

**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**

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# Memo

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

**From** Vanessa Sifuentes, High School Network Superintendent

**Board Meeting Date** \_\_\_\_\_

**Subject** 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment  
Services For: MetWest High School

**Action Requested and Recommendation** Adoption by the Measures N and H – College and Career Readiness Commission of the 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for MetWest High School as “Conditionally Approved” in an amount not to exceed \$159,800.00.

**Background**

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

**Competitively Bid**

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

**Fiscal Impact**

Funding resource(s): Measure N  
Measure H

**Attachments**

- 2023-2024 Measure N/Measure H Education Improvement Plan
- 2023-2024 Measure N/Measure H Education Improvement Plan Assessment

**2023-2024 MEASURE N BUDGET**

Effective July 1, 2023 - June 30, 2024

School: **METWEST HIGH SCHOOL**

Site #: 338

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	\$159,800.00	\$159,800.00	\$0.00

*\*Funding Allocation is based on school's 2022-23 student enrollment count, Oakland Residents only (188) multiplied by the per pupil amount of \$850.*

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
338-1	Bus Passes: Funds to purchase AC Transit and/or Bart tickets for pathway students to attend internships, college visits, career exploration visits, field trips and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid admission, meet and interact with professionals in different organizations aligned with our social entrepreneurship theme. This expenditure increases scholar's exposure to pathway-specific post secondary opportunities.	\$5,000.00	5820	Bus Passes			Social Entrepreneurship
338-2	Teacher Salaries Stipends: Extended Contracts to pay Teachers who assist with Learning Through Interest work; advisor tasks that happen outside of contractual hours, to support the work of expanding our mentorship network, and college and career preparation. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid admission, meet and interact with professionals in different organizations aligned with our social entrepreneurship theme. Compensation: 36 hours @ \$38.50 per hour + 25% benefit costs = \$1,732.50 x 6 Teachers = \$10,395	\$10,395.00	1120	Teacher Salaries Stipends			Social Entrepreneurship
338-3	Transportation Costs: Charter Bus rentals for students to attend college visits, career exploration visits, field trips and integrated learning opportunities. The opportunities enable students to access experiential learning; learn about careers, college programs, financial aid and organizations aligned with our social entrepreneurship pathway theme. This expenditure increases scholar's exposure to pathway-specific post secondary opportunities.	\$15,000.00	5826	Transportation Costs			Social Entrepreneurship
338-4	Textbooks for the Dual Enrollment & Peralta courses. The textbooks to be purchased include textbooks required for DE Peralta courses. This expenditure supports students in the Pathway by ensuring they are prepared for their internship. It also supports the strategic action to reduce academic disparities based on race or ELL status and support exposure to post-secondary experiences.	\$2,800.00	4100	Textbooks			Social Entrepreneurship
338-5	Teacher Salaries: Hire an Internship Coordinator, at 1.0 FTE. The internship coordinator ensures the program operates efficiently and effectively. She is responsible for seeking our new mentorship opportunities, building and maintaining those relationships, and maintaining our network of mentors. She also supports advisors, students, and mentors with our Learning Through Interest work. These opportunities enable students to access experiential learning; learn about careers and interact with professionals in different organizations aligned with our social entrepreneurship theme. PCN 2682 Ana Villalobos (Salary and Benefit costs included)	\$112,642.35	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Social Entrepreneurship

338-6	<p>Conference Expenses. These opportunities enable staff (teachers and administration) to grow professionally and build their capacity to effectively implement key components our learning model and Linked Learning. This expenditure supports students in the Pathway by ensuring all staff is can support students as they explore career and college programs and internships. It also supports the strategic action to reduce academic disparities based on race or ELL status and support exposure to post-secondary experiences.</p>	\$13,962.65	5220	Conference Expenses			<p>Social Entrepreneurship</p>
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<b>School Name:</b>		<b>MetWest High School</b>						<b>Site #:</b>	<b>338</b>	
<b>Pathway Name(s):</b>		<b>Social Entrepreneurship</b>								
<b>School Description</b>										
MetWest is a small, public high school in Oakland Unified School District, located in the heart of Oakland near the downtown area. As the first Big Picture Learning School established on the West Coast, our students have the unique opportunity to learn through their interest. Two days a week, our students are actively engaged in internships at local businesses and organization throughout their four years in high school. Upon graduation, our students have designed numerous real-world projects, learned project management skills, built social capital, and gained professional communication habits.										
<b>School Mission and Vision</b>										
Our school's vision is MetWest prepares young adults to recognize and take advantage of all resources to further their personal well-being and the wellbeing of their communities. Our graduates will have the skills, habits, knowledge, and networks to overcome obstacles to their success, access four-year colleges, engage in fulfilling work, and contribute positively to our world.										
<b>School Demographics</b>									<b>% Current Newcomers</b>	
<b>2022-23 Total Enrollment Grades 9-12</b>			<b>277</b>							
<b>Special Populations</b>	<b>% Male</b>	<b>% Female</b>	<b>% Oakland Residents</b>	<b>% LCFF</b>	<b>% English Learners</b>	<b>% LTEL</b>	<b>% SPED RSP</b>	<b>% SPED Mild-Moderate</b>	<b>% SPED Severe</b>	
	50.2%	49.5%	99.3%	97.9%	21.3%	19.1%	19.5%			
<b>Student Population by Race/Ethnicity</b>	<b>% African-American</b>	<b>% Native American</b>	<b>% Asian</b>	<b>% Hispanic/Latino</b>	<b>% Filipino</b>	<b>% Pacific Islander</b>	<b>% White</b>	<b>% Multiple Ethnicity</b>	<b>% Not Reported</b>	
	17.3%	0.4%	12.3%	56.3%	0.7%		6.1%	4.7%	2.2%	
<b>Focal Student Population</b>	<b>Which student population will you focus on in order to reduce disparities?</b>					<b>English Learner (EL)</b>				
<b>SCHOOL PERFORMANCE GOALS AND INDICATORS</b>										
Please refer to this <a href="#">Data Dictionary</a> for definitions of the Indicators.										
<b>Whole School Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>			
<a href="#">Four-Year Cohort Graduation Rate</a>	95.2%	TBD	98.00%		100.00%		100.00%			
<a href="#">Four-Year Cohort Dropout Rate</a>	4.8%	TBD	3.00%		2.00%		2.00%			
<a href="#">A-G Completion Rate (12th Grade Graduates)</a>	92.7%	TBD	95%		96.00%		97.00%			
<a href="#">On Track to Graduate - 9th Graders</a>	76.6%	18.1%	80%		90.00%		95.00%			
9th Graders meeting A-G requirements	76.6%	18.8%	85.00%		90.00%		95.00%			
<a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>	7.1%	TBD	85.00%		90.00%		95.00%			
<a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>	14.3%	0.0%	50.00%		55.00%		60.00%			
<a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>	51.8%	100.0%	100.00%		100.00%		100.00%			
<a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</a>	88.1%	TBD	89%		90.00%		95.00%			
<a href="#">College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation</a>	24.4%	TBD	25.00%		28.00%		30.00%			
<a href="#">College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation</a>	53.7%	TBD	60.00%		65.00%		68.00%			
<b>Focal Student Population Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>			

Four-Year Cohort Graduation Rate	83.3%	TBD	85.00%		90.00%		95%
Four-Year Cohort Dropout Rate	16.7%	TBD	11.00%		10.00%		5.00%
A-G Completion - 12th Grade (12th Grade Graduates)	66.7%	TBD	68.00%		70.00%		75.00%
On Track to Graduate - 9th Graders	80.0%	12.5%	83.00%		90.00%		95.00%
9th Graders meeting A-G requirements	80.0%	12.5%	85.00%		90.00%		95.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0.0%	TBD	88.00%		90.00%		95.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	0.0%	0.0%	80%		85%		88.00%
Percentage of 10th-12th grade students in Linked Learning pathways	41.7%	100.0%	100.00%		100.00%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	66.7%	TBD	68.00%		70.00%		75.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	66.7%	TBD	65.00%		63.00%		60.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	33.3%	TBD	35.00%		37.00%		40.00%

**ROOT CAUSE ANALYSIS**  
 Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

<b>Indicator</b>	<b>Strengths</b>	<b>Challenges</b>
<p><b>Instructions:</b> Complete the Strengths and Challenges columns for all indicators in <b>bold</b> (lines 41-44). Then select <b>ONE</b> of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</p>	<p><i>What is our site doing well that's leading to improvements in this indicator?</i></p>	<p><i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i></p>
<p><b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> (Analyze these two indicators together)</p>	<p>We are doing transcript audits more than once a year and we discuss student graduation readiness at families meetings. In addition make sure students and families are aware of their progression toward graduating but we have added course recovery classes into our master schedule.</p>	<p>Our master schedule has been a big challenge as the grades split between two campuses because we have to share staff between both campuses. Staff who teach at both campuses have to have transition time. This means we have to build in the master schedule an extra planning period for them which in turns reduces the amount of sections that teacher could offer. This has an overall impact on how many courses we can offer, the type of courses we can offer, and students accessibility to courses.</p>
<p><b>A-G Completion - 12th Grade</b></p>	<p>We have made improvement in this area to ensure our seniors have a higher rate of A-G completion by building in recovery courses into our master schedule. We also do transcript audits throughout the year and communicate to seniors how they are progressing toward A-G completion.</p>	<p>Advisors and the school counselors working collaboratively to ensure seniors are on track with A-G completion has been a challenge due to the past structure of the school as well as the culture and climate. In the past, the school did not have a school counselor and it was the advisor's responsibility to complete transcript audits. However, not all of them had the necessary knowledge to ensure students were taking required courses in sequence and this presented multiple issues for students being on track to graduate. Last year was the first year the school was given a school counselor and through transcript audits we realized that several of our students were not on track with A-G completion and we need to adjust the master schedule to ensure students would have course recovery options. Advisors still review student transcript during family meetings, however, both the counselor and advisors need to work together to ensure the students is being set up for success and is on track with all A-G courses; like a checks and balance system.</p>

<p><b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> <i>(Analyze these two indicators together)</i></p>	<p>We are completing transcript audits on frequent basis and communicating to the 9th graders and their families their progression toward graduation and A-G completion. These conversations are had at families meetings that take place through the year.</p>	<p>We used to allow freshman to opt out of taking required electives their freshman year. This is any issue for us because of the limited space we in PE because we don't not have a gym or proper space for PE and we share elective teachers between both campuses. Sharing staff between two campuses reducing the amount of sections we can offer which limits the accessibility of these classes to students. This in turns created a trickle down effect of students not being on track to meet A-G requirements. However, with the introduction of our Freshman Academy, we will be able to stop sharing staff. The Freshman Academy will have their own dedicated group of teachers and advisors to ensure they are all on track to meet their A-G requirements.</p>	
<p><b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation</b> <i>(Analyze these two indicators together)</i></p>	<p>We ensure our students have exposure to colleges and universities to increase their awareness what opportunities are available to them. We partner with EBC and they work with us to coordinate workshops and college events for our seniors. These activities help to increase the percentages of students enrolling into 2 or 4 year colleges.</p>	<p>Exposing the underclassman to college and universities earlier in their high school tenure. EBC has limited capacity to work with other grades outside of seniors.</p>	
<p>Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</p>	<p>The basis of our program is learning through interest-internship. Thus, majority of all of seniors have employer-evaluated internships.</p>	<p>One of challenges is building our mentor network. We want to be able to increase that number of mentors willing and available to host our students. There are several other high schools now offering an internship opportunity and this sometimes limits options available to our students.</p>	
<p>Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12</p>	<p>A little less than half of our students are passing dual enrollment courses with a C or better. We feel that this is a good place to grow from.</p>	<p>The overall culture of learning (the attitude and expectations around learning) has been a challenge. As we shift our school culture and climate, we are still seeing some challenges around universal high expectations are learning. This in turns impacts students attitudes towards learning, effort put forth in classes, and overall student outcomes.</p>	
<p>Percentage of 10th-12th grade students in Linked Learning pathways</p>	<p>We are a small school so everyone participates in the pathway.</p>	<p>We don't have challenges around this because it is the expectation that everyone participates. There are no other alternatives.</p>	
<p>CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</p>	<p>We are encouraging more students to seek industry certifications and we have check in system for capstone completion.</p>	<p>The school's culture and climate significantly impacted the overall culture of learning (the attitude and expectations around learning) has been a challenge. The toxic culture did not make space for collaboration or having a student center focus. As we shift our school culture and climate, we are still seeing some challenges around universal high expectations of learning. This in turns impacts students attitudes towards learning, effort put forth in classes, and overall student outcomes.</p>	
<p><b>PATHWAY QUALITY ASSESSMENT</b></p>			
<p><i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i></p>	<p><b>Evidence of Strengths</b></p>	<p><b>Areas For Growth</b></p>	<p><b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i></p>

<p><b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation</p>	<p>Learning Through Interest lives in our advisories and there students tackle real world problems that impact our society and our environment which is one of the core focuses of our pathway. Learning Through Interest provides opportunities to each student to experience elements of CTE in an authentic setting; the internship.</p>	<p>Creating an integrated program of study.</p>	<p>1. Identify an integrated program of study. 2. Develop the integrated program of study. At this moment our students are not taking CTE class aligned with social entrepreneurship. We need to build out our integrated program of study and add the courses to our master schedule for the following year.</p>
<p><b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>We have a strong learning through interest program. Majority of all of our students have confirmed internships going into the Spring semester. Majority of all of our students leave MetWest with workplace readiness. Mentors assess students progress and provides feedback during targeted check-ins. The advisors do set-up meeting to ensure both the mentor and mentee are clear about expectations and the quality of the learning experience at the Learning Through Interest site.</p>	<p>We already do some goal setting for our internships but the we could be more intentional about how students self-assess themselves. The advisor and the mentors assess the student but have a clear rubric for the student to self-assessment periodically throughout their process would help to ensure their experience is what it needs to be. Universally, we are not yet intentionally identifying and aligning the College Technical Education standards in Learning Through Interest work.</p>	<p>Build teacher knowledge of CTE standards and how to align them to our learning through interest activities/tasks. All teachers do not yet identify CTE standards and align them to the LTI activities/tasks which in turns means not all teachers are teaching with the standard in focus.</p>
<p><b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>Seniors receive a great deal of college and career preparation and support, individual students receive support for concurrent enrollment classes and such, and we take each grade level out to see a college or university at least once during the school year.</p>	<p>We need to start College and Career preparation much earlier and consistently. We are not as intentional as we could be in students' social-emotional skill development. The is a need for more student input and validation around their learning experiences and overall school experiences.</p>	<p>Early exposure to college and career opportunities, grade level planned college and career exploration, tracking and monitoring student progress, including student and families more into the instructional experience, being more intentional around SEL direct instruction.</p>

**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goals**

*Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.*

<p><b>Goal #1:</b> By 2026</p>	<p>We will increase the number of students who have passed dual enrollment classes with a C or higher by 10% by May 2026.</p>
<p><b>Goal #2:</b> By 2026</p>	<p>We will increase the number of freshman on track to graduate by 10% by May 2026.</p>
<p><b>Goal #3:</b> By 2026</p>	<p>We will increase the number of ELL freshman students on track to graduate by 10% by May 2026.</p>

**Pathway Strategic Actions**

**Strategic Actions for 2023-24**

*What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?*

<p>All students will complete an Individual Learning Plan.</p>
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<b>Strategic Actions for Goal #1</b>	All students will review and revise their learning plans during families meetings.
	Dual Enrollment teachers will provide progress reports to each student and discuss their progress.
<b>Strategic Actions for Goal #2</b>	All freshman will complete an Individual learning plan at the start of their Freshmen year.
	Advisors will actively track and monitor each advisee academic progress along with the student.
	Transcript audit will done at the end of the Fall semester and before the last family meeting to ensure students are on track.
	Freshman will receive targeted intervention to accelerate academic growth.
<b>Strategic Actions for Goal #3</b>	Students who receive ELL services will have a focus goal included on their individual learning plans to ensure they are setting goals and monitoring their progress toward academic growth.
	Students who receive ELL services will have received targeted intervention around their identified growth areas specific to ELD content.
	Advisors and student will track and monitor their progress.

**Budget Expenditures**

**2023-2024 Budget: Enabling Conditions Whole School**

<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .						
<b>BUDGET JUSTIFICATION</b> - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>
<b>Bus Passes: Funds to purchase AC Transit and/or Bart tickets for pathway students to attend internships, college visits, career exploration visits, field trips and integrated learning opportunities.</b> These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid admission, meet and interact with professionals in different organizations aligned with our social entrepreneurship theme. This expenditure increases scholar's exposure to pathway-specific post secondary opportunities.	\$5,000.00	5820	Bus Passes			Social Entrepreneurship
<b>Teacher Salaries Stipends: Extended Contracts to pay Teachers who assist with Learning Through Interest work;</b> advisor tasks that happen outside of contractual hours, to support the work of expanding our mentorship network, and college and career preparation. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid admission, meet and interact with professionals in different organizations aligned with our social entrepreneurship theme. Compensation: 36 hours @ \$38.50 per hour + 25% benefit costs = \$1,732.50 x 6 Teachers = \$10,395	\$10,395.00	1120	Teacher Salaries Stipends			Social Entrepreneurship

<p><b>Transportation Costs: Charter Bus rentals for students to attend college visits, career exploration visits, field trips and integrated learning opportunities.</b>                  The opportunities enable students to access experiential learning; learn about careers, college programs, financial aid and organizations aligned with our social entrepreneurship pathway theme. This expenditure increases scholar's exposure to pathway-specific post secondary opportunities.</p>	\$15,000.00	5826	Transportation Costs			Social Entrepreneurship
<p><b>Textbooks for the Dual Enrollment &amp; Peralta courses.</b>                  The textbooks to be purchased include textbooks required for DE Peralta courses. This expenditure supports students in the Pathway by ensuring they are prepared for their internship. It also supports the strategic action to reduce academic disparities based on race or ELL status and support exposure to post-secondary experiences.</p>	\$2,800.00	4100	Textbooks			Social Entrepreneurship
<p><b>Teacher Salaries: Hire an Internship Coordinator, at 1.0 FTE.</b>                  The internship coordinator ensures the program operates efficiently and effectively. She is responsible for seeking our new mentorship opportunities, building and maintaining those relationships, and maintaining our network of mentors. She also supports advisors, students, and mentors with our Learning Through Interest work. These opportunities enable students to access experiential learning; learn about careers and interact with professionals in different organizations aligned with our social entrepreneurship theme.                  PCN 2682 Ana Villalobos                  (Salary and Benefit costs included)</p>	\$112,642.35	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Social Entrepreneurship
<p><b>Conference Expenses.</b> These opportunities enable staff (teachers and administration) to grow professionally and build their capacity to effectively implement key components our learning model and Linked Learning. This expenditure supports students in the Pathway by ensuring all staff is can support students as they explore career and college programs and internships. It also supports the strategic action to reduce academic disparities based on race or ELL status and support exposure to post-secondary experiences.</p>	\$13,962.65	5220	Conference Expenses			Social Entrepreneurship

# Measure N/H 2023-2024 Education Improvement Plan Assessment

## MetWest High School

### Checklist of Required Elements:

- ✓ Submitted Measure N/H Education Improvement Plan
- ✓ Submitted Measure N/H Budget
- ✓ Submitted 4 Pillars of Linked Learning (1 per Pathway)

<b>Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway?</b> <i>(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</i>				
Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p><b>Evidence of Comprehensive Pathway Program(s) (<a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>)</b></p> <p><i>Instructions: Review Pathway Quality Assessments &amp; Linked Learning 1-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> <li>Integrated Program of Study</li> <li>Work Based Learning</li> <li>Integrated Students Supports</li> </ul>	<p><b>Score: 2</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Pathway Quality Assessment provides evidence of 2 of the 3 domains of Linked Learning; however, implementation of an Integrated Program of Study is not clear. .</li> <li>MetWest has a strong Learning Through Interest program where students tackle real-world problems and engage in authentic internships. However, there is a need to create an integrated program of study grounded in CTE standards and an aligned CTE course sequence.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>			

Criteria 2: Quality of the Measure N/H Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p><b>Instructions:</b> Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</p> <p><b>Root Cause Analysis</b> <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i></p> <ul style="list-style-type: none"> <li>• School has identified a Focal Student population that is not achieving key outcome indicators.</li> <li>• School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach.</li> <li>• Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined</li> <li>• For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available.</li> </ul>	<p><b>Score: 2</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Based on the provided information, MetWest analyzed data pertaining to pathway outcomes to develop a coherent Theory of Action.</li> <li>• Staff completes transcript audits frequently and communicates to families about student progress towards graduation and A-G completion.</li> <li>• Metwest has made improvements by building recovery courses into the master schedule. They ensure that students have exposure to colleges and universities by partnering with East Bay Consortium to coordinate workshops and college events. Majority of seniors have employer-evaluated internships as the basis of their program is Learning through Interest-internship.</li> <li>• The site’s reflection revealed that several enabling conditions were not in place, for instance, not having an academic counselor and not having sufficient training for Advisors to complete transcript audits. This has created challenges in meeting target indicators such as A-G completion and On-Track to Graduation</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop targeted interventions that address the root causes of the identified issues and support the specific needs of ELL students.</li> <li>• 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.</li> </ul>			
<p><b>Pathway Quality Assessment(s)</b> <i>The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.</i></p> <ul style="list-style-type: none"> <li>• Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Metwest has conducted a thorough analysis of the three domains of Linked Learning and identified areas for growth to further integrate and develop each of the domains. They have reflected deeply on the strengths and challenges of each domain and have established next steps to support continuous improvement of the pathways.</li> </ul>			

<ul style="list-style-type: none"> <li>• Next steps have been identified to support the continuous quality improvement of the pathway(s)</li> <li>• Self-assessment provides evidence, such as concrete examples or specific data</li> </ul>	<ul style="list-style-type: none"> <li>• The school has used the 2023-26 College and Career for All and Linked Learning Quality Standards to assess themselves and have identified priorities for their three-year goals, including creating an integrated program of study, enhancing work-based learning plans and assessments, being more intentional about social-emotional skill development and involving students more in their learning experiences. They have outlined specific actions to achieve these goals, such as building teacher knowledge of CTE standards and adding courses to their master schedule.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• The evidence of strengths and areas for growth can inform the school's next steps to support the continuous improvement of the pathway. It's also positive to see that the school has identified specific next steps to address areas for growth in each category. This level of detail suggests a thoughtful and deliberate approach to improvement. Overall, the school's commitment to progress monitoring is an important step towards ensuring the success of the pathway and the students they serve.</li> </ul>
<p><b>Strategic Goals</b></p> <ul style="list-style-type: none"> <li>• Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years</li> <li>• The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports)</li> <li>• Alignment is evident between schoolwide goals and Measure N/H priorities</li> <li>• For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other</li> <li>• For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• The three goals mentioned align with the purpose of Measure N/H and the instructional focus for professional development in the upcoming years. The goals are specific, measurable, and time-bound, which is important for progress monitoring. The goals also address student outcomes and are aligned with the three domains of Linked Learning.</li> <li>• Goals and strategic actions are aligned around student outcomes (e.g. increasing Dual Enrollment pass rates, 9th grade on-track overall and for ELL students) and root cause analysis highlighting the need to develop a CTE course sequence in support of an integrated program of study.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• Consider how strategic goals can be aligned to meeting student needs while also addressing the enabling conditions necessary for creating a high-quality Linked Learning program.</li> </ul>
<p><b>Strategic Actions</b></p> <ul style="list-style-type: none"> <li>• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning             <ul style="list-style-type: none"> <li>• Integrated Program of Study</li> </ul> </li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• For Goal #1, the actions focus on implementing Individual Learning Plans,</li> </ul>

<ul style="list-style-type: none"> <li>• Work-Based Learning</li> <li>• Integrated Student Support</li> <li>• Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals</li> <li>• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p>progress monitoring, and regular discussions with dual enrollment teachers to ensure that students are successful in their dual enrollment classes.</p> <ul style="list-style-type: none"> <li>• For Goal #2, the actions focus on implementing Individual Learning Plans, actively tracking and monitoring academic progress, conducting transcript audits, and providing targeted interventions to support academic growth.</li> <li>• For Goal #3, the actions focus on incorporating a focus goal on individual learning plans for ELL students, providing targeted interventions specific to ELD content, and tracking and monitoring progress with advisors.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p>
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Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
<p><b>Instructions:</b> Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways.</p> <p><b>Budget</b></p> <ul style="list-style-type: none"> <li>• A through line is evident between expenditures and the needs identified in the Education Improvement Plan</li> <li>• Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning</li> <li>• Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H</li> <li>• Expenditures are necessary due to the existence of Linked Learning pathways at the school site</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b> Based on the budget justification provided, it appears that the budget aligns with the goals and strategies outlined for the Social Entrepreneurship pathway.</p> <ul style="list-style-type: none"> <li>• The expenditure on bus passes and transportation costs is aimed at providing students with access to internships, college visits, career exploration visits, field trips, and other integrated learning opportunities. This supports the goal of increasing exposure to pathway-specific post-secondary opportunities.</li> <li>• The expenditure on textbooks for Dual Enrollment and Peralta courses supports the strategic action to reduce academic disparities based on race or ELL status by ensuring that all students are prepared for their internships.</li> <li>• The allocation of funds towards teacher salaries and stipends for extended contracts to assist with Learning Through Interest work, advisor tasks, mentorship network expansion, and college and career preparation, supports the goal of building the three domains of Linked Learning - academic, technical, and professional skills.</li> <li>• The expenditure on conference expenses helps staff to grow professionally and build their capacity to effectively implement key components of the learning model and Linked Learning. This supports the strategic action to reduce academic disparities based on race or ELL status and support exposure to</li> </ul>			

post-secondary experiences.

Overall, the budget justification provided appears to demonstrate a clear connection between the budget expenditures and the goals and strategies outlined for the Social Entrepreneurship pathway.

## Final Recommendation

**Instructions:** Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

### Rating: Conditionally Approved

- School is **actively developing** Linked Learning as evidenced by early implementation of key elements of Linked Learning: Integrated Program (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
  - **Metwest has a strong Learning Through Interest program where students tackle real-world problems and engage in authentic internships. However, there is a need to create an integrated program of study and align it with CTE standards. The school would benefit by being more intentional about self-assessments for students and identify and align CTE standards in Learning Through Interest work.**

### Strengths:

- The Learning Through Interest program appears to be strong and effective, with a high percentage of students engaging in internships and gaining workplace readiness skills.

### Key Questions:

- How can the school focus on developing and implementing a comprehensive integrated program of study that aligns with CTE standards, while also prioritizing SEL skill development, earlier and more consistent college and career preparation, and greater student and family involvement in the instructional experience?

### Budget Feedback:

- N/A

**Next Steps:**

What	Suggested Lead	Deliverable	Date
Develop an implementation timeline for creating and adding social entrepreneurship CTE courses to the master schedule for the 24-25 school year.	Principal ILT	Master schedule	January 2024
Build teacher knowledge and expertise in CTE standards and how to align them to LTI activities and tasks in collaboration with staff from the HS Linked Learning Office	Principal ILT	PD Plan	August 2023
2023-24 <i>Conditionally Approved</i> School Check-In	Principal	Meeting with Measure N/H Staff	Fall 2023
2023-24 <i>Conditionally Approved</i> School Process <i>including but not limited to: Fall Site Visit, December Presentation to Measures N and H College and Career Readiness Commission</i>	Principal	Meeting Attendance Site Visit Presentation	Fall 2023