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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 December 10, 2024

Subject Services for Metwest High School

Action Requested and Recommendation Adoption by the Measures N and H Commission of a change of status of Metwest High School from Conditionally Approved to Full Implementation.

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

Metwest High School was first recommended for conditionally approved status at the end of the 2022-2023 academic year. In the fall of the second year of their Conditionally Approved status, the Measures N and H staff and Commissioner Katy Nunez Adler conducted a quality-improvement site visit at Metwest High School to determine whether the site has met the required conditions for a change of conditionally approved status.

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

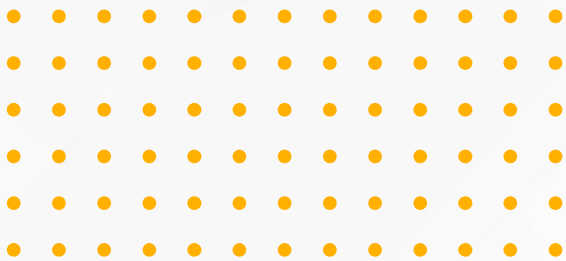
Fiscal Impact Funding resource(s): Measure N and H

Attachments 24-2628A - Conditionally Approved Site Report and Status Recommendation - Metwest High School



OAKLAND UNIFIED
SCHOOL DISTRICT

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



METWEST

HIGH SCHOOL

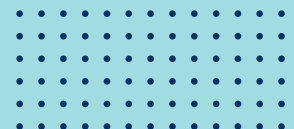
November 19, 2024

PRESENTED TO:
MEASURES N AND
H COMMISSION

PRESENTED BY:
MEASURES N
AND H STAFF

TABLE OF CONTENTS

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



SCHOOL SITE VISIT OVERVIEW

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

PATHWAY:
ENTREPRENEURSHIP

SITE VISIT TEAM:

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

EVIDENCE OF CONDITIONS MET:

PROGRAM OF STUDY

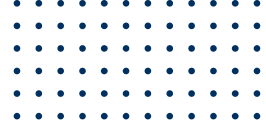
- This year, MetWest shifted its Pathway Designation for the 2024-25 school year from Social Entrepreneurship to Entrepreneurship and developed a new Program of Study for this pathway. They are planning for CTE (Career and Technical Education) integration and teacher professional development. The Learning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

IMPROVING A-G COMPLETION

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

INCREASED INTERVENTIONS FOR ELL STUDENTS

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



SPRING 2023 EIP ASSESSMENT: CONDITIONS TO MEET FOR APPROVED STATUS

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

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

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

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

STATUS RECOMMENDATION



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



RATIONALE:

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

AREAS FOR PROGRESS

MONITORING



● CTE SEQUENCE AND PROGRAM OF STUDY

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



SOCIALIZATION OF LINKED LEARNING AND BPL

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