



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*



**College &  
Career for  
All Fund**

*Established by Measure N*



# MetWest High School



Presented by MetWest High School

Presented to Measure N/H Committee

Nov. 5, 2024

# Who We Are

We are a Big Picture Learning School, established in 2002. We are the 2nd oldest school in the Big Picture Learning network and the first and only of it's in kind in OUSD. Our mission as a BPL school is to put students directly at the center of their own learning.

## **We envision:**

- Students would be at the center their own education.
- They would spend considerable time in the community under the tutelage of mentors.
- They would not be evaluated solely on the basis of standardized tests. Instead, students would be assessed on exhibitions and demonstrations of achievement, on motivation, and on the habits of mind, hand, and heart
- Student work reflect the real world evaluations and preparation that all of us face in our everyday lives.

# **Our Vision and Mission**

## **Vision**

**MetWest High School prepares young adults to recognize and take advantage of all resources for their personal well-being. Our graduates will have the skills, habits, knowledge and community to overcome obstacles to their success, access 4-year colleges and contribute positively to our world.**

## **Mission**

**MetWest High School will develop meaningful relationships within our community to foster independent learners.**

# Who do we serve

## Demographics



One student at a time!

African American



24.1%

Latino



48.7%

Asian



6.5%

Multi-Ethnicity



6.5%

Filipino



0.5%

Not Reported



2.0%

Indigenous



0.5%

White

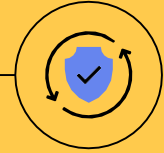


11.1%

# School Snapshot

- Entrepreneurship/Self Employment
- Industry Sector: Marketing, Sales & Service
- All students 9-12 are in this pathway
- Standards are integrated

## Pathway



## Vision

- Prepare young adults to recognize and take advantage of all resources through real world experiences.

- Mark Lopez, Internship Coordinator/Pathway Coach
- Dr. Gregory, Principal
- Mr. Ahmad Hameed, Assistant Principal

## Leadership





OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

We've grown a lot!  
We've grown a lot!

# Plans of Action & Evidence



# Initiatives Aimed to Address Academic Feedback

	<b>Feedback: Challenges in meeting target indicators such as A-G completion and on-track to graduation due to 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</b>
<b>Year 1 (2023-2024)</b>	<b>Our academic counselor holds completing: transcript audits for all students, identifies credit recovery needs, and creates graduation plans. Both credit recovery and academic intervention time is embedded in the master schedule.</b>
<b>Year 2 (2024-2025)</b>	<b>We continue implementing academic intervention strategies to ensure students receive needed supports. In addition to advisor lead family meetings, family meetings are also scheduled by the counselor to discuss graduation progress and post high school plans.</b>
<b>Year 3 (2025-2026)</b>	<b>Continue to do transcript audits and put in place graduation plans for all students. Also, continue to provide credit recovery classes and hold family meetings to discuss graduation progress and post high school plans.</b>

## Evidence- Graduation Plan Made After Transcript Audit

[illegible]

# Evidence- Master Schedule Showing Credit Recovery APEX Classes

Table 1: Master Schedule

		Monday, Wednesday, Friday						Tuesday, Thursday		
Teacher	Room Number	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Quaylin Wesley	132	ELA I	ELA I	Advisory	Prep	ELA II	ELA II	ELD 1	PLT	Internship
								ELD 2		
Saba Saeed	221	ELA IV	ELA IV	Advisory	Prep	ELA III	ELA III	PLT	English 2/3 APEX	Internship
Yuchang Crystal Lin	210	Chemistry	Biology	Advisory	Biology	Prep	Chemistry	PLT	APEX Chemistry	Internship
Aaron McCray Goldsmith	136	Physics	Physics	Advisory	Robotics	Prep	Robotics	PLT	PLT	Internship
Stephen Chee	137	Geometry	Prep	Advisory	Algebra 1		Algebra 1	PLT	PLT	Internship
Dina Rasta Khiz	211	Algebra 2	Prep	Advisory	Algebra 2	DE Spanish Support	DE Spanish Support	PLT	Algebra 1 APEX	Internship
Jose Garcia Buenrostro	223					DE Spanish	DE Spanish		Algebra 2 APEX	
Andres DeRosales	220	Prep	World History	Advisory	World History	US History	US History	US History Apex	PLT - R8205	Internship
								World History Apex		
Mathew Bacig	214	Prep	American Government/Economics (Fall/Spring)	Advisory	American Government/Economics (Fall/Spring)	Ethnic Studies	Ethnic Studies	PLT	PLT	Internship
Sam Zentner	131	PE 9	PE 9	Advisory	PE 9	PE 9	Prep	PE 11/12	PLT	Internship
Anne Garvey	130	Studio Art	Studio Art	Advisory	Studio Art	Yearbook	Prep	PLT	PLT	Internship
Beatriz Ferrer-Castro	LE 240	Academic Literacy				Academic Literacy		ELD 3	ELD 3	
								ELD 4	ELD 4	
Daniel Do	215	Push in ELA IV	Push in ELA IV	Advisory	Prep	Study Skills- 12	Study Skills- 10	Study Skills- 10	Study Skills- 12	
Tucker Pentz	215	Push in Geometry	Push in ELA 1	Advisory	Study Skills- 11	Prep	Study Skills- 10	Study Skills- 10	Study Skills- 11	
Geoff Wheaton	215	Push in Algebra 2	Push in Biology	Advisory	Push in Algebra 1	Push in ELA II	Prep	Study Skills- 9	Study Skills- 9	
David Lee		Push in Chemistry	Push in American Government/Economics	Lunch/Advisory	Push in Biology	Push in US History	Push in US History	Push in ELD 1/2	Push in Algebra 1 APEX	Push in Internship
David Schwartz		Push in Physics/Algebra 2	Push in World History	Advisory/Lunch	Push in American Gov	Push in Geometry	Push in Algebra 1	Push in ELD 3/4	Push in English 2/3 APEX	Push in Internship
Martha Ronquillo Garcia		Push in ELA I	Push in Physics	Advisory	Push in Algebra 2	Lunch/Push in ELA II	Push in Chemistry	Push in US History APEX	Push in Chemistry	Push in Internship
Jake Schoneker	KDOL								R6620 Video Production	

# Initiatives Aimed to Address Academic Feedback

	<b>Feedback: 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</b>
<b>Year 1 (2023-2024)</b>	<b>Continued academic check-ins during Advisory (1-on-1's) to help students stay on top of coursework and hence A-G completion. Student Individual Learning Plans are reviewed and updated.</b>
<b>Year 2 (2024-2025)</b>	<ul style="list-style-type: none"><li><b>-Consolidated into one campus.</b></li><li><b>-We hired a literacy coach who works with our ELA teachers to improve teaching practices and increase student engagement across the department. She also teaches an ELD course and Academic Literacy course.</b></li><li><b>-Hired a math coach who works with our math teachers to improve teaching practices and increase student engagement across the department.</b></li><li><b>-Both coaches work to build ELA and Math teachers capacity to reach our ELA, ELPAC, and math student outcome goals in our SPSA.</b></li></ul>
<b>Year 3 (2025-2026)</b>	<ul style="list-style-type: none"><li><b>-Considering changes to our master schedule, such as block scheduling, so we have more instructional time dedicated to core content subjects</b></li><li><b>-Considering having A/B days, where on B days, we go through the periods in reverse, so students who are chronically tardy get exposure to all subject areas</b></li></ul>

# Evidence- Initial Math Team Meeting with Math Coach Minutes

## Agenda

<b>Meeting Objective:</b>	To facilitate introductions between the Math team, determine goals for the year, and understand how we will go about achieving those goals
<b>Participants:</b>	Ahmad Hameed, Dina Rastakhiz, Stephen Chee, Estelle Woodbury

## Meeting Norms

1. Stay present and be engaged.
2. Be on time
3. Take risks.
4. Share the mic/one speaker one voice.

## Meeting Roles

<b>Facilitator:</b>	Ahmad Hameed
<b>Note Taker:</b>	Estelle Woodbury
<b>Time Keeper:</b>	Dina Rastakhiz
<b>Process Checker:</b>	Stephen Chee

Time Frame	Agenda Item	Notes
5 Min	Introductions: Name, role, and favorite movie Stephen (137): Algebra 1 and Geo, Lord of the Rings Dina (211): Algebra 2, Barry Lindon (A man escaping Ireland, his journey) Estelle: Inside Out 2 Ahmad: Pyaasa	Estelle.woodbury@gmail.com

	<p>meeting the diverse needs of students. Previous experiences fewer students IEPs and ELs, the combination is newer here</p> <p>Dina: Make sure students learn and grow academically, the routines changed and lowered the outcome last year, previous year students didn't have a math teacher, have to go back to content from pre-Algebra and still not enough. This year students seem more ready. Hopefully, keep the pace and have the routines set from the <u>beginner</u>. Some difficulty with the size of the classes with less one-one attention. Rely on <u>groupwork</u></p> <p>Ahmad: Students grow academically, hard to measure growth in high school, the standards are different in each assessment. Distance from standard to be less than 5%. Goals are intertwined, a focus on students who have IEPs and designated ELs</p> <p>Estelle: support to have students to work and talk with each other</p>	
10 Min	<p>Workstream (coaching, PLCs) to obtain goals</p> <p>We are going to move towards the goal by support students to work and talk together</p> <p>Dina: <u>Monday</u> or Wednesday, period 1 or 4, Tuesday debrief</p> <p>Stephen: <u>Monday</u>, period 4 or 5, Tuesday debrief</p> <p>Pre-visit meetings Thursday</p>	<p>PLCs will start in October</p> <p>Unpack the student-student talking and working together goals</p> <p>Learn about strategies and implement</p> <p>Estelle will send an email to get more information about specific times, etc.</p>
5 Min	Closing/Appreciations	

# Evidence- Master Schedule Showing Academic Literacy Class



Table 1: Master Schedule

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								ELD 2		
Saba Saeed	221	ELA IV	ELA IV	Advisory	Prep	ELA III	ELA III	PLT	English 2/3 APEX	Internship
Yuchang Crystal Lin	210	Chemistry	Biology	Advisory	Biology	Prep	Chemistry	PLT	APEX Chemistry	Internship
Aaron McCray Goldsmith	136	Physics	Physics	Advisory	Robotics	Prep	Robotics	PLT	PLT	Internship
Stephen Chee	137	Geometry	Prep	Advisory	Algebra 1		Algebra 1	PLT	PLT	Internship
Dina Rasta Khiz	211	Algebra 2	Prep	Advisory	Algebra 2	DE Spanish Support	DE Spanish Support	PLT	Algebra 1 APEX	Internship
Jose Garcia Buenrostro	223					DE Spanish	DE Spanish		Algebra 2 APEX	
Andres DeRosales	220	Prep	World History	Advisory	World History	US History	US History	US History Apex	PLT - R8205	Internship
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Sam Zentner	131	PE 9	PE 9	Advisory	PE 9	PE 9	Prep	PE 11/12	PLT	Internship
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Beatriz Ferrer-Castro	LE 240	Academic Literacy				Academic Literacy		ELD 3	ELD 3	
								ELD 4	ELD 4	
Daniel Do	215	Push in ELA IV	Push In ELA IV	Advisory	Prep	Study Skills- 12	Study Skills- 10	Study Skills- 10	Study Skills- 12	
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David Lee		Push in Chemistry	Push in American Government/Economics	Lunch/Advisory	Push in Biology	Push in US History	Push in US History	Push in ELD 1/2	Push in Algebra 1 APEX	Push in Internship
David Schwartz		Push in Physics/Algebra 2	Push in World History	Advisory/Lunch	Push in American Gov	Push in Geometry	Push in Algebra 1	Push in ELD 3/4	Push in English 2/3 APEX	Push in Internship
Martha Ronquillo Garcia		Push in ELA I	Push in Physics	Advisory	Push in Algebra 2	Lunch/Push in ELA II	Push in Chemistry	Push in US History APEX	Push in Chemistry	Push in Internship
Jake Schoneker	KDOL								R6620 Video Production	

# Initiatives Aimed to Address Academic Feedback

	<b>Feedback: 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</b>
<b>Year 1(2023-2024)</b>	<ul style="list-style-type: none"><li>-The school started an attendance team that aimed to recognize positive attendance behaviors and provide interventions for students who need support.</li><li>-Students were recognized in a monthly town hall for having perfect attendance as well as growth in attendance.</li><li>-Students who needed support with attendance had family meetings (SARTs) where we asked parents what we could do to support their child, and provided those supports (i.e. bus tickets) as part of the intervention.</li></ul>
<b>Year 2 (2024-2025)</b>	<ul style="list-style-type: none"><li>-The school found that attendance was still an issue. Last year, 75.9% of the time did students make it to period 1, which was less than the year prior.</li><li>-Through the attendance team, the school ramped up recognizing positive attendance behaviors. In addition to recognizing perfect attendance and growth in attendance, the school has done attendance challenges as well as raffles for students that come in on time in the morning.</li><li>-The school is more quickly holding family meetings (SARTs), and on a larger scale. The school is also looking to more quickly progress through the attendance process and SARB students, so the school can access county resources to help case manage students. The school is also holding family visits. Right now, 80.6% of the time do students make it to period 1.</li></ul>
<b>Year 3 (2025-2026)</b>	<ul style="list-style-type: none"><li>-The school realized a missed opportunity in establishing family contact and putting students on an attendance contract during registration that is required for the SART/SARB process. The school aims to do this intervention for all students who are chronically at the start of the school year. We will use registration to meet with those families to be proactive.</li></ul>

# Evidence- Attendance Meeting Minutes

Objective	Guidance		Notes/Next Steps
Connect	Check-in ( <a href="#">Restorative Feelings Chart</a> ) ( <a href="#">Check in question generator</a> )	How are you? Favorite activity to do in the heat?	<p> MetWest Reduction  <a href="https://docs.google.com/spreadsheets/d/1v9TxjQQftL2ohiOL6OQZjJcdgsdCQ6zc/gid=1302302144#gid=1302302144">https://docs.google.com/spreadsheets/d/1v9TxjQQftL2ohiOL6OQZjJcdgsdCQ6zc/gid=1302302144#gid=1302302144</a></p> <p>95% attendance is considered good</p>
<b>Attendance Specialist Report</b>  <b>5 mins</b>	<p><b>Attendance Specialist Report:</b>  <i>(unverified absence concerns, any info for team to be aware of such as students who are ill, need resources, etc.) and who is slated for Truancy Letters?</i></p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>How are Absence verification phone calls going?</li> <li>When are you making calls and is it being logged into Aeries?</li> </ul> <p>What does our baseline data currently look like?</p> <ol style="list-style-type: none"> <li>Review the <a href="#">Missing Attendance report</a></li> <li><a href="#">Students w Unverified Period Absences (Minimum Absences to Print, Use 3 or 4)</a></li> <li>Do all students have a signed IDS Master</li> </ol>	<p><a href="https://docs.google.com/spreadsheets/d/1IOiYAgkSRxJ5n7Y7t1UofjpVnLyAqbNmaeWjLVLdPY/edit?gid=0#gid=0H">https://docs.google.com/spreadsheets/d/1IOiYAgkSRxJ5n7Y7t1UofjpVnLyAqbNmaeWjLVLdPY/edit?gid=0#gid=0H</a></p> <p> MetWest 24-25 Chronic Absenteeism Rat...</p> <p><a href="#">Home visit training link</a></p> <p><a href="#">Home visit presentation</a></p> <p><a href="#">Home visit cheat sheet</a></p> <p>Queenie- needs to be <u>sarted</u> again. Go ahead and SARB</p> <p>Violet- needs to be <u>sarted</u> again and then home visit</p> <p>Cheyenne- needs to be <u>sarted</u> again. Need to make another attempt at the <u>SART</u>. If no show, we will do a home visit.</p> <p>October 10th Paper work</p> <p>Hamilton, Nzinga check on her attendance</p>	<p>I have been making calls, also student been absent consecutively. The only s able to reach are Jabari Hunter and E students will likely be dropped</p> <p>Chronic absenteeism is only based on absences.</p> <p>Jess- attendance board to shoutout p</p> <p>PBIS attendance- raffle, A's game, Tow (perfect attendance)</p> <p>Consequence- detention</p> <p>What percentage of our chronic obser coming from Tuesday/Thursday?</p>

# Initiatives Aimed to Address Academic Feedback

	<b>Feedback: Develop targeted interventions that address the root causes of the identified issues and support the specific needs of ELL students.</b>
<b>Year 1 (2023-2024)</b>	<b>-Site ELL ambassador worked with district English Language Learner and Multilingual Achievement (ELLMA) office to understand, advocate, and support ELLs at MetWest</b>
<b>Year 2 (2024-2025)</b>	<b>-Change the way students are placed in ELD classes. Instead of scheduling ELD classes by grade level, we are now scheduling ELD classes by competency (ELPAC Level 1→ELD 1, etc.). -ELD 3 &amp; 4 classes now meet for 2 hours on Tuesday and Thursday, instead of 1 hour -Hired a literacy coach to support teachers and teach ELD &amp; Academic Literacy -Hold meetings with district English Language Learner and Multilingual Achievement (ELLMA) office on how to continue to support ELLs. -Provide site-based ELL PD facilitated by ELLMA office.</b>
<b>Year 3 (2025-2026)</b>	<b>-Continue to have literacy coach provide support to ELD teachers -Increase meeting time of all ELD classes, including ELD 1 and ELD 2.</b>

# Evidence- Master Schedule Showing Double Period of ELD 3 & 4

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Jake Schoneker	KDOL								R6620 Video Production	

# Initiatives Aimed to Address Pathway Feedback

	<p><b>Feed back: 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 and there is a need to create an integrated program of study grounded in CTE standards and an aligned CTE course sequence.</b></p>
Year 1 (2023-2024)	<ul style="list-style-type: none"> <li>-Grade level family Nights</li> <li>-Individual Learning Plans for every students</li> <li>-Family meetings</li> <li>-Parent Square reminders for the end of the marking period and when report cards are available in Aeries</li> <li>--Exhibitions with Family Meetings 4x year grounded in ILP: 2 mini exhibitions and 2 full</li> <li>-More students participated in trades fairs and in CTE classes over the summer.</li> <li>-Increased college visits (SFSU, CSU East Bay, UC Berkeley)</li> <li>-Internship Mentor, Advisor and Student check in every 4 - 6 weeks evidenced by tracking on Imblaze</li> </ul>
Year 2 (2024-2025)	<ul style="list-style-type: none"> <li>-Shifting our Pathway Designation for SY 24-25: Social Entrepreneurship to Entrepreneurship</li> <li>-Created a <u>Program of Study</u> for newly identified pathway</li> <li>Planned for CTE integration Professional development</li> <li>-<u>Learning Through Interest Plan</u> revamped</li> <li>-Aligning Learning Through Interest (LTI) activities with CTE standards (i.e. LTI searches, LTI goal making , career exploration, exhibitions, etc.)</li> <li>-CTE goals for Internships each semester</li> <li>-Letter of Concerns are emailed to parents when students are not meeting performance expectations</li> </ul>
Year 3 (2025-2026)	<ul style="list-style-type: none"> <li>-Expand CTE integration to core classes</li> <li>-We need additional resources to support implementation of pathway integration. A CTE coach would be a great resource.</li> </ul>

# MetWest High School

## Program of Study

Our Vision					
MetWest High School prepares young adults to recognize and take advantage of all resources through real world experiences.					
Pathway COP Meeting Time:	9th Grade Program Tuesday and Thursday	10th Grade Program Tuesday and Thursday	11th Grade Program Tuesday and Thursday	12th Grade Program Tuesday and Thursday	Graduate Pathway Outcomes (Student Learning Outcomes)
Academic Core Student Cohort Integrity  <a href="#">Course Descriptions</a>	English 9: Quaylin Wesley Ethnic Studies: Mathew Baclig Biology: Crystal Lin Algebra I: Stephen Chee	English 10: Quaylin Wesley World History: Andres De Rosales Chemistry: Crystal Lin Geometry: Stephen Chee	English 11: Saba Saeed U.S. History: Andres De Rosales Physics: Aaron Goldsmith Algebra II: Dina Rastakhiz	English 12: Saba Saeed Gov/Econ: Mathew Baclig	<b>MetWest SLOs</b> <b>Think Critically</b> <ul style="list-style-type: none"> <li>• Question</li> <li>• Analyze</li> <li>• Problem Solving</li> </ul> <b>Be Agents of Change</b> <ul style="list-style-type: none"> <li>• Recognize forms of oppression and acts toward liberation</li> <li>• Analyze intersectionality</li> <li>• Mobilize resources for personal and community well-being</li> </ul> <b>Navigate the World</b>
Technical Core/Theme (CTE Sequence) <a href="#">CTE Course Resources</a>					
Dual Enrollment <a href="#">MetWest Dual Enrollment</a>			<a href="#">Spanish</a>	<a href="#">Spanish</a>	
Integrated Projects/ Common Performance Assessments	LTI Anthropology LTI Project Exhibitions	LTI Anthropology LTI Project Exhibitions	LTI Project Exhibitions	Senior thesis Project at Work site Exhibition	

# LTI PLAN METWEST 2024-25

Structures and Modules that can be deployed in different ways / time frames

Peer to Peer	Peer Networking	Materials and Resources
Student Independent Research		
Professional Practice	Resumes Cover Letter Job Search Professional Dress Professional Interview Skills	
Professional Networking	Cold Calls Professional Emails and Communication Informational Interviews Group Visits Networking Drop In Visits  Virtual Learning - Napa County Office of Ed Linked Learning - Virtual Meeting -	
Internship Project Design		
Interest Exploration Passion Driven Projects	Who Am I What do I want	

Major LTI Event Schedule

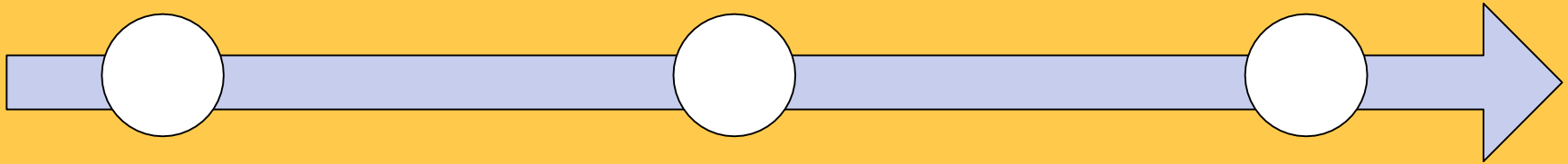
- [PD and Events](#)
- [W Informational Interview Ticket .docx](#)

DATE	EVENT	Description
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**Year 1  
(2023-2024)**

**Year 2  
(2024-2025)**

**Year 3  
(2025-2026)**



- **Pathway: Social Entrepreneurship**
- **College prep and career support**
- **Planned for CTE integration**
- **Implemented Sown to Grow as our SEL curriculum in Advisory**

- **Shifted pathway to Marketing, Sales and Service: Entrepreneurship/ Self-Employed**
- **CTE Integration through Advisory**
- **Aligned LTI Activities with CTE standards**

- **Parent Pathway connection**
- **Student pathway connection**
- **Scheduled CTE integration PD to build teacher capacity**

- **Expand CTE integration to content courses**
- **Continue CTE PD for Teachers to build capacity**
- **Hire CTE Coach to support teachers with pathway integration**



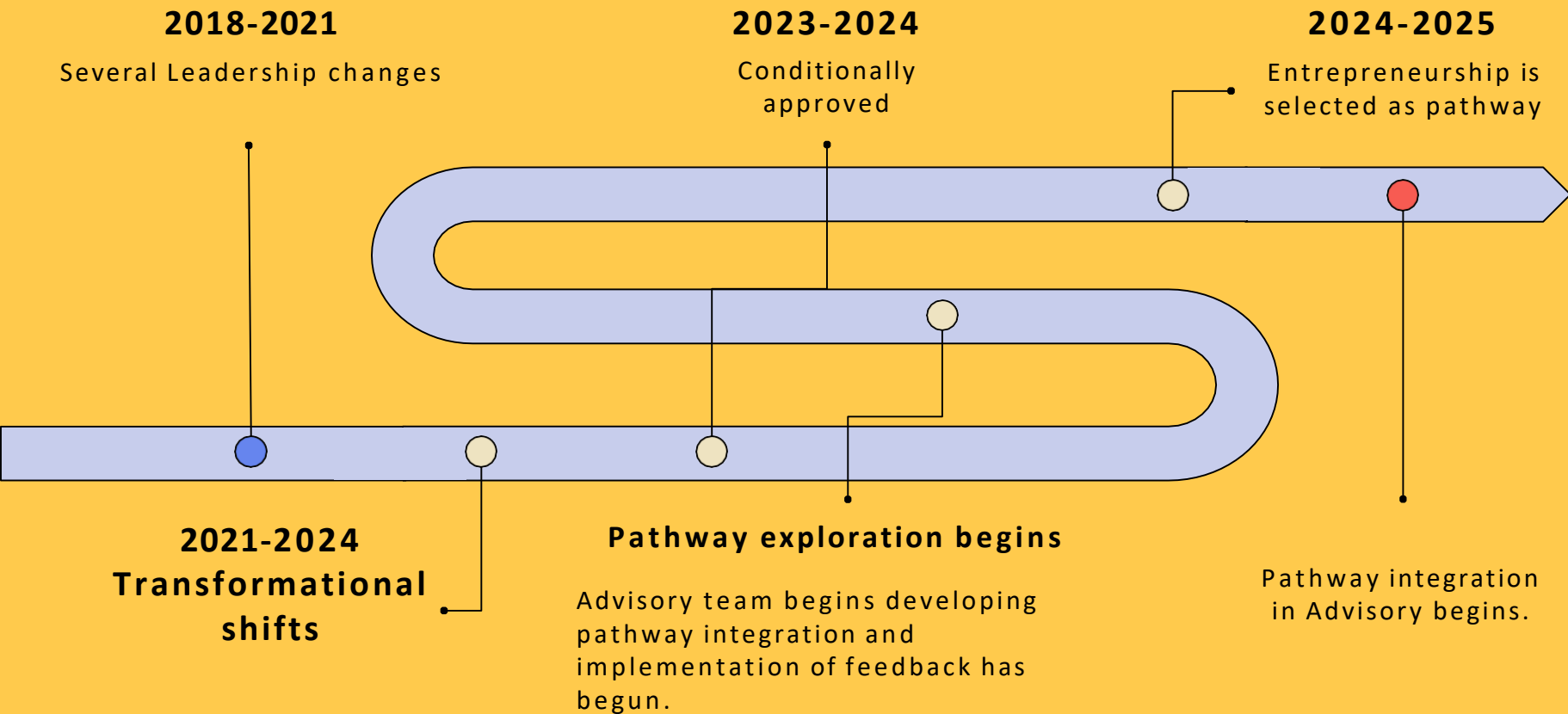
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# Reflection



# Our Journey to Pathway Integration





# Potential Course Sequence

9th Grade

10th Grade

11th Grade

12th Grade

English 1  
Algebra 1  
Biology  
Ethnic Studies  
Intro to Business

English 2  
Geometry  
Chemistry  
World History  
Small Business  
Management

English 3  
Algebra 2  
Physics  
US History  
E-Commerce/Entrepreneurship

English 4  
US Gov/Economics  
Senior Capstone  
Financial Literacy

←-----English Language Development-----→

←-----Special Education Services-----→

←-----Advisory & Social Emotional Learning-----→

# What We Need to be Successful



- Proper funding
  - FTE for a CTE teacher
  - CTE Coach
- Support from the Linked Learning Office to facilitate on-site professional development for teachers to build their capacity
- Opportunities to participate in Linked Learning like the comprehensive high schools.



# EVERY STUDENT THRIVES!



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

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