



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students



College &
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All Fund

Summary on Post-Conditionally Approved Site Visit with Leadership Public School Oakland and Metwest High School



Presented to Measures N and H Commission

February 3, 2026

Objective

Share a summary of progress and challenges identified during the December 2025 site visit at Leadership Public School (LPS) Oakland and January 2026 site visit at Metwest High School

Recap from Fall 2024 (For reference: File 25-2143)

1. Leadership Public School Conditionally Approved Report- Areas of Continued Progress Monitoring:

- a. Increase School-wide Approach to Linked Learning
- b. Integrate Work-Based Learning into CTE and core academics
- c. Integrate Program of Study into CTE and core academics

1. Metwest Conditionally Approved Report- Areas of Continued Progress Monitoring:

- a. Implementation of CTE Sequence into the Program of Study
- b. Socialization of Big Picture Learning and Linked Learning

Leadership Public School: Site staff reported

Site shared their Linked Learning and Professional Development Plan:

Aug-Nov

- Establish common understanding and commitment
- Identify student-centered teaching strategies the professional learning plan

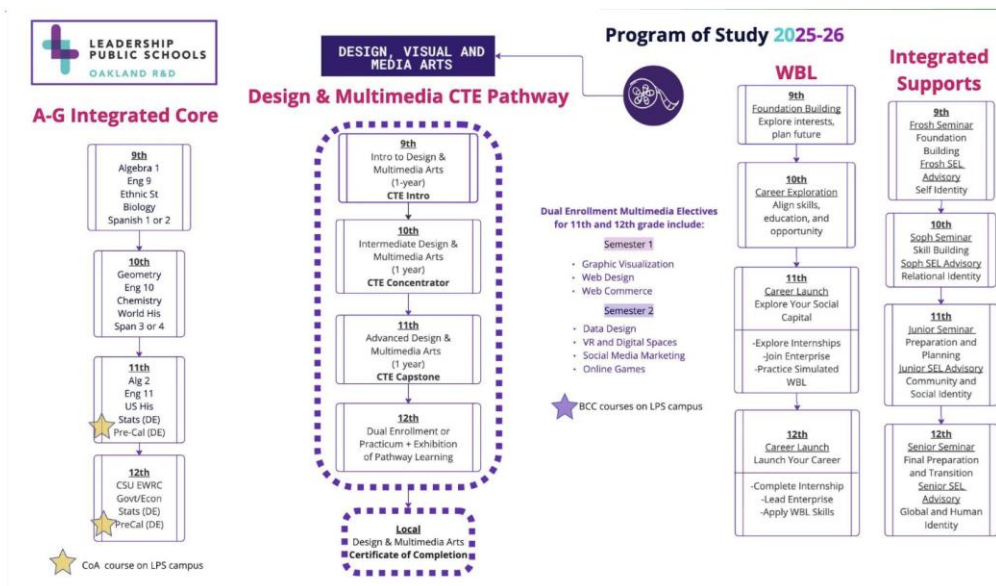
Dec-Mar

- **Dec:** Launch project cycle; draft concepts
- **Jan:** Develop driving questions & outcomes
- **Feb:** Design lessons and learning plan
- **Mar:** Finalize projects for implementation

Mar-May

- **Mar-Apr:** Implement interdisciplinary projects
- **Apr-May:** Complete products & portfolios
- **May:** Exhibit learning at Creatv Media Fest.26

Integrated Program of Study



Leadership Public School: Measures N and H Staff Progress Report

- Site leadership is shared by two new principals as of 2025-26. Both participated in the site visit and presentation.
- Measures N and H staff and High School Linked Learning leadership (visiting team) heard a presentation made by co-principals, interviewed teachers and students, and visited two classes chosen by LPS leadership. The following was noted by the visiting team:
 - limited evidence of cross-disciplinary integration and pathway-specific projects in CTE and core academics
 - limited integration of work-based learning (with industry partners) in CTE and core academics
 - clear program of study, though students in classes reported mixed grade levels and inconsistent CTE course-taking
 - inconsistent staff understanding of Linked Learning practices (collaboration vs. integration)
 - students interviewed are unclear about pathway purpose, sequence, and program design.
 - teachers interviewed expressed a strong desire and readiness to collaborate with each other and spoke to a need for dedicated structures for collaboration and PD time.

Metwest High School: Site staff report

Academic improvements

Academic Highlights 24/25

#1 SBAC English Language Arts in OUSD

- 42 point increase in Distance from Standard

#1 SBAC Mathematics in OUSD

- 42 point increase in Distance from Standard Growth

ELL and Student Supports

CTE and WBL integration in Advisory classes

Yearlong Overview

	9th Grade - Freshfolk Academy	10th Grade - Gateway	11th Grade - Senior Institute	12th Grade - Senior Institute
Outcome Focus	I will use and develop my own social emotional intelligence, including defining who I am today SLO: Social Emotional Learning Who am I? How have my experiences, culture and identity shaped me? Who Am I Resource Folder	I can navigate the world around me, continue to explore my passions and interests and add to my sense of identity SLO: Navigating the World Who am I in my community? How do I build and navigate my community? Gateway overview Gateway Semester 2	I can use SEL and navigational skills to think critically about myself and the world around me SLO: Critical Thinking What are ways to take change on social issues? 11th Grade Planning Tool	I take informed action to improve my well being and that of my community SLO: Agents of Change What are issues in my community and how can I change them? Capstone Teacher Resource
August	Unit 1: My Story-Exploring My Identity Product: Who am I Presentation	Unit 1: The World That I Live In Product: Gateway Virtual Portfolio 1-3 Who Am I in a Community?	Unit 1: Preparing to Leave to Learn, Resume and Cover Letter	Unit 1: Post Secondary Readiness
September	Unit 2: Interest & Passions Products: Interest survey, Interest Mapping, Resume	Unit 2: Pursuing my Passions-Preparing to Leave to Learn Resume and Elevator Speech	Unit 2: Post Secondary Initial Planning	Unit 2: Preparing to Leave to Learn LinkedIn and Personal Statement
October	Unit 3: Mini Exhibition Product: Who I am Project	Unit 3: Mini Exhibition	Unit 3: Fall: Mini Exhibition	Unit 3: Policy Proposal: Mini Exhibition
November	Unit 4: My strengths and Skills Product: Personal Brand Profile	Unit 4: Learning Through Experience	Unit 4: Exploring Community Issues	Unit 4: Policy Position Research & Evidence Analysis

1. Transcripts Audits are still happening at the end of each semester.
2. Creative Scheduling: We have doubled blocked ELD classes to provide more instructional support.
3. We placed students on attendance contracts at the start of the year.

Metwest High School: Measures N and H Staff Progress Report

- Measures N and H staff and High School Linked Learning leadership (visiting team) heard a presentation made by the principal, interviewed teachers and students, and visited multiple classes. The following was noted by the visiting team:
 - integration of CTE in Advisory classes
 - limited evidence of CTE in core academics, though staff and leadership spoke to strategy of gradual implementation, starting in Advisory
 - significant improvement in SBAC performance, increasing 42 percentage points toward Distance from Standard
 - increased rigor and high expectations in 2025-26 (relative to last year) based on student input and academic progress
 - students have multiple, supported opportunities to develop individualized postsecondary goals and plans
 - plans for Business CTE class(es) through dual enrollment
 - increased familiarity with Linked Learning; staff and students spoke consistently about Linked Learning elements, including integrating Entrepreneurship

Discussion