

## MEASURE N COMMISSION

1000 Broadway, Suite 680  
Oakland, CA 94607-4099



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

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### Measure N - College & Career Readiness - Commission

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Enactment Date	

## Memo

**To** Board of Education

**From** Measure N Commission  
Jason Gumataotao, Chairperson  
Louise Waters, Vice Chair  
Whitney Dwyer, Secretary  
Emma Paulino, Member  
Jams Harris, Member

**Board Meeting Date** April 15, 2021

**Subject** 2021-2022 Measure N Education Improvement Plan  
Services for: MetWest High School

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**Action Requested and Recommendation** Adoption by the Board of MetWest High School proposed 2021-2022 Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed \$198,050,00.

**Background**

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

Adoption by the Board of Education of MetWest High School proposed 2021-2022 Education Improvement Plan and Budget.

**Competitively Bid**

Was this contract competitively bid? No

If no, exception: N/A

**Fiscal Impact**

Funding resource(s): Measure N

**Attachments**

- Measure N Education Improvement Plan

## 2021-2022 MEASURE N BUDGET

School: METWEST HIGH SCHOOL

Resource	Allocation	Total Expended	Total Remaining
Measure N	\$198,050.00	\$198,050.00	\$0.00

Site #: 338

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
338-1	Hire a Teacher, at .40 FTE, as the Science Advisor (L. Trinh) to support development of internship program by working directly with students, other staff, and internship mentors at school and at internship sites. Measure N funds will support the development of curriculum aligned with CTE standards and the fostering of new community partnerships to support work-based learning as MetWest expands. Advisors will design and implement learning opportunities aligned with MetWest's work based learning program and will collaborate on an interdisciplinary team across the two MetWest campuses. The science advisor is a new role at MetWest and as we continue to grow, we need to supplement our work-based learning resources to be able to offer more interdisciplinary supports and to integrate our pathway work across the school. Amount includes salaries and benefit costs.	\$32,986.55	1105	Teacher Salaries	Science Advisor	.50 FTE	
338-2	Hire a Teacher, at .40 FTE, as the Humanities Advisor to support development of internship program by working directly with students, other staff, and internship mentors at school and at internship sites. Measure N funds will support the development of curriculum aligned with CTE standards and the fostering of new community partnerships to support work-based learning as MetWest expands. Advisors will design and implement learning opportunities aligned with MetWest's work based learning program and will collaborate on an interdisciplinary team across the two MetWest campuses. (Salary and Benefit Costs)	\$33,950.33	1105	Teacher Salaries	Humanities Advisor	.40 FTE	
338-3	Hire a Teacher, at .40 FTE, as the Humanities Advisor to support development of internship program by working directly with students, other staff, and internship mentors at school and at internship sites. Measure N funds will support the development of curriculum aligned with CTE standards and the fostering of new community partnerships to support work-based learning as MetWest expands. Advisors will design and implement learning opportunities aligned with MetWest's work based learning program and will collaborate on an interdisciplinary team across the two MetWest campuses. (Salary and Benefit Costs)	\$30,577.10	1105	Teacher Salaries	Humanities Advisor	.40 FTE	

338-4	Hire a Science Teacher at .80 FTE to support college readiness and to support student success in science-related work based learning opportunities. In the 2020-2021 school year, MetWest had to rely on dual enrollment to meet science needs of students. By increasing our science offerings, we will increase percent of students meeting A-G requirements and graduating ready for college and career. The Science teacher will teach courses at both campuses and will collaborate with Science Advisor and Humanities advisors to connect Science learning to interdisciplinary real-world learning through Internships. (Salary and Benefit Costs)	\$81,844.49	1105	Teacher Salaries	Science Teacher	.80 FTE	
338-5	Teacher Salaries Stipends: Extended Contract to pay for teachers to lead and support through design team work to expand our internship and pathway program that support improvement of internship program and work with industry mentors. These stipends are associated with the ongoing program development work required by expanding the pathway. (Salary and Benefit Costs)	\$18,691.53	1120	Teacher Salaries Stipends			



School: METWEST HIGH SCHOOL				School ID: 338	
School Description					
#REF!					
School Mission and Vision					
#REF!					
School Demographics					
Special Populations	% Male	% Female	% Oakland Residents	% LCHF	% English Learners
	54.1%	45.9%	95.6%		15.6%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino
	17.6%	0.5%	5.9%	62.0%	0.0%
Target Student Population	Which student population will you focus on in order to reduce disparities?				We are focused on ELL students to ensure that they are building academic language and fluency needed to access and succeed in internships and college and career.
SCHOOL PERFORMANCE GOALS AND INDICATORS					
Whole School Indicator			18-19 Baseline Data	19-20 Data	20-21 Goal
Four-Year Cohort Graduation Rate			91.9%	90.5	95%
Four-Year Cohort Dropout Rate			2.7%	7.1	5.0%
A-G Completion			90.9%	83.3	95.0%
On Track to Graduate - 9th Grade			68.3%	69.5	5.0%
Percentage of students who participated in at least 1 Work-Based Learning activity			91.3%	100.0%	100.0%
Percentage of students who have passed dual enrollment courses with a C- or better			Not Available	Not Available	80%
Percentage of students in Linked Learning pathways			69.7%	99.5%	100%
Target Student Population Indicator			18-19 Baseline Data	19-20 Data	20-21 Goal
Four-Year Cohort Graduation Rate			70.0%	100.0%	85.0%
Four-Year Cohort Dropout Rate			10.0%	0	2.0%
A-G Completion			100.0%	Not Available	100%
On Track to Graduate - 9th Grade			66.7%	Not Available	75.0%
Percentage of students who participated in at least 1 Work-Based Learning activity			93.5%	Not Available	100.0%
Percentage of students who have passed dual enrollment courses with a C- or better			Not Available	Not Available	not available
Percentage of students in Linked Learning pathways			100.0%	100.0%	100.0%
ROOT CAUSE ANALYSIS					
Indicator	Strengths		Highest Leverage Challenge		Root Cause Analysis
			What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?		What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?

Four-Year Cohort Graduation Rate	Overall our trend is that we have a graduation rate close to 90%, which is strong - above average for CUSD and the state. In 18-19 we maintained 91.9% graduation rate.	We have a high graduation rate. For the 1-2 students who don't graduate, we have provided multiple interventions. Credit recovery options are a struggle with students being behind in multiple classes, and thus, some choose to transfer.	A possible shift could be in better utilizing strong internship mentors when students are struggling to stay on track
Four-Year Cohort Dropout Rate	Because of our relationship-based advisory model and other factors, we have a low dropout rate.	We continue to struggle with ensuring all students are receiving what they need and are able to access resources beyond the classroom to support their academic achievement. While we have many supports in place, we aren't always able to meet the needs of every single student.	Students living in poverty and experiencing multiple forms of trauma can present significant challenges to success in school.
A-G Completion	We have a high rate of A-G completion. In 18-19 it was 90%	The issue typically arises with transfer students who are coming behind in credits or coming to MetWest with Ds and need to recover credit. Sometimes there is not time for them to complete all the A-G courses.	We do not have enough opportunities embedded in our program for kids to make up classes that they have failed. This is due to school size and resource. We also need to systematically teach habits of work such as time management, organization, self-advocacy, etc in the lower grades so students can leverage these practical skills across discipline in the upper grades.
On Track to Graduate - 9th Grade	Due to our model, students and families participate in three lengthy family meetings a year, reviewing transcript and graduation readiness. We actively work with our 9th graders to find innovative ways of getting them on track to graduate, utilizing our internship model and internship mentors.	With 9th graders, we struggle with students who fail advisory, which is their English and History class, and this leads to challenges with credit recovery.	We need stronger interventions for ninth grade students in particular to support their transition to high school. We need to work with teachers to offer more universal (tier 1 supports) as well as increase access to tier 2 and 3 supports for ninth grade students.
Percentage of students who participated in at least 1 Work-Based Learning activity	100% of our students participate more than 1 work based learning activity	Our most significant challenge is finding work-based learning opportunities that meet the array of interests that our students have.	There are no challenges with students participating in this, as it's part of their school program.
Percentage of students who have passed dual enrollment courses with a C- or better	We don't implement dual enrollment due to our small size. We do concurrent enrollment, and approximately 20-25% of our students take concurrent enrollment classes.	n/a	n/a



Percentage of students in Linked Learning pathways		Because of our internship model, all students participate in linked learning pathways.	Internships are a key component of our program. We continue to struggle with ensuring that all students have high quality internships and engaging all students in their internships.	We have found an interesting shift with students - approximately 15-20% of students are not passionate about internships and are thus not fully engaging. We are working at what we can do, school-wide, to re-motivate students around this. We need to do a deeper analysis of patterns in who is not feeling connected to internships so that we can plan more effective interventions as internship is central to our program model.
PATHWAY QUALITY ASSESSMENT				
Using the Measure N Self Assessment Rubric, assess the following:		Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Rigorous project-based learning that requires critical thinking and public defense , students apply new knowledge in internship sites and regularly interact with community partners and community colleges	Increase vertical alignment of curriculum across grade levels and increase alignment with and measure of growth toward schoolwide learner outcomes.	We need to develop common rubrics aligned with our learner outcomes so that we can better assess how we are meeting them. Increase standards alignment including CTE alignment for internship work.	
CTE (pages 3,4,5 of rubric)	Grade level advisor pairs co-plan and align the internship component of their work and internship projects are aligned at each grade level.	While internship work is aligned at each grade level, we can grow in terms of developing an arc over the four years that is grounded in the CTE standards.	Provide more PD supporting alignment with CTE standards and developing the four year arc for internship work.	
WBL (page 6 of rubric)	All students participate in our WBL program - it is part of what we do. Every student engages in authentic WBL experiences through informational interviews with industry partners, shadow days at organizations, and year-long internships at organizations and businesses.	Stronger practices for gathering data from all internship mentors and aligning curriculum and our work with students based on those findings; more collaboration with internship mentors/industry partners to create rigorous, student-centered project work that is grounded in internship/industry standards and job/career trends.	Collaborate with internship mentors/industry partners to create rigorous, student-centered project work that is grounded in internship/industry standards and job/career trends.	
Comprehensive Student Supports (page 7 of rubric)	All students, families, and internship mentors participate in hour long family meetings, reviewing students Individual Learning Plans and discussing strengths/areas of growth. These happen 3 times a year. All advisors and our Internship Coordinator work with students, families, and industry partners to support student growth.	Increase use of data, and varying data points, to analyze the learning and achievement of students (academic and SEL) based within their internship experiences.	More cycles of inquiry as a regular part of our practice; improved utilization of student's Individual Learning Plans (ILP) for more student ownership and yearly engagement around college and career plans.	



Pathway Student Outcomes (page 2 of rubric)		All of our students participate in any WBL opportunity/internship they chose, based around their interests and passions. There are no admissions policies and students are not tracked in any way.	We need to work on ensuring that all students are meeting WBL/internship benchmarks, aligned with our curriculum, in all grade levels, that encompasses students' varying internship experiences.	Internship coordinator will work with all advisors to develop strong and engaging curriculum that is aligned to serve all our students.			
2020-2021: YEAR ONE ANALYSIS							
Strategic Goals		What evidence will you look for to know you are successful?					
Pathway Quality Strategic 3 Year Goal WBL curriculum will be aligned implemented in advisories across grade levels		During exhibitions 100% of students present on internship learning and these are aligned with CTE standards.					
Better utilize our WBL/Internship program to reduce disparities in achievement between student achievement based on race and English-learner status.		Students in sub-groups (ELL and African-American students) will make equal or greater gains to other student groups as measured by SRI, SBAC, and local assessments.					
Build more alignment with our internship program - including articulation of internship/industry/21st Century skills standards, clarity on career pathways, more intense college counseling and support, and more opportunities for students to engage in career opportunities.		Our school has expanded from 160 to 204 students over the past year. Our actions have been successful because all students have been able to access rigorous and transformative internships. From the beginning of the year, we implement our robust systems of career exploration, peer networking, industry exposure, informational interviews, shadow days, group site visits, and focus on 21st century skills in the classroom. Advisors create independent learning plans with each student, conferring with the internship coordinator, families, the college counselor. These conversations ensure that students are exposed to a variety of opportunities that are at the zone of proximal development. Students can deepen their internship learning by taking college courses in their professional industry. Our key interest pathways have all expanded to allow for more students internships, for example, over 50 students participated in health internships as opposed to 10 last year. Students who chose CTE standards to deepen their knowledge have increased development of key vocabulary, skills, and content knowledge. Many of our students are better prepared for college programs; our internships allow students to better choose college programs and majors.					
Strategic Actions		What evidence will you look for to know you are successful?					
Strategic Actions What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?		Increased community building in advisories and opportunities for students, particularly in 8th and 10th grade, to explore what they are interested in and passionate about. If we increase these opportunities with advisors, we will see a decrease amount of students who are not passionate about their internships and who do not have an internship secured or are fired from internships.					
Internship coordinator will support in cultivating partnerships with mentors and will provide professional development and supports for WBL teachers.		- MetWest will host a minimum of 2 cultivation events with mentors/community partners in the first quarter - Internship coordinator will plan and implement professional development and offer 1-1 coaching for WBL teachers					
Advisors will collaborate with internship coordinator to increase rigor on internship projects in order to leverage them for improved academic outcomes and college and career readiness.		- Student internship projects assessed on a shared rubric and presented to the public in exhibitions					
Increase diversity of internship opportunities so that all youth can access interest-driven internships as a core part of their MetWest education.							
Budget Expenditures							
2020-2021 Budget							
Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?		COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)



Fund .20 FTE salary for the advisor to support development of internship program by working directly with students, other staff, and internship mentors at school and at internship sites. The increased student body size was not accompanied with a commensurate increase in teacher FTE, so Measure N dollars are needed to fund a portion of the salaries of the advisors who are leading the 9th and 10th grades at the new campus.	\$36,150.00	1105	Enter object code at left.	Advisor	.20 FTE	
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Teacher Salary Stipends: Extended Contract pay the internship coordinator to lead and support schoolwide internship program and work with all industry mentors. Provide more PD supporting alignment with CTE standards and developing the four year arc for internship work. Amount includes benefits and extended contract pay.	\$12,000.00	1120	Enter object code at left.	Internship Coordinator		
Teacher Salary Stipends: Extended Contract pay for 10th grade team lead, Whitney Dwyer, to lead and support Gateway students. These stipends are associated with the ongoing program development work required by expanding the pathway. Amount includes benefits and extended contract pay.	\$10,000.00	1120	Enter object code at left.	Advisor		
2021-2022: YEAR TWO ANALYSIS						
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goal	What actions did you take that improved outcomes? How do you know you were successful?		What will you do different next year to continue to improve?			
WBL curriculum will be aligned implemented in advisories across grade levels	This year advisors collaborated to align the integration of WBL and CTE standards across grade-level teams.		We will continue to build upon this work as we grow to serve more students. As we grow two campuses, this alignment across campuses is critical to student success and equity. We will continue to develop rubrics to assess student learning in work-based learning opportunities.			
Better utilize our WBL/Internship program to reduce disparities in achievement between student achievement based on race and English-learner status.	All students from 9-12th grade participate in our internship program.		As we grow, we will need to continue to nurture community partners who can serve as mentors for our growing student population. We will need to work closely with these partners to ensure safety for all given the increased safety risk because of COVID. Our Internship Coordinator and Advisors are key to this success.			



Build more alignment with our internship program - including articulation of internship/industry/21st Century skills standards, clarity on career pathways, more intense college counseling and support, and more opportunities for students to engage in career opportunities.

This year advisors funded focused on alignment and incorporation of CTE standards in our Learning Through Internship program and continued to build partnerships with community mentors even in distance learning. LTI coordinator and advisors continued to develop the arc of internship work for students.

The addition of a College and Career Readiness Specialist will deepen this work and will increase college and career focus for all grade levels.

**For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:**

**Strategic Actions**

- What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?

What evidence will you look for to know you are successful?  
- How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?

Add CCRS position to strengthen college-readiness for all grade levels and to provide services for students transitioning from 12th grade to prepare them for admission and success in college

By being able to increase our college-readiness support, we hope to see an increase in ninth grade students on-track to graduate.

Internship coordinator will work with all teachers, but particularly with 9th grade teachers to support the transition from 8th grade to high school with a strong focus on key skills related to our pathway program to increase engagement in internships.

In distance learning, ninth grade students were able to learn from industry partners and to create documentaries based on their passions and interests. By pairing CTE standards and student interest, we hope to see

**Budget Analysis of 2020-2021 Measure N Budget**

**Impact of 2020-2021 Budget Expenditures**

- How did distance learning impact your budget expenditures?

- What did you find was the most effective use of resources towards your goals and strategic actions and why?

We were able to use our expenditures as planned even in distance learning in 2020-21 school year. We were also able to use our measure N carryover to provide more science supports to increase our A-G completion and college readiness.

Our most effective uses of resources continue to be in the Internship Coordinator and in teacher salary to continue to develop our internship work. This year in distance learning, their efforts enabled us to pivot our Learning Through Internship program through creative career exploration and engagement with community partners even during the pandemic when students' opportunities were limited.

**Budget Expenditures**

**2021-2022 Budget: Enabling Conditions Whole School**

**Budget Justification:**

Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantity when applicable.

- What is the specific expenditure or service type?  
- How does this specific expenditure or service type support or is aligned to pathway development?  
- How does this expenditure improve student engagement and how many students will be served?  
- What need does this specific expenditure or service type address?

COST

OBJECT CODE

OBJECT CODE DESCRIPTION

POSITION TITLE

FTE

PATHWAY NAME (if applicable)

**Hire a Teacher, at .40 FTE, as the Science Advisor (L. Trinh)** to support development of internship program by working directly with students, other staff, and internship mentors at school and at internship sites. Measure N funds will support the development of curriculum aligned with CTE standards and the fostering of new community partnerships to support work-based learning as MetWest expands. Advisors will design and implement learning opportunities aligned with MetWest's work based learning program and will collaborate on an interdisciplinary team across the two MetWest campuses. The science advisor is a new role at MetWest and as we continue to grow, we need to supplement our work-based learning resources to be able to offer more interdisciplinary supports and to integrate our pathway work across the school. Amount includes salaries and benefit costs.

\$32,986.55

1105

Teacher Salaries

Science Advisor

.50 FTE



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