachers spoke to a clear scope and sequence for professional learning. LPS also provides the opportunity for interdisciplinary project-based learning, where teachers in the Sciences collaborate with teachers in the Humanities to work on joint projects. LPS has established stronger labor relations, higher staff retention (over 80%), no teacher vacancies, and ensures all students have in-person instruction for core A-G courses.

SPRING 2023 EIP ASSESSMENT: CONDITIONS TO MEET FOR APPROVED STATUS

CRITERIA 1: MEASURE N/H OVERALL PATHWAY ASSESSMENT, CATEGORY 1: EVIDENCE OF COMPREHENSIVE PATHWAY PROGRAM(S)

- It is clear from LPS' EIP presentation that the school is in a state of flux, with significant staff and leadership turnover. As the school rebuilds its foundation and structure, it will be important to assess the sustainability of having two pathways. It's recommended to select and focus deeply on one pathway and implement it well, with fidelity to Linked Learning.

CRITERIA 2: QUALITY OF THE MEASURE N/H EDUCATION IMPROVEMENT PLAN, CATEGORY 2: PATHWAY QUALITY ASSESSMENT(S)

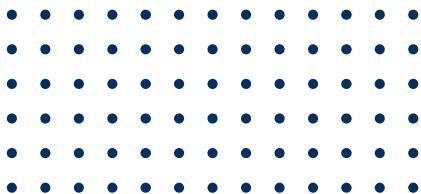
- The school needs to develop an implementation plan for each pathway that includes the CTE course sequence, plans for an integrated program of study, the full continuum of work-based learning opportunities, integrated student supports, and professional development to support Linked Learning implementation.
- Develop a plan, with a timeline and interim benchmarks, for addressing the enabling conditions for the implementation of Linked Learning. This includes establishing a stable administrative leadership team, stable school staff with credentialed teachers and counseling staff, and in-person classes with adequate classroom support.

STATUS RECOMMENDATION

“

Measures N and H staff find that Leadership Public School has met required conditions.

”



RATIONALE:

LPS has made progress in addressing the EIP Assessment feedback they received in Spring 2023. They have narrowed their focus to one pathway and there is evidence of professional development for teachers to improve the implementation of Linked Learning. While work is needed to deepen the implementation of Linked Learning at LPS, progress is being made. There is evidence of implementation, with a dedicated Linked Learning lead facilitator in place and updates on actions already taken and those planned for the future.



AREAS FOR PROGRESS MONITORING

SCHOOL-WIDE APPROACH

- LPS needs to deepen staff understanding of the purpose of Linked Learning at LPS. Staff turnover has weakened institutional knowledge, impacting program continuity and clarity. The site visit revealed uncertainty about core college and career readiness activities that all students experience and how the pathway empowers students, echoing past issues that led to Conditionally Approved status. The Measures N and H staff will continue to monitor for a unified, school-wide vision and clear ownership in leadership regarding the pathway model.

WORK-BASED LEARNING

- Industry partnerships and work-based learning (WBL) activities must be embedded in CTE and core academics to ensure all students experience the benefit systematically. Access to internship preparation appears limited only to students enrolled in specific internship classes, often on-campus, which restricts real-world industry exposure.

PROGRAM OF STUDY

- While elements of Linked Learning are apparent, they are not systematically integrated into the core experience for all students. Pathway development remains incomplete, with beneficial aspects emerging in isolated areas rather than as a cohesive program. Career readiness and internships should be made available not only to students with schedule flexibility. Challenges due to low student enrollment add to the difficulty of sustaining the program. The core pathway experience must be evident in the master's schedule and Program of Study.



MEASURES N AND H CONDITIONALLY-APPROVED SCHOOL SITE REPORT AND STATUS RECOMMENDATION



PRESENTED TO:
MEASURES N AND
H COMMISSION

PRESENTED BY:
MEASURES N
AND H STAFF

METWEST

HIGH SCHOOL

November 19, 2024

TABLE OF CONTENTS

- SITE VISIT OVERVIEW
- EIP ASSESSMENT RECAP
- EVIDENCE OF CONDITIONS MET
- STATUS RECOMMENDATION
- AREAS FOR CONTINUED PROGRESS MONITORING

SCHOOL SITE VISIT OVERVIEW

DATE OF VISIT:
OCTOBER 9, 2024
9:30 AM-12:30 PM

PATHWAY:
ENTREPRENEURSHIP

SITE VISIT TEAM:

- **Katy Nunez Adler, Member, Measures N and H Commission**
- **Vanessa Sifuentes, High School Network Superintendent**
- **Rebecca Lacocque, Director, Linked Learning,**
- **Nancy Gomez, Program Manager, Measures N and H**
- **Jan Quijada, Coordinator, Measures N and H**

EVIDENCE OF CONDITIONS MET:

PROGRAM OF STUDY

- This year, MetWest shifted its Pathway Designation for the 2024-25 school year from Social Entrepreneurship to Entrepreneurship and developed a new Program of Study for this pathway. They are planning for CTE (Career and Technical Education) integration and teacher professional development. The Learning Through Interest (LTI) plan was revamped to align LTI activities with CTE standards, incorporating CTE goals for internships each semester. Metwest plans to expand CTE integration into core classes and continue CTE-focused professional development for teachers.

IMPROVING A-G COMPLETION

- MetWest's academic counselor conducts transcript audits for all students, identifies credit recovery needs, and creates graduation plans. Credit recovery and academic intervention time are built into the master schedule to support students. The school is implementing intervention strategies, with family meetings led by advisors and counselors to discuss graduation progress and post-high school plans. The counselor will continue to perform transcript audits, develop graduation plans, provide students access to credit recovery classes, and hold family meetings. Metwest continues regular 1-on-1 academic check-ins during Advisory to support students in completing A-G requirements and updates Individual Learning Plans. The school is now consolidated on one campus. A literacy coach and a math coach have been hired to support ELA and math teachers, improving teaching practices and student engagement to meet student outcome goals in ELA, ELPAC, and math. The school is considering adjustments to the master schedule, including block scheduling and A/B days, to increase instructional time in core subjects and ensure that chronically tardy students experience all subject areas.

INCREASED INTERVENTIONS FOR ELL STUDENTS

- MetWest collaborated with the district's ELLMA office to improve support for English Language Learners (ELLs). Changes included placing students in ELD classes based on competency rather than grade level and extending ELD 3 & 4 classes to two hours on Tuesdays and Thursdays. A literacy coach was hired to support teachers and teach ELD and Academic Literacy. MetWest also held ELL-focused professional development sessions led by the ELLMA office. Future plans include continued support from the literacy coach, additional meeting time for all ELD classes, including ELD 1 and 2, and ongoing collaboration with ELLMA.

SPRING 2023 EIP ASSESSMENT: CONDITIONS TO MEET FOR APPROVED STATUS

CRITERIA 1: MEASURE N/H OVERALL PATHWAY ASSESSMENT, CATEGORY 1: EVIDENCE OF COMPREHENSIVE PATHWAY PROGRAM(S)

- Develop a plan to build teacher knowledge of CTE standards and aligning them to LTI activities, being more intentional about college and career preparation and social-emotional skill development, and including students and families more into the instructional experience by providing regular updates on student progress, inviting them to parent-teacher conferences, and encouraging them to attend school events.

CRITERIA 2: QUALITY OF THE MEASURE N/H EDUCATION IMPROVEMENT PLAN, CATEGORY 1: ROOT CAUSE ANALYSIS

- Consider how adjustments to the master schedule and teaching assignments (courses and location, considering the split campus) can improve A-G completion overall and on-track rates for students in 9th grade.
- Develop targeted interventions that address the root causes of the identified issues and support the specific needs of ELL students.
- The school should consider how school culture and structure may be impacting student achievement and take steps to address any issues identified in the reflection process.

STATUS RECOMMENDATION

RATIONALE:

“ Measures N and H staff find that Metwest High School has met required conditions ”

MetWest has identified a pathway focus and has made progress in implementing professional learning for teachers and staff about related CTE standards, particularly from the spring of 2023-24 into 2024-25. While work remains to fully meet Linked Learning benchmarks, the necessary enabling conditions are now in place, such as stable leadership, staff, and improved master schedule development practices.

AREAS FOR PROGRESS MONITORING

CTE SEQUENCE AND PROGRAM OF STUDY

- Implementation of an entrepreneurship sequence or systematically integrating standards into the core experience for all students. MetWest must integrate the pathway standards and work-based learning into its core academics to ensure equitable access and deepened relevance of core academics.
- Consistent professional development for teachers and staff to support implementation and shifts.

SOCIALIZATION OF LINKED LEARNING AND BPL

- Development of a coherent vision that integrates the Linked Learning and Big Picture Learning (BPL) approaches. Build stakeholder understanding of the Entrepreneurship pathway. Build staff understanding of the Linked Learning approach, in particular, its emphasis on the integration of career-themed or CTE and work-based learning into core academics. Consistent communication is important, as is the use of established structures like teacher PDs, Wednesday planning time, and advisory sessions with families and students. The school would benefit from clarifying the "why" behind its pathway approach. This would help create greater coherence between their Big Picture model and Linked Learning, particularly by articulating the theory of action for improvement through the pathway approach in a BPL school.