

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Measures N and H – College & Career Readiness Commission

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, Deputy Chief of Post-Secondary Readiness

Board Meeting Date

Subject Services For: High School Linked Learning

Action Requested and Recommendation

Discussion by the Measures N and H Commission of the purpose and next steps regarding the Measures N and H staff site visits to school sites who recently transitioned out of “Conditionally Approved” status.

Background

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

Metwest High School and Leadership Public School recently transitioned out of “conditionally approved” status to “approved” in November 2024. Key areas for progress monitoring were noted and recommended.

Competitively Bid

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

Fiscal Impact

Funding resource(s): Measures N and H

Attachments

- Leadership Public School Conditionally Approved Report, November 2024
- Leadership Public School Presentation to the Commission, November 2024
- Metwest Conditionally Approved Report, November 2024
- Metwest Presentation to the Commission, November 2024

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

LEADERSHIP PUBLIC SCHOOLS
OAKLAND R&D

November 19, 2024

PRESENTED TO:
MEASURES N AND H
COMMISSION

PRESENTED BY:
MEASURES N AND H
STAFF

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SCHOOL SITE VISIT OVERVIEW

DATE OF VISIT:
OCTOBER 23, 2024
12–3 PM

PATHWAY:
DESIGN AND
MULTIMEDIA ARTS

SITE VISIT TEAM:

- Gary Yee, Member, Measures N and H Commission
- Vanessa Sifuentes, High School Network Superintendent
- Rebecca Lacocque, Director, Linked Learning,
- Emiliano Sanchez, Coordinator of CTE Trades and Apprenticeship
- Jan Quijada, Coordinator, Measures N and H
- Shannon LeCompte, CTE Coordinator, Linked Learning

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)

- It is clear from LPS' EIP presentation that the school is in a state of flux, with significant staff and leadership turnover. As the school rebuilds its foundation and structure, it will be important to assess the sustainability of having two pathways. It's recommended to select and focus deeply on one pathway and implement it well, with fidelity to Linked Learning.

CRITERIA 2: QUALITY OF THE MEASURE N/H EDUCATION IMPROVEMENT PLAN, CATEGORY 2: PATHWAY QUALITY ASSESSMENT(S)

- The school needs to develop an implementation plan for each pathway that includes the CTE course sequence, plans for an integrated program of study, the full continuum of work-based learning opportunities, integrated student supports, and professional development to support Linked Learning implementation.
- Develop a plan, with a timeline and interim benchmarks, for addressing the enabling conditions for the implementation of Linked Learning. This includes establishing a stable administrative leadership team, stable school staff with credentialed teachers and counseling staff, and in-person classes with adequate classroom support.

EVIDENCE OF CONDITIONS MET:

SINGLE PATHWAY IDENTIFIED

- The school has addressed the need for a single career pathway (Design and Multimedia Arts) by transitioning to a 'Whole School' CTE, focusing on Design and Multimedia Arts. This streamlined approach offers dual enrollment and CTE courses aligned to the pathway, aiming for 100% of students to graduate with a Design and Multimedia Arts certification and hands-on, A-G interdisciplinary, and workplace experiences. In the 2023-24 school year, all 9th-grade students and upperclassmen at LPS Oakland were enrolled in pathway courses, with dual enrollment pass rates between 80-100%. Now in its second cohort, LPS Oakland continues to monitor student progress in the pathway. LPS plans to use its new building and two renovated buildings to support the Design and Multimedia Arts Pathway Program.

INCREASED OPPORTUNITIES AND PARTNERSHIPS

- In the 2023-24 school year, LPS Oakland deepened partnerships with Berkeley City College (BCC) and industry partners to create 'Whole School' and 'Grade-Level' experiences for all students. They held retreats with education partners, staff, and students to gather student feedback. LPS plans to implement a Whole School Design and Multimedia Arts Pathway through BCC and Peralta Colleges and to introduce a school wide career exploration curriculum for all students. In 2022-2023, less than 5% of LPS students participated in internships and apprenticeships for the Business Entrepreneurship and Digital Media Communications Pathways. LPS aims to boost student involvement in Design and Multimedia Arts internships and apprenticeships, setting SMART goals to reach 50% participation in future years.

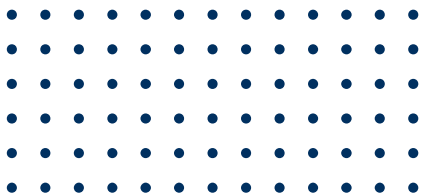
TEACHER COLLABORATION AND RETENTION

- LPS has made significant improvements in engaging their stakeholders in capacity-building through teacher professional development, fostering collaboration among staff. A staff member actively leads the Linked Learning PD and the Linked Learning newsletter. Teachers spoke to a clear scope and sequence for professional learning. LPS also provides the opportunity for interdisciplinary project-based learning, where teachers in the Sciences collaborate with teachers in the Humanities to work on joint projects. LPS has established stronger labor relations, higher staff retention (over 80%), no teacher vacancies, and ensures all students have in-person instruction for core A-G courses.

STATUS RECOMMENDATION



Measures N and H staff find that Leadership Public School has met required conditions.



RATIONALE:

LPS has made progress in addressing the EIP Assessment feedback they received in Spring 2023. They have narrowed their focus to one pathway and there is evidence of professional development for teachers to improve the implementation of Linked Learning. While work is needed to deepen the implementation of Linked Learning at LPS, progress is being made. There is evidence of implementation, with a dedicated Linked Learning lead facilitator in place and updates on actions already taken and those planned for the future.



AREAS FOR PROGRESS MONITORING

SCHOOL-WIDE APPROACH

- LPS needs to deepen staff understanding of the purpose of Linked Learning at LPS. Staff turnover has weakened institutional knowledge, impacting program continuity and clarity. The site visit revealed uncertainty about core college and career readiness activities that all students experience and how the pathway empowers students, echoing past issues that led to Conditionally Approved status. The Measures N and H staff will continue to monitor for a unified, school-wide vision and clear ownership in leadership regarding the pathway model.

WORK-BASED LEARNING

- Industry partnerships and work-based learning (WBL) activities must be embedded in CTE and core academics to ensure all students experience the benefit systematically. Access to internship preparation appears limited only to students enrolled in specific internship classes, often on-campus, which restricts real-world industry exposure.

PROGRAM OF STUDY

- While elements of Linked Learning are apparent, they are not systematically integrated into the core experience for all students. Pathway development remains incomplete, with beneficial aspects emerging in isolated areas rather than as a cohesive program. Career readiness and internships should be made available not only to students with schedule flexibility. Challenges due to low student enrollment add to the difficulty of sustaining the program. The core pathway experience must be evident in the master's schedule and Program of Study.





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**College &
Career for
All Fund**
Established by Measure N

LPS Oakland R&D Campus

MEASURES N and H CONDITIONALLY APPROVED
SITE PROGRESS UPDATE



Presented by LPS Oakland R&D Campus

Presented to Measure N/H Visiting Committee

October 23, 2024

www.ousd.org



@OUSDnews



School Site Snapshot

Name of Pathway: Design and Multimedia Arts

Industry Sector: Design Visual and Media Arts

Pathway Vision: Preparing students for college and career success through hands-on learning and industry partnerships, emphasizing articulation with the Berkeley City College Multimedia Arts program and design degree programs at UC Berkeley and UC Davis.

Number of Students in Pathway: 97% of LPS Oakland students (171/176) are enrolled in the pathway

Key Personnel:

- Principal
- Linked Learning Lead Facilitator
- CTE Teacher/Facilitator
- WBL Career Practicum Assistant Facilitator

Industry Partners:

- Berkeley City College
- Merritt College
- KQED
- College Essay Guy
- Career Launch
- REEL Oakland
- Next Wave STEM
- Genesys Works

Area of Concern #1

Plans of Action - Action #1a



CATEGORY 1, CRITERIA 1 : Evidence of Comprehensive Pathway Program

Pathway Quality Assessments provide evidence of the 3 domains of Linked Learning but the implementation of each component is not clear.

Structured opportunities for teacher collaboration time to support an integrated curriculum are not evident

CTE course sequences identified for both pathways as dual enrollment partnerships with Peralta. It is not clear whether students are actually taking these courses currently or if they are planned for 2023-24.

Assessment identifies the following areas of growth: integrated learning strategies and integrated program of study; development and implementation of full work-based learning continuum; more robust and intentional college supports

Focus: Address the need for a clearer structure to integrate academics with pathway-specific content consistently across all grades.

Specific Actions and Improvements

- Developed grade-level, pathway-aligned, interdisciplinary Projects
- Facilitated teacher collaboration in regular PLC meetings
- Targeted professional development for pathway integration
- Designed monitoring systems to incorporate student feedback and performance data

Area of Concern #1

Plans of Action - Action #1b



CATEGORY 1, CRITERIA 1 : Evidence of Comprehensive Pathway Program

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Structured opportunities for teacher collaboration time to support an integrated curriculum are not evident

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Assessment identifies the following areas of growth: integrated learning strategies and integrated program of study; development and implementation of full work-based learning continuum; more robust and intentional college supports

Focus: Clarify the status of the CTE course sequences and dual enrollment partnerships with Peralta

Specific Actions and Improvements

- Phased out Business Entrepreneurship pathway
- Designed comprehensive CTE Design and Multimedia Arts Pathway featuring year-long introductory, concentrator and capstone courses
- Dual Enrollment partnerships with BCC and Merritt in place to provide pathway-aligned electives that are Peralta certificate eligible
- Currently, all students are enrolled in CTE or dual enrollment courses, and enrollment data and student outcomes are tracked throughout the school year

Area of Concern #1

Plans of Action - Action #1c



CATEGORY 1, CRITERIA 1 : Evidence of Comprehensive Pathway Program

Pathway Quality Assessments provide evidence of the 3 domains of Linked Learning but the implementation of each component is not clear.

Structured opportunities for teacher collaboration time to support an integrated curriculum are not evident

CTE course sequences identified for both pathways as dual enrollment partnerships with Peralta. It is not clear whether students are actually taking these courses currently or if they are planned for 2023-24.

Assessment identifies the following areas of growth: integrated learning strategies and integrated program of study;

development and implementation of full work-based learning continuum; more robust and intentional college supports

Focus: Improve integrated learning strategies and the integrated program of study.

Specific Actions and Improvements

- Developed **interdisciplinary projects** that combine academic and technical learning, ensuring students can apply their knowledge in real-world, pathway-specific contexts.
- Provided **professional development** on integrated learning strategies, including project-based learning (PBL), within the Linked Learning framework.
- Facilitated **teacher collaboration** to co-plan integrated lessons that support both academic and technical competencies.

Area of Concern #1

Plans of Action - Action #1d



CATEGORY 1, CRITERIA 1 : Evidence of Comprehensive Pathway Program

Pathway Quality Assessments provide evidence of the 3 domains of Linked Learning but the implementation of each component is not clear.

Structured opportunities for teacher collaboration time to support an integrated curriculum are not evident

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Assessment identifies the following areas of growth: integrated learning strategies and integrated program of study; development and implementation of full work-based learning continuum; more robust and intentional college supports

Focus: Improve the work-based learning continuum, and college support

Specific Actions and Improvements

- Developed and implemented the **WBL Career Practicum**, a **UC-approved course** that gives students access to **internships** and a **student enterprise program**.
- Launched the **Career Launch curriculum** school-wide through **Thursday seminars**, offering all students access to career exploration and readiness activities
- Strengthened partnerships with local businesses and industry professionals to offer **internships**, **guest speakers**, and **work-based learning opportunities**
- Dual enrollment course facilitators work closely with **college instructors** to ensure alignment between high school and college-level coursework
- Increased access to **college counseling services** that guide students through the dual enrollment process, college applications, and financial aid support
- Organized **College Application Days** to support students in completing CSU, UC, and private college applications, featuring workshops and guidance from **College Essay Guy** to assist with personal statements and application processes.

Area of Concern #1



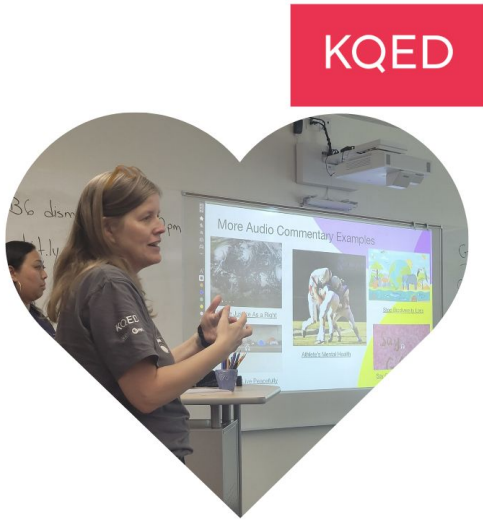
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Evidence of Progress: Action #1a

CATEGORY 1, CRITERIA 1 : Evidence of Comprehensive Pathway Program

Pathway Quality Assessments provide evidence of the 3 domains of Linked Learning but the implementation of each component is not clear.

Structured opportunities for teacher collaboration time to support an integrated curriculum are not evident



Developed Grade-Level, Pathway-Aligned, Interdisciplinary Project:

We've successfully developed an integrated project in partnership with KQED that aligns with our Design and Multimedia Arts pathway, focusing on interdisciplinary work between STEAM and Humanities by providing targeted professional development, focusing on Linked Learning and PBL.

<Snapshot from our Linked Learning Newsletter>

Building Career Bridges

Special thanks to **Rachel** and **Angel** from **KQED** for their wonderful and supportive visit during last week's PBL Day 4 session! As our cohorts work together to prepare to launch the LPS Media Challenge interdisciplinary podcast project in classrooms, **their expertise is invaluable**. Participants recorded model podcast scripts and learned how to layer sounds and music, making it a dynamic, tech-filled learning experience. **The collaboration is incredibly impactful**, and participants appreciate knowing they can reach out to Rachel and Angel with any questions or additional support! Next steps in PBL Day 5 include a model podcast listening party, and backward planning for Media Challenge implementation in the **STEAM** and **Humanities** cohorts.

Area of Concern #1

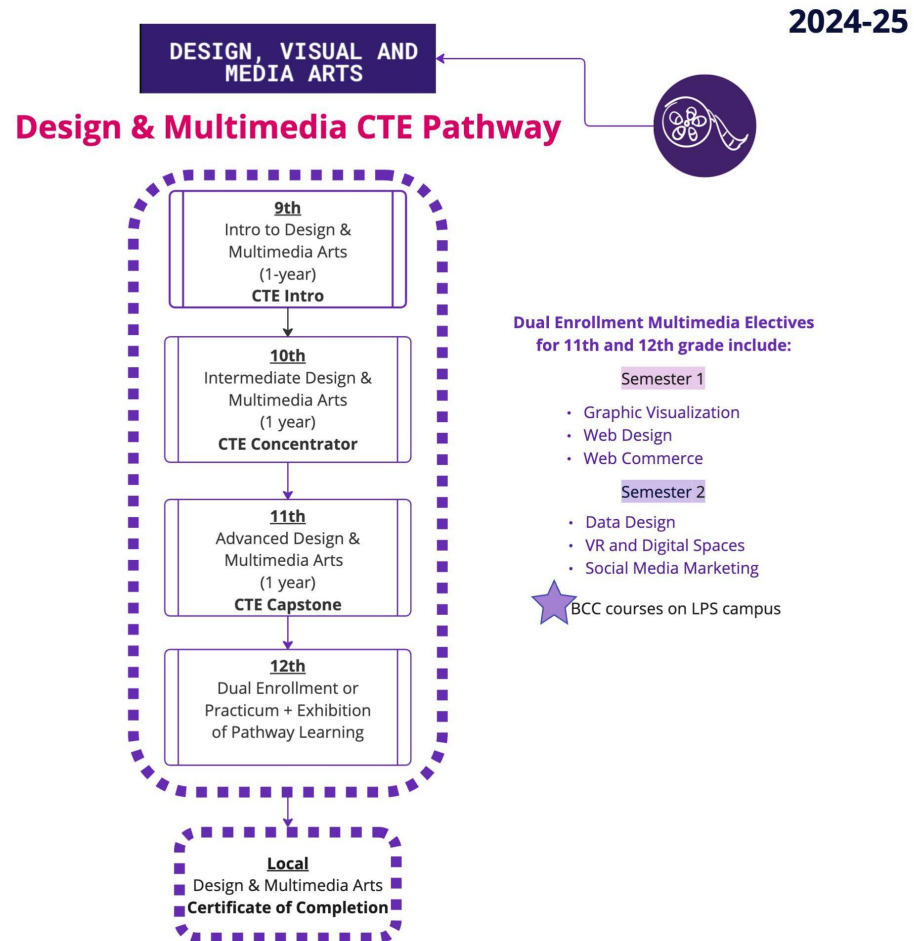
Evidence of Progress: Action #1b



CATEGORY 1, CRITERIA 1 : Evidence of Comprehensive Pathway Program

CTE course sequences identified for both pathways as dual enrollment partnerships with Peralta. It is not clear whether students are actually taking these courses currently or if they are planned for 2023-24.

Developed Core CTE Sequence with Elective Dual Enrollment Options: By establishing the core CTE sequence as independent from dual enrollment, we are providing a more consistent and accessible pathway for all students. The dual enrollment courses, now electives, offer additional enrichment and college credit opportunities without being required for pathway completion.



Area of Concern #1

Evidence of Progress: Action #1c



CATEGORY 1, CRITERIA 1 : Evidence of Comprehensive Pathway Program

Assessment identifies the following areas of growth: integrated learning strategies and integrated program of study; development and implementation of full work-based learning continuum; more robust and intentional college supports

Integrated Learning Strategies: We have developed interdisciplinary projects that align with our Design and Multimedia Arts pathway, combining elements from both STEAM and Humanities subjects.

Integrated Program of Study: Our program of study is now more cohesive across grade levels, with each course building on the previous one to ensure a seamless progression of skills and knowledge.

Cohort	Grade Level	Semester 1 - Interdisciplinary Project Cohort Configurations					
		STEAM		Content	Humanities		Content
A	9th	Martin	Cooper	Science DVMA	Zach	Ziegenhorn	SocStu
		Dani	Jimenez	Math	Michelle	Ciraulo	Support
A	10th	Guillermo	Duarte	Design	Karl	Cepeda	English
		Sulaiman	Ali	Support			
A	11th	Rashima	Sonson	DVMA BUS	Javier	Montilla	Spanish
		Mandy	Moore	Support			
B	11th	Yonah	Radousky	Science	John	Batcheller	SocStu
		Finley	Reginald	Support			
A	12th	Eugene	Porter	Math	Ftsum	Asfaha	English
		Contreras	Stef	Support			

Advisory Level	LL Cohort	Wolf Pack Leaders			
9	10A	Karl	Cepeda	9th/10th	Humanities
9	9A	Zach	Ziegenhorn	9th/10th	Humanities
10	9A	Martin	Cooper	9th/10th	STEAM
10	9A	Dani	Jimenez	9th/10th	STEAM
10	10A	Guillermo	Duarte	9th/10th	STEAM
	9A	Michelle	Ciraulo	9th/10th	Humanities
	10A	Sulaiman	Ali	9th-12th	Support
Upper Division					
12	12A	Ftsum	Asfaha	11th/12th	Humanities
12	11B	John	Batcheller	11th/12th	Humanities
11	11B	Yonah	Radousky	11th/12th	STEAM
12	12A	Eugene	Porter	11th/12th	STEAM
11	11A	Javier	Montilla	11th/12th	Humanities
12	11A	Rashima	Sonson	11th/12th	STEAM
	11A	Mandy	Moore	11th/12th	Support
	12A	Contreras	Stef	11th/12th	Support
	11B	Finley	Reginald	9th-12th	Support

Area of Concern #1

Evidence of Progress: Action #1d



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CATEGORY 1, CRITERIA 1 : Evidence of Comprehensive Pathway Program

Assessment identifies the following areas of growth: integrated learning strategies and integrated program of study;

development and implementation of full work-based learning continuum; more robust and intentional college supports

Development and Implementation of a Full Work-Based Learning Continuum:

We've implemented a comprehensive work-based learning continuum that includes foundational career exploration, hands-on internships, student enterprise projects, and the **Career Launch** program. Career Launch serves as a key component, preparing students for real-world experiences through career exploration, resume-building, and professional communication skills.

<Snapshot from our Linked Learning Newsletter>



Seminar 9.19

There has been great feedback on Career Launch's potential to provide authentic, transferable career readiness opportunities. **Ms. Sonson** noted the practical scenarios that students navigate through in the material, stressing the importance of supporting students' career goals during their time in high school. The attached Career Launch Scope and Sequence **now includes a completion data tracker by Seminar classroom**, allowing us to gather data that informs our progress and equips us to adjust as necessary. **Which learning objectives have your Seminar completed?** We will track this data on Wednesday in PD! Congratulations on your work so far...the program is generating a lot of positive buzz, with many expressing excitement about its potential impact.

Area of Concern #2

Plans of Action



CATEGORY 2, CRITERIA 2: Pathway Quality Assessment(s)

Given the large number of challenges identified in the root cause analysis, there could be a deeper analysis of areas for growth.

Similarly, there could be greater specificity in the next steps identified to support the continuous quality improvement of pathways.

Evidence of strengths section references some concrete examples.

Pathway Quality Assessments Feedback:

The school needs to develop an implementation plan for each pathway that includes the CTE course sequence, plans for an integrated program of study, the full continuum of work-based learning opportunities, integrated student supports, and professional development to support Linked Learning implementation.

To address these concerns, we've taken the following actions:

- **CTE Course Sequence:** Developed a 3-course Design and Multimedia Arts sequence, ensuring skill progression across grades, eliminating the Business Entrepreneurship pathway in Spring, 2024.
- **Integrated Program of Study:** Aligned curriculum to integrate academic and technical skills through interdisciplinary projects.
- **Work-Based Learning:** Implemented a full continuum of work-based learning, including Career Launch, internships, and capstone projects.
- **Student Supports:** Strengthened student supports with SEL, academic interventions, and college and career counseling.
- **Professional Development:** Provided targeted PD on Linked Learning, project-based learning, and pathway integration.

Area of Concern #2

Evidence of Progress



CATEGORY 2, CRITERIA 2: Pathway Quality Assessment(s)

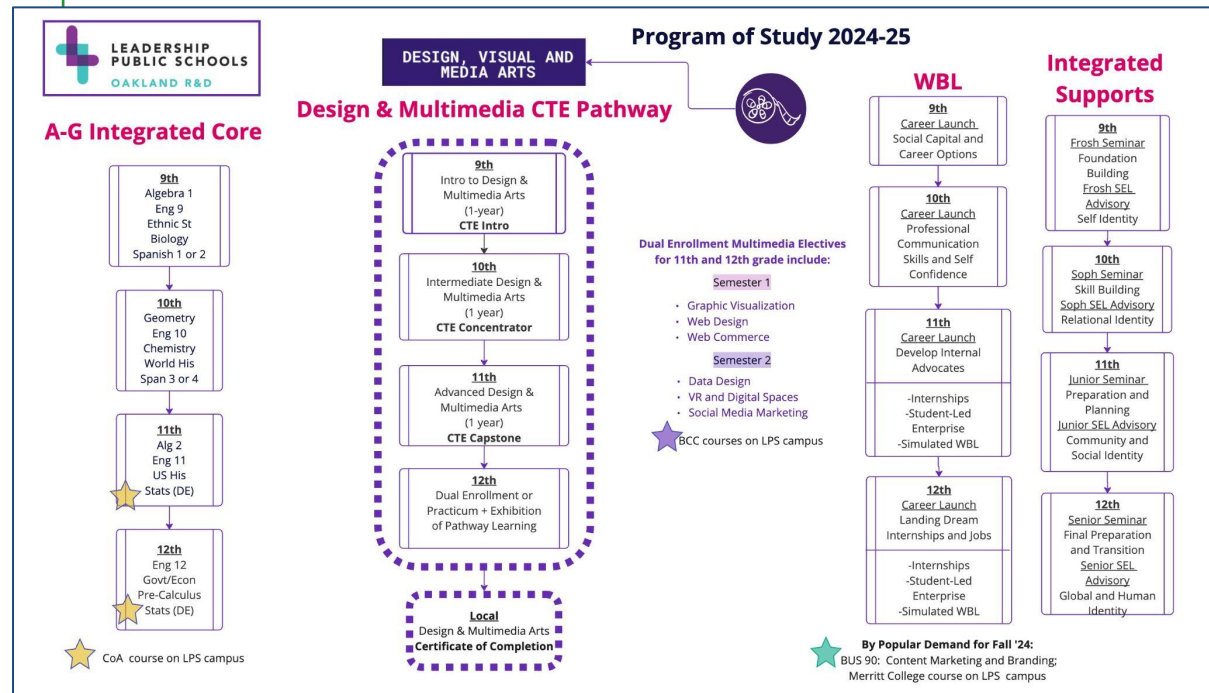
Given the large number of challenges identified in the root cause analysis, there could be a deeper analysis of areas for growth.

Similarly, there could be greater specificity in the next steps identified to support the continuous quality improvement of pathways.

Evidence of strengths section references some concrete examples.

Pathway Quality Assessments Feedback:

The school needs to develop an implementation plan for each pathway that includes the CTE course sequence, plans for an integrated program of study, the full continuum of work-based learning opportunities, integrated student supports, and professional development to support Linked Learning implementation.



Reflection Question #1

What changes have you made between last year and this year to address areas identified for continuous improvement?

This year, we made key improvements by expanding work-based learning opportunities with the WBL Career Practicum, integrating CTE with academics through more robust project-based learning, and enhancing college and career support with dual enrollment electives and College Application Days.

We also streamlined our pathways by eliminating the Business Entrepreneurship pathway to focus on the Design and Multimedia Arts pathway, which better aligns with student interests and industry demands.

Additionally, we've strengthened professional development for teachers around Linked Learning and PBL and now use DeansList reports to monitor student progress more closely and provide personalized interventions. These changes aim to ensure students are both academically prepared and career-ready.



Reflection Question #1 (continued)

What changes have you made between last year and this year to address areas identified for continuous improvement?

In 2023-24, we introduced college course facilitators in DE classes to boost student outcomes and launched a shared pathway tracking system to help counselors strategically enroll students in local or BCC certificate programs, ensuring completion of CTE sequences.

The College and Career Index (CCI) data for LPS Oakland's

2023 Dashboard

School	SubGroup	Graduation Rate (4/5 yr)	CCI
LPS Oakland R&D Campus	All	94.6%	22.7%
	SED	94.2%	21.4%
	EL	94.1%	18.0%
	SWD	93.3%	6.7%

Noteworthy 2024 College and Career Index (CCI) Dashboard Projections

The College and Career Index (CCI) data for LPS Oakland's 2024 Dashboard projects to exceed the state for the following subgroups with "Prepared for College CCI Percentages" with the following approximations for the 2024 Dashboard:

LPS 2024 CCI

All: 47/73 = 64.4%

SED: 39/60 = 65%

EL : 12/22 = 54.5%

SWD: 7/13 = 53.8%



Reflection Question #1 (continued)

What changes have you made between last year and this year to address areas identified for continuous improvement?

Timeline of past, present and future pathway enhancements and development:

2023-24 School Year:

- **Dual Enrollment:** Added DE course facilitators and a pathway tracking system.
- **Partnerships:** Strengthened BCC ties; dissolved Business Entrepreneurship.
- **College Support:** Launched College Essay Guy support for seniors.
- **Engagement:** Hosted community sumits with industry partners to inform and refine Expected Pathway Learning Outcomes

2024-25 School Year:

- **Dual Enrollment:** Continued on-campus DE with dedicated facilitators. Created CP versions for students experiencing Peralta enrollment barriers
- **Work-Based Learning:** Introduced WBL Career Practicum, student enterprise, and simulated work.
- **Engagement:** Formed Parent and Guardian Association (PGA)meetings for family input.
- **Essay Prep:** Added spring College Essay Guy sessions for juniors.
- **Peralta Tours:** Launched Peralta Tours on CEG days for vocational-focused seniors.
- **College and Career Tours**

2025-26 and Beyond:

- **Program:** Enhance integrated supports and strengthen college-career readiness activities and events
- **Partnerships:** Deepen family and industry connections for career readiness.



Reflection Question #2

What have you learned in the past two years about your site's transformation strategy via pathways?

Over the past two years, we've learned that aligning our transformation strategy with pathways has been key to increasing student engagement and improving outcomes. Integrating CTE with academic coursework through project-based learning has made learning more relevant and connected to real-world scenarios. Expanding work-based learning opportunities has helped students develop practical skills and build industry connections, deepening their career readiness.

We've also seen the need to refine our pathways to reflect student interests and industry demands, leading us to eliminate the Business Entrepreneurship pathway and focus on the more relevant Design and Multimedia Arts pathway. This allows us to better align our resources and provide students with meaningful career exploration and preparation.

Our dual enrollment partnerships have shown how early access to college courses accelerates both academic growth and career progress. Additionally, we've strengthened professional development for teachers around Linked Learning and interdisciplinary projects, which has improved our instructional approach overall. These insights are guiding us as we continue to refine our pathway model to ensure our transformation is sustainable and impactful.



Reflection Question #2(continued)

What have you learned in the past two years about your site's transformation strategy via pathways?

Over the last two years, we've streamlined Dual Enrollment to specific certificates and CTE completer sequences, boosting growth and readiness. Intentional tracking supports targeted guidance, while exhibitions let students demonstrate their learning. High standards for certificates increase engagement, with strategic partnerships enhancing real-world relevance.

Data Source: End of Year CALPADS: 2024

LPS Oakland 2024: Number and Percentage of Students Passing One or More DE Courses with a C or higher and Earning 3 semester Community College Credits per Course

	1 DE Course Passed	2 DE Courses Passed	3+ DE Courses Passed
11 (51)	16 (31.4 %)	14 (27.5%)	9 (17.6%)
12 (67)	18 (26.9%)	12 (17.9%)	23 (34.3%)

LPS Oakland 2024: Number and Percentage of CTE Completer and Local Certificate Students

	CTE Completers	Local Certificate
11	10 (19.6%)	-
12	23 (34.3%)	10 (14.9%)

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

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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

”

COMMISSIONER

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.





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



One student at a time!

Demographics

African American



24.1%

Asian



6.5%

Filipino



0.5%

Indigenous



0.5%

Latino



48.7%

Multi-Ethnicity



6.5%

Not Reported



2.0%

White

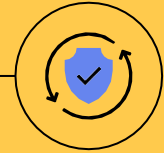


11.1
%

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!
in a lot!

Plans of Action & Evidence



Initiatives Aimed to Address Academic Feedback

	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
Year 1 (2023-2024)	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.
Year 2 (2024-2025)	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.
Year 3 (2025-2026)	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.

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

	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
Year 1 (2023-2024)	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.
Year 2 (2024-2025)	<ul style="list-style-type: none">-Consolidated into one campus.-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.-Hired a math coach who works with our math teachers to improve teaching practices and increase student engagement across the department.-Both coaches work to build ELA and Math teachers capacity to reach our ELA, ELPAC, and math student outcome goals in our SPSA.
Year 3 (2025-2026)	<ul style="list-style-type: none">-Considering changes to our master schedule, such as block scheduling, so we have more instructional time dedicated to core content subjects-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

Evidence- Initial Math Team Meeting with Math Coach Minutes

Agenda

Meeting Objective:	To facilitate introductions between the Math team, determine goals for the year, and understand how we will go about achieving those goals
Participants:	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

Facilitator:	Ahmad Hameed
Note Taker:	Estelle Woodbury
Time Keeper:	Dina Rastakhiz
Process Checker:	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

		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 Baclig	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

	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
Year 1 (2023-2024)	<ul style="list-style-type: none">-The school started an attendance team that aimed to recognize positive attendance behaviors and provide interventions for students who need support.-Students were recognized in a monthly town hall for having perfect attendance as well as growth in attendance.-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.
Year 2 (2024-2025)	<ul style="list-style-type: none">-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.-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.-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.
Year 3 (2025-2026)	<ul style="list-style-type: none">-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.

Evidence- Attendance Meeting Minutes

Objective	Guidance		Notes/Next Steps
Connect	Check-in (Restorative Feelings Chart) (Check in question generator)	How are you? Favorite activity to do in the heat?	<p> MetWest Reduction https://docs.google.com/spreadsheets/d/1v9TxjQQftL2ohiOL6OQZjJcdgsdCQ6zc/edit?gid=1302302144#gid=1302302144</p> <p>95% attendance is considered good</p>
Attendance Specialist Report 5 mins	<p>Attendance Specialist Report: <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"> How are Absence verification phone calls going? When are you making calls and is it being logged into Aeries? <p>What does our baseline data currently look like?</p> <ol style="list-style-type: none"> Review the Missing Attendance report Students w Unverified Period Absences (Minimum Absences to Print, Use 3 or 4) Do all students have a signed IDS Master 	<p>https://docs.google.com/spreadsheets/d/1IOiYAgkSRxJ5n7Y7t1UofjpVnLyAqbNmaeWjILvLDpY/edit?gid=0#gid=0H</p> <p> MetWest 24-25 Chronic Absenteeism Rat...</p> <p>Home visit training link</p> <p>Home visit presentation</p> <p>Home visit cheat sheet</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

	Feedback: Develop targeted interventions that address the root causes of the identified issues and support the specific needs of ELL students.
Year 1 (2023-2024)	-Site ELL ambassador worked with district English Language Learner and Multilingual Achievement (ELLMA) office to understand, advocate, and support ELLs at MetWest
Year 2 (2024-2025)	-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 & 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 & 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.
Year 3 (2025-2026)	-Continue to have literacy coach provide support to ELD teachers -Increase meeting time of all ELD classes, including ELD 1 and ELD 2.

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

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
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								ELD 2		
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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 Pathway Feedback

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

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 Course Descriptions	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	MetWest SLOs Think Critically <ul style="list-style-type: none"> Question Analyze Problem Solving Be Agents of Change <ul style="list-style-type: none"> Recognize forms of oppression and acts toward liberation Analyze intersectionality Mobilize resources for personal and community well-being Navigate the World
Technical Core/Theme (CTE Sequence) CTE Course Resources					
Dual Enrollment MetWest Dual Enrollment			Spanish	Spanish	
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

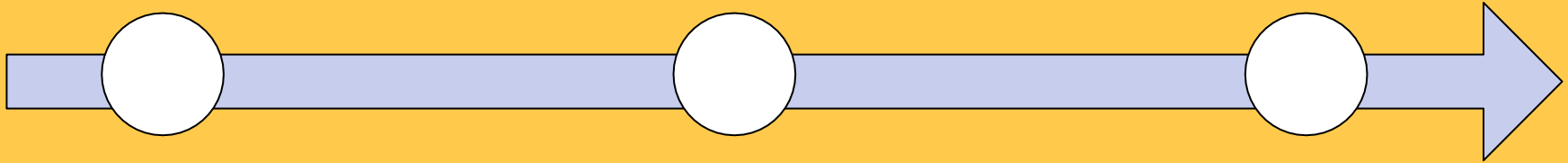
- [PD and Events](#)
- [w Informational Interview Ticket .docx](#)

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**



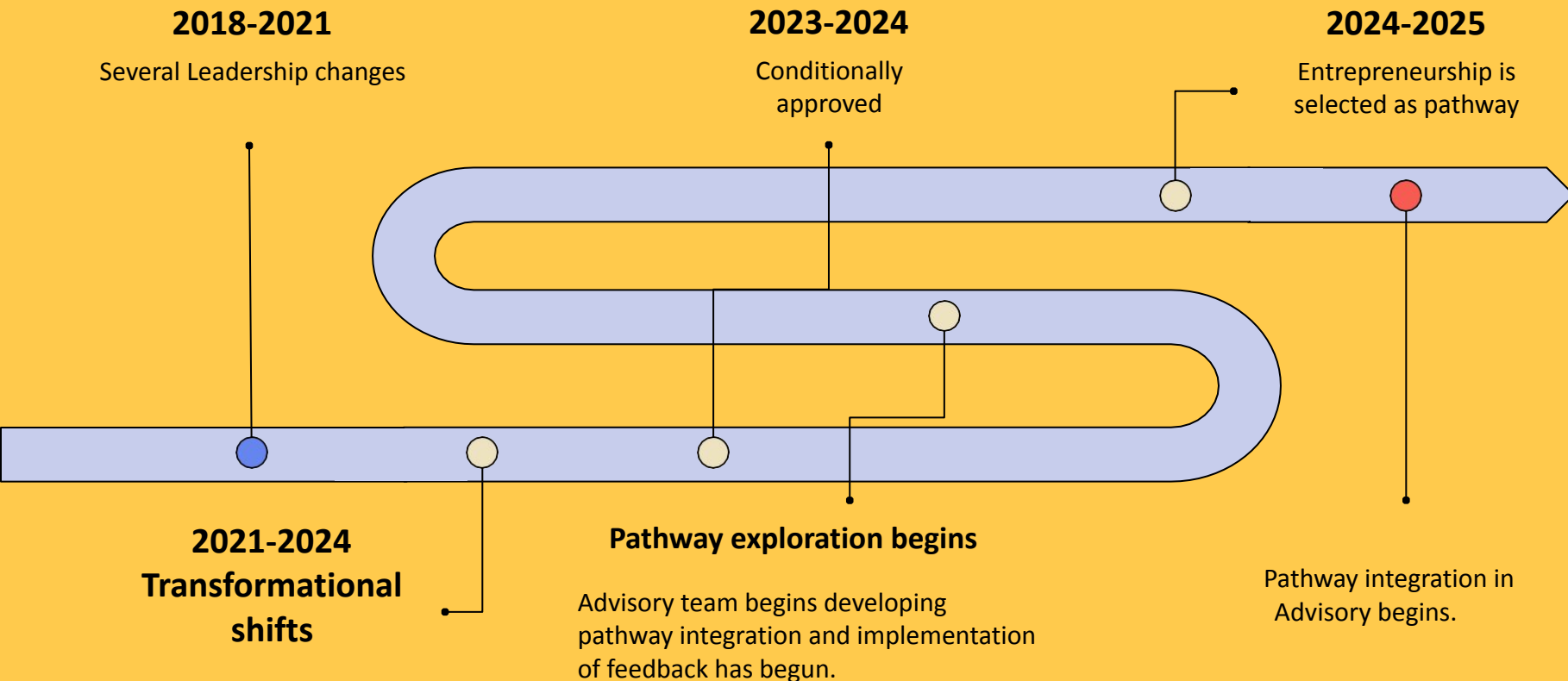
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Community Schools, Thriving Students



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
<div>←-----English Language Development-----→</div> <div>←-----Special Education Services-----→</div> <div>←-----Advisory & Social Emotional Learning-----→</div>			



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.

