

MEASURE N COMMISSION

1000 Broadway, Suite 680
Oakland, CA 94607-4099



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Measure N - College & Career Readiness - Commission

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| Introduction Date | 5/04/2021 |
| Enactment Number | |
| Enactment Date | |

Memo

To Board of Education
From Measure N Commission
Jason Gumataotao, Chairperson
Louise Waters, Vice Chair
Whitney Dwyer, Secretary
Emma Paulino, Member
James Harris, Member

Board Meeting Date May 4, 2021

Subject Measure N Commission 2021-2022 Education Improvement Plan and Assessment
Services For: MetWest High School

Action Requested and Recommendation Approval by the Board of Education of the 2021-2022 Education Improvement Plan and Assessment for MetWest High School as "Approved - Developing and Implementing" in an amount not to exceed \$198,050.00.

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

Attachments

- 2021-2022 Measure N Education Improvement Plan
- 2021-2022 Measure N Education Improvement Plan Assessment

2021-2022 MEASURE N BUDGETSchool: **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 | |

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|-------|--|-------------|------|---------------------------|-----------------|---------|--|
| 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 | | | |

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|--|--|--------------------------------|---------------------|---|--------------------|--|---------------------------------|-----------------------|---------------|
| School: METWEST HIGH SCHOOL | | | | | | | School ID: 338 | | |
| School Description | | | | | | | | | |
| #REF! | | | | | | | | | |
| School Mission and Vision | | | | | | | | | |
| #REF! | | | | | | | | | |
| School Demographics | | | | | | | | | |
| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % SPED RSP | % SPED Mild- Moderate | % SPED Severe |
| | 54.1% | 45.9% | 95.6% | | 15.6% | 15.1% | | | |
| Student Population by Race/Ethnicity | African-American | American Indian/Alaskan Native | Asian | Hispanic/Latino | Filipino | Pacific/ Islander | Caucasian | Multiracial | Newcomers |
| | 17.6% | 0.5% | 5.9% | 62.0% | 0.0% | 0.5% | 8.3% | 2.4% | 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 | 20-21 Data | 21-22 Goal | 21-22 Data | 22-23 Goal (3-Year Goal) | | |
| Four-Year Cohort Graduation Rate | 91.9% | 90.5 | 95% | Not Available | 95% | | | | |
| Four-Year Cohort Dropout Rate | 2.7% | 7.1 | 5.0% | Not Available | 5.0% | | | | |
| A-G Completion | 90.9% | 83.3 | 95.0% | Not Available | 95% | | | | |
| On Track to Graduate- 9th Grade | 68.3% | 69.5 | 5.0% | Not Available | 75% | | | | |
| Percentage of students who participated in at least 1 Work-Based Learning activity | 91.3% | 100.0% | 100.0% | Not Available | 100% | | | | |
| 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% | 100.0% | Not Available | 100% | | | | |
| Target Student Population Indicator | 18-19 Baseline Data | 19-20 Data | 20-21 Goal | 20-21 Data | 21-22 Goal | 21-22 Data | 22-23 Goal (3-Year Goal) | | |
| Four-Year Cohort Graduation Rate | 70.0% | 100.0% | 85.0% | not available | 90.0% | | | | |
| Four-Year Cohort Dropout Rate | 10.0% | 0 | 2.0% | not available | 2% | | | | |
| A-G Completion | 100.0% | Not Available | 100.0% | not available | 100% | | | | |
| On Track to Graduate - 9th Grade | 66.7% | Not Available | 75.0% | not available | 80% | | | | |
| Percentage of students who participated in at least 1 Work-Based Learning activity | 93.5% | Not Available | 100.0% | not available | 95% | | | | |
| 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 | 100.0% | 100.0% | 100.0% | 100% | 100% | | | | |
| ROOT CAUSE ANALYSIS | | | | | | | | | |
| Indicator | Strengths | | | Highest Leverage Challenge What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified? | | Root Cause Analysis What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge? | | | |

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| Four-Year Cohort Graduation Rate | Overall our trend is that we have a graduation rate close to 90% which is strong - above average for OUSD 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 |

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|--|--|---|--|
| 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. |
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PATHWAY QUALITY ASSESSMENT

| <u>Using the Measure N Self Assessment Rubric, assess the following:</u> | 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. |

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| 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 | | | | | | | |
| Pathway Quality Strategic 3 Year Goal | | What evidence will you look for to know you are successful? | | | | | |
| 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 conversation 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 | | | | | | | |
| Strategic Actions What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school? | | What evidence will you look for to know you are successful? | | | | | |
| 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. | | Increased community building in advisories and opportunities for students, particularly in 9th 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. | | | | | |
| 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 | |
| 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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| 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 | |
| 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 (9th/10th grade) internship program and work with industry mentors. 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. |

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|---|---|--|-------------------------|-----------------|---------|------------------------------|
| 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 quantify when applicable. - What is the specific expenditure or service type? - How does the 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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Measure N 2021-2022 Education Improvement Plan Assessment

MetWest High School

Checklist of Required Elements:

- ✓ Submitted Measure N Education Improvement Plan
- ✓ Submitted Measure N Budget
- ✓ Completed Measure N EIP Presentation
- ✓ Submitted Linked Learning 4 Pillars Pathway
- ✓ Silver Certification Status

Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?

(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

| Category | Full Implementation 4 | Developing 3 | Planning 2 | No Implementation 1 |
|--|---|-----------------|---------------|------------------------|
| Evidence of Comprehensive Pathway Program (Measure N Self Assessment) <ul style="list-style-type: none">• Rigorous Academics Integrated in Pathway• Integrated Students Supports• Work Based Learning• Industry Theme and CTE Sequence | Score: 4 Rationale: <ul style="list-style-type: none">• MetWest has a well established pathway rooted in the Big Picture model. All students participate in Learning Through Internship in all four years.• The MetWest student support system is built into their advisory who is also their humanities teacher.• Many students are enrolled in Peralta classes either through dual enrollment or concurrent enrollment. Feedback for continued progress monitoring: <p>The science and math courses available at MetWest have consistently been a challenge for MetWest. Consider establishing very clear goals connected to the school's vision around math and science aligned with making sure all students meet the A-G requirements</p> | | | |



| Criteria 2: Quality of the Measure N Education Improvement Plan | | | | |
|---|--|--------------|------------------|----------------|
| Category | Excelling 4 | Meeting 3 | Approaching 2 | Beginning 1 |
| Strategic Goals <ul style="list-style-type: none"> Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year Alignment between schoolwide goals and Measure N priorities is evident For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N | Score: 3 Rationale: <ul style="list-style-type: none"> The first goal focused on integrating WBL and CTE in the advisory curriculum appears to be a major lift. Although there is an indication that this work has started there isn't an indication about the level of success to date. There has always been an expectation that all students participate in an internship program. Feedback for continued progress monitoring: Given the long history MetWest has with LTI the goals connected to the work in advisories and LTI seem outdated or it's an indication of a back slide in well established MetWest practices. Consider developing a well articulated plan for how this work will look this year. | | | |
| Strategic Actions <ul style="list-style-type: none"> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals. Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other | Score: 2 Rationale: <ul style="list-style-type: none"> Hiring a CCRS and an internship coordinator are important positions to create a college going culture and increase the number of students participating in the work based learning continuum. Feedback for continued progress monitoring: Consider identifying which incoming 9th grade students are off track at the beginning of summer and begin the process of developing student specific plans aimed at identifying skill gaps and how to fill them. | | | |



Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan

| Category | Compliant & Aligned 4 | Compliant Partially Aligned 3 | Non-Compliant <ul style="list-style-type: none">• Supplanting• Not Allowable 2 | Missing 1 |
|--|--|---|---|-------------------------|
| Budget <i>The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i> <ul style="list-style-type: none">• Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan• Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning• Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N• Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available• Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school• Expenditures are necessary due to the existence of Linked Learning pathways at the school site | Score: 3 Rationale: There is clear alignment between the goals, strategic actions, and budget. It's clear that MetWest is doubling down on creating a college in all grades and improving the internship program for all students. Their budget is completely aligned with the 4 Linked Learning pillars and demonstrates a commitment to rigorous academics and student supports. | | | |

Final Recommendation

Approved - Developing and Implementing

School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning pillars of Linked Learning, at minimum

School is actively developing the remaining pillars, the integration of all four pillars, and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan



Strengths:

- The plan demonstrates a great deal of potential and a clear focus. Their focus on college and career readiness and internships will set them up for success to be a model Linked Learning school in the near future.

Key Questions:

- How will you use participation in internships to reduce disparities in achievement?
- Will the three positions funded by Measure N serve as both advisor and CCRS/internship coordinator?
- What is the through line between hiring a CCRS and increasing the number of 9th grade students on track to graduate?

Budget Feedback:

- 90% of the budget is directed towards teacher salaries intended to improve the advisory experience by hiring staff that will serve as both an advisor and a College and career Readiness Specialist and the other position is split between being an advisor and internship coordinator. This appears to be a creative way of maximizing the use of staff towards the benefit of the school's mission.
- Continue to use the questions or prompts that were created by the Measure N Commission and Staff to explicitly describe the expenditure when creating the strategic action. This information will ensure you create a proper justification - it is required for all Measure N approval requests. The questions are in the Measure N EIP, under Budget Justification. Measure N Staff can also share them if need be.

Next Steps:

| What | Suggested Lead | Deliverable | Date |
|--|--|-----------------------------|----------------------|
| Develop rubrics to assess student learning in work based learning opportunities | Admin | Rubrics | 1/2022 |
| Nurture community partners that will serve that will serve as mentors | Internship Coordinator | Community partner portfolio | 1/2022 |
| Ensure when entering Measure N expenditures in Escape that you include a justification that is aligned with your Measure N EIP. Additionally, attach all of the supporting documents required for submission and approval. | Principal Administrative Assistant Pathway Coach | | Ongoing FY 2021-2022 |