

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for MetWest High School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- 21st Century After School Programs

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for MetWest High School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: MetWest High School
CDS Code: 1612590100701
Principal: Charles Plant
Date of this revision: 6/10/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Charles Plant	Position: Principal
Address: 314 East 10th Street Oakland, CA 94606	Telephone: 510-451-5902 Email: charles.plant@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: MetWest High School

Site Number: 338

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|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input checked="" type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5.19.16

6. The public was alerted about the meeting(s) through one of the following:

- Fliers in students' home languages
 Announcement at a public meeting
 Other (Notices and Media Announcements, etc.)

Signatures:

<u>Charles Pomeroy</u> Charles Pomeroy	<u>[Signature]</u> Signature	<u>5.19.16</u> Date
<u>Chad Thompson</u> Chad Thompson	<u>[Signature]</u> Signature	<u>5.19.16</u> Date
<u>Mark Triplett</u> Mark Triplett	<u>[Signature]</u> Signature	<u>5.26.16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	<u>[Signature]</u> Signature	<u>5-31-16</u> Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site: MetWest High School

Site Number: 338

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
11/19/2015	SSC	Measure N Report; review student achievement data
12/17/2015	SSC	Approve Measure N Report; review student achievement data; review LCAP funds
1/21/2016	SSC	School Performance Framework; SPSA draft budget allocations; Measure N
2/18/2016	SSC	Budget review; Title I funds; SPSA update; SPF; Measure N
3/17/2016	SSC	SPF; SPSA updates
4/21/2016	SSC	SPF; SPSA draft; Title I modifications
5/19/2016	SSC	Review and approve final draft SPSA 3 student council meetings; 8 staff meetings)
Spring 2016	Student Council	Three student council meetings to review
Spring 2016	Staff	Eight staff meetings to review

Programs Included in This Plan

The School Site Council intends for this school to participate in the following programs:

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$81,004.57	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$74,907.91	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$0.00	TBD
TOTAL:	\$155,912.48	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$25,513.59	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$657.46	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$193,758.34	TBD
TOTAL:	\$219,929.39	\$0.00

ABOUT THIS SCHOOL

School Description

MetWest High School is a small Oakland public high school currently serving one hundred sixty students. In conjunction with their advisors, each student designs an individualized learning plan focused on their interests and passions. The core of each learning plan is an internship that will give students a deep sense of how their interests play out in the adult world, and provides an authentic environment and audience for their work.

School Mission and Vision

MetWest prepares young adults to recognize and take advantage of all resources to further their personal well-being and the well-being of their communities. Our graduates will have the skills, habits, knowledge, and networks to overcome obstacles to their success, access four-year colleges, engage in fulfilling work, and contribute positively to our world.

School Demographics

Special Populations	% Female	% Male	% LCFF	% English Learners
	45.6%	54.4%		8.9%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		19.6%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	26.6%	1.3%	4.4%	58.2%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	1.9%	0.0%	5.7%	1.3%

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
ELL A-G completion. ELL Drop out rate.	4 year graduation rate. African American A-G completion rate. SPED drop out rate.	Credit and skills deficit for some students. Science and Technology gap.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
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Concurrent enrollment. College enrollment.	SRI reading levels. Seniors with GPA < 3.5. Science and technology competency. College enrollment.	Insufficient individualized planning and programs.
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Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Suspension rate	African American Male suspensions. Parent participation Healthy Kids Survey.	Uneven classroom culture building, and behavior response tools for staff.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
ELL and LTEL reclassification rate. A-G completion rate.	SBAC and SRI. African-American A-G completion rate.	Science and Technology program gap. Uneven ELA instruction knowledge and skill.

SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- To Improve student achievement by connecting curriculum, instructional coaching and PD agendas to ESLR's and LO's that are understood by our entire school community. (Related to LCAP Goal 1: Graduates are college and career ready.)
- Strengthen and define protocols on intervention and individualization to accommodate high needs providing students alternative credit recovery options and strategies to cope LCAP Goal 5: Students are engaged in school everyday.)
- Use a variety of data consistently and systematically to inform and improve our instruction, students to achieve the ESLRs. (Related to LCAP Goal 1: Graduates are college and career ready.)

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	Cohort graduation rate of 80%.	1: Graduates are college and career ready.	To Improve student achievement by connecting curriculum, instructional coaching and PD agendas to ESLR's and LO's that are understood by our entire school community.

Post-Secondary Readiness:	Students successful in concurrent enrollment courses with Peralta community colleges.	1: Graduates are college and career ready.	Use a variety of data consistently and systematically to inform and improve our instruction, interventions, and school policies to support all students to achieve the ESLRs.
Climate and Culture:	Reduced suspensions.	5: Students are engaged in school everyday.	Strengthen and define protocols on intervention and individualization to accommodate high needs students including but not limited to providing students alternative credit recovery options and strategies to cope with trauma in order to allow all students to learn.
Rigorous Academics:	Reading proficiency	3: Students are reading at or above grade level.	Use a variety of data consistently and systematically to inform and improve our instruction, interventions, and school policies to support all students to achieve the ESLRs.

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	Graduation Rate	All Students	75%	80%	1: Graduates are college and career ready.	SRI
Post-Secondary Readiness:	Concurrent Enrollment	All Students	20% Enrolled with 94% attaining a C or better, 73% with an A or B	25% Enrolled with goal of 98% C or better, 75% attain A or B	1: Graduates are college and career ready.	Number of Students Enrolling in Four-Year Colleges
Climate and Culture:	Suspensions	All Students	2%	1%	5: Students are engaged in school everyday.	On Track to Graduate
Rigorous Academics:	SRI	All Students	43% at grade level	50% Reading at Grade Level	3: Students are reading at or above grade level.	A-G Completion

School Theory of Action

If we focus on the creation of an innovative STEAM program, integrated across the curriculum, including the development of science and technology related internships, our students will be well prepared to take advantage of much broader higher education, training, and career opportunities. Our ELD program, and infusion throughout all classes of effective ELL instruction strategies, will elevate the college and career readiness, and college acceptance and retention rates, of our ELL students.

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	Effective individualization/differentiation in curriculum and instructional practice, in the areas of reading, writing, science and math. (Including ELD class for LTEL's, with diffusion of ELL instructional strategies throughout school, with targeted supports for Foster and Homeless Youth, and accelerated opportunities for GATE youth, through our math and STEAM programs, and Concurrent and Dual enrollment programs with Peralta Community College District).	Cohort graduation rate of 80%.	Personalized Student Support	Equity/Access/Achievement
Culture & Climate Improvement Strategy:	Continued development of a Restorative Practice, trauma informed culture at our school, including AAMA, girls groups, advisory and community circles, and staff PD around behavior response and cultural sensitivity with special attention to our highest needs students such as Foster and Homeless youth.	Cohort graduation rate of 80%.	Equity/Access/Achievement	Personalized Student Support
Pathway Development/Implementation Strategy:	STEAM program that is innovative, integrated across the curriculum (math, literacy, social studies, health etc) and entrepreneurial (internships, BUILD entrepreneurial program, employment, etc) and that purposefully connects students to concurrent enrollment opportunities in the fields in the Peralta Community College system. This will provide accelerated, focused interventions for high needs students (such as Foster and Homeless Youth) as well as advanced college and career opportunities for our GATE students.	Students successful in concurrent enrollment courses with Peralta community colleges. All students pass with a C or better. 100% increase in student interning in STEM related fields.	Equity/Access/Achievement	Work-Based Learning

New or Emerging Design Feature #1:	STEAM program	Students successful in concurrent enrollment courses with Peralta community colleges. All students pass with a C or better. 100% increase in student interning in STEM related fields.	Building a Rigorous Academic Core: Student Conditions	Work-Based Learning
New or Emerging Design Feature #2:	ELD class and ELL support	Reading proficiency. Re-classification rate rises to 75%.	Equity/Access/Achievement	Personalized Student Support
Established Signature Element #1:	Learning Through Internship - 6-12 hours a week, monitored and supported by Academic Advisor / Humanities Instructor	Cohort graduation rate of 80%.	Work-Based Learning	Personalized Student Support
Established Signature Element #2:	Advisory based academic and SEL structure	Cohort graduation rate of 80%.	Personalized Student Support	Equity/Access/Achievement
Established Signature Element #3:	Restorative Practice Culture (includes AAMA, Raza Studies, trauma informed PD for staff etc)	Reduced suspensions. Suspension rate no higher than 2%.	Personalized Student Support	Equity/Access/Achievement

SCHOOLWIDE PRACTICES

Select Teaching Practices:

- ELD Class and focused ELL instructional strategies for school.
- STEAM program
- AAMA
- Community School coordinator

Select Leadership and Organizational Practices:

- Leadership teams organized around functional Practices
- Staff PD Conferences
- FTE dedicated to Internship program

Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$193,758.34	21st Century	Contracts for After School Program	Restorative Practice Culture and enrichment programs for students, includes AAMA, Raza Studies, Art, Bicycling, spoken word etc.	A1.6: After School Programs	5825	n/a	n/a	n/a	338-1	338
\$21,483.83	General Purpose Discretionary	Hire a math teacher.	STEAM program	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.25	338-2	338
\$2,500.00	General Purpose Discretionary	Conference Expense	Effective individualization/differentiation in curriculum and instructional practice, in the areas of reading, writing, science and math. (Including ELD class for LTEL's, with diffusion of ELL instructional strategies throughout school.)	A2.5: Teacher Professional Development for CCSS & NGSS	5220	n/a	n/a	n/a	338-3	338
\$1,000.00	General Purpose Discretionary	Dues and memberships	Effective individualization/differentiation in curriculum and instructional practice, in the areas of reading, writing, science and math. (Including ELD class for LTEL's, with diffusion of ELL instructional strategies throughout school.)	A2.9: Targeted School Improvement Support	5300	n/a	n/a	n/a	338-4	338
\$7,700.00	General Purpose Discretionary	Rental (Non-Capital Leases)	Copier costs	A1.3: A-G Completion	5620	n/a	n/a	n/a	338-5	338
\$350.00	General Purpose Discretionary	Postage	Community Communication	A6.5: Academic Parent-Teacher Communication & Workshops	5910	n/a	n/a	n/a	338-6	338
\$1,534.06	General Purpose Discretionary	Teachers Salaries Extra Comp	Effective individualization/differentiation in curriculum and instructional practice, in the areas of reading, writing, science and math. (Including ELD class for LTEL's, with diffusion of ELL instructional strategies throughout school.)	A2.10: Extended Time for Teachers	1122	n/a	n/a	n/a	338-7	338
\$3,000.00	General Purpose Discretionary	Meeting Refreshments	Continued development of a Restorative Practice, trauma informed culture at our school, including AAMA, girls groups, advisory and community circles, and staff PD around behavior response and cultural sensitivity.	A2.2: Social Emotional Learning	2425	n/a	n/a	n/a	338-8	338
\$600.00	General Purpose Discretionary	Books Other than textbooks	Effective individualization/differentiation in curriculum and instructional practice, in the areas of reading, writing, science and math. (Including ELD class for LTEL's, with diffusion of ELL instructional strategies throughout school.)	A3.2: Reading Intervention	4200	n/a	n/a	n/a	338-9	338
\$8,000.00	General Purpose Discretionary	Supplies	Student and Staff support	A1.3: A-G Completion	4310	n/a	n/a	n/a	338-10	338
\$3,000.00	General Purpose Discretionary	Clerical Salaries Overtime	All school clerical support	A1.3: A-G Completion	4311	n/a	n/a	n/a	338-11	338
\$30,336.68	General Purpose Discretionary	Surplus to be allocated in Fall 2016	n/a	n/a	4399	n/a	n/a	n/a	338-12	338
\$1,500.00	General Purpose Discretionary	Computer	STEAM program	A3.1: Blended Learning	4420	n/a	n/a	n/a	338-13	338
\$55,957.32	LCFF Supplemental	New Hire TSA	Advisory based academic and SEL structure	A1.3: A-G Completion	n/a	10 MONTH CLASSROOM TSA	C10TSA0068	0.67	338-14	338
\$8,061.57	LCFF Supplemental	Supplies	Effective individualization/differentiation in curriculum and instructional practice, in the areas of reading, writing, science and math. (Including ELD class for LTEL's, with diffusion of ELL instructional strategies throughout school.)	A4.1: English Learner Reclassification	4310	n/a	n/a	n/a	338-15	338
\$1,619.42	LCFF Supplemental	Surplus to be allocated in Fall 2016	n/a	n/a	4399	n/a	n/a	n/a	338-16	338
\$9,269.60	LCFF Supplemental	Teachers Salaries Extra Comp	STEAM program	A2.1: Implementation of CCSS & NGSS	1122	n/a	n/a	n/a	338-17	338
\$5,507.86	Measure G (TGDS)	Substitutes for teacher release	Effective individualization/differentiation in curriculum and instructional practice, in the areas of reading, writing, science and math. (Including ELD class for LTEL's, with diffusion of ELL instructional strategies throughout school.)	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	338-18	338
\$85,685.15	Measure N Parcel Tax	New Hire TSA	STEAM program that is innovative, integrated across the curriculum (math, literacy, social studies, health etc) and entrepreneurial (internships, BUILD entrepreneurial program, employment, etc) and that purposefully connects students to concurrent enrollment opportunities in the fields in the Peralta Communit College system	A1.3: A-G Completion	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	1	338-19	338

Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$51,561.18	Measure N Parcel Tax	New Hire TSA	STEAM program	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.6	338-20	338
\$203.50	Measure N Parcel Tax	Surplus to be allocated in fall 2016	n/a	n/a	4399	n/a	n/a	n/a	338-21	338
\$8,261.79	Program Investment	STEAM program that is innovative, integrated across the curriculum (math, literacy, social studies, health etc) and entrepreneurial (internships, BUILD entrepreneurial program, employment, etc) and that purposefully connects students to concurrent enrollment opportunities in the fields in the Peralta Communit College system	Effective individualization/differentiation in curriculum and instructional practice, in the areas of reading, writing, science and math. (Including ELD class for LTEL's, with diffusion of ELL instructional strategies throughout school.)	A2.9: Targeted School Improvement Support	1122	n/a	n/a	n/a	338-22	338
\$24,752.83	Title I Basic	Focused support for low income students in math	Effective individualization/differentiation in curriculum and instructional practice, in the areas of reading, writing, science and math. (Including ELD class for LTEL's, with diffusion of ELL instructional strategies throughout school.)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0463	0.33	338-23	338
\$760.76	Title I Basic	Teachers Salaries Extra Comp	Effective individualization/differentiation in curriculum and instructional practice, in the areas of reading, writing, science and math. (Including ELD class for LTEL's, with diffusion of ELL instructional strategies throughout school.)	A1.3: A-G Completion	1122	n/a	n/a	n/a	338-24	338
\$657.46	Title I Parent Participation	Parent engagement	outreach and support of parents to attend school events such as Exhibitions, Showcases, and possible workshops around student support (ie substance use/abuse, etc).	A6.1: Parent / Guardian Leadership Development	5220	n/a	n/a	n/a	338-25	338

MetWest High School

Home-School Compact

<i>MetWest Staff Pledge</i>	<i>Parent Pledge</i>	<i>Student Pledge</i>
<p>We believe every student can engage and learn in school, and we will do the following to ensure every MetWest student's success:</p> <ul style="list-style-type: none"> • We will set and hold high academic and behavior standards for all. • We will welcome students and family into our school and our classrooms and treat you with respect. • We will partner with families and students in our student's educational goals. • We will respond in a timely manner to your calls and emails. • We will regularly share celebrations, appreciations, and concerns about your students' academic and social-emotional development. • We will communicate with families using multiple means through phone calls, emails, US mail, website announcements, and public calendars. • We will mail out progress reports and narrative evaluations 4 times each year. • We will provide motivating, interesting, and powerful learning experiences, helping your student create complex projects. • We will use teaching methods and materials that work best for each student. • We will assign homework every day, and know that students should do 1-3 hours of homework each night in order to be well prepared for college at the end of 12th grade. • We will provide educational workshops for parents on adolescent development, the college application and financial aid process. 	<p>I know that teenagers need me to stay involved with their education and work closely with their teachers at MetWest. I will support my child's learning and success in school by doing the following:</p> <ul style="list-style-type: none"> • I will stay in contact with my students' advisor and will participate in a Home Visit, at least 2 exhibitions each year, and Family Nights at MetWest. • I know that school attendance is a huge factor in school achievement, and I will help my student get to school on time every day. • I know that adolescents need 8 hours of sleep each night in order to function best, and will support my student to get adequate sleep each night (no phone, texting, computers, or television at night.) • I will provide a quiet place and time for my student to do homework (without television), and I will talk about the homework with my student so that I know what they're learning. • I will promptly respond to messages from MetWest staff. • I will volunteer my time and knowledge to MetWest whenever possible. • In accordance with the law, I am prepared to sit with my child in school in the event that negative behaviors need to be corrected. • I will support my student to participate in enrichment programs afterschool, on weekends, and during the summer. 	<p>I believe that I can be successful at MetWest and I will show it by doing the following:</p> <ul style="list-style-type: none"> • I will arrive to school and my internship on time every day, and be where I need to be all day. • I will use my planner to keep track of my appointments and assignments. • I will keep up with my class and individual assignments so that I maximize my learning and produce high quality work. • I will push myself to do the best work I can, rather than trying to get by with minimum effort. • I will come prepared to school and my internship, and will bring my materials with me every day. • I will follow school rules, show respect for my peers and school adults, and take responsibility for my work and behavior. • I will ask for help from teachers, peers, my mentor, and other adults in the MetWest community. • I will take advantage of opportunities that are presented to me to participate in enrichment programs afterschool, on weekends, and during the summer. I will use the resources available to me and ask my advisor, teachers, mentor, and peers for help with academic and personal challenges whenever I need it. • I will share information from school with my family. • I will keep my cell phone and other electronic devices in my back pack or at home, so that they will not be seen or heard during school hours.

MetWest High School Parental Involvement Policy

Part 1. General Expectations

MetWest High School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will involve parents in accessible ways, to promote 2-way communication in an appropriate language.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- >- That parents play an integral role in assisting their child's learning
- >- That parents are encouraged to be actively involved in their child's education at school
- >- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- >- The carrying out of other activities, such as those described in section 1118 of the FSEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

- MetWest High School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - >- Gather and disseminate to parents the current involvement policy and family-school partnership agreement
 - >- Hold meetings to build consensus on family-school partnership plan
 - >- Solicit both written and oral input from families via surveys and one on one meetings between families and MetWest teachers
 - >- Share student achievement data with families via newsletters and family meetings

- MetWest High School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - >- The Parent Involvement Policy and the Home School Compact will be distributed at Registration, 9th grade orientation, and will be made available to parents during Parent Conferences.

- MetWest High School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - > MetWest High School will revisit the Parental Involvement Policy and the Home/School Compact on an annual basis and make changes as needed and requested by parents and staff.

- MetWest High School will convene an **annual Title 1 meeting** to inform parents of the following:
 - >- That their child's school participates in Title 1
 - > About the requirements of Title 1
 - >- Of their rights to be involved
 - >- Of their right to participate in the development of the District's Title 1 Plan
 - > About their school's participation in Title 1
 - > MetWest High School formally meets with parents twice a year during student exhibitions. Families are kept informed of MetWest High School events and activities on a regular basis through mailings and phone calls from teachers and through bi-monthly Family Nights.

- MetWest High School will hold a flexible number of meetings at varying times, and will provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:
 - All teachers conduct at least 1 Home Visit for each 9th grade and new student.
 - > Family Meetings are conducted once every eight weeks. Times are set to accommodate the greatest number of families.
- MetWest High School will provide information about Title I programs to parents of participating children in a timely manner:
- MetWest High School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
 - > This information will be provided in the Big Picture Parent Handbook and is available online at www.bigpicture.org. It is also available at family meetings and in the main office for pick up.
- MetWest High School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - > MetWest teachers hold frequent family conferences to discuss student progress. They also regularly communicate by phone with families.
- MetWest High School will submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children.

Part 3. Shared Responsibilities for High Student Academic Achievement

- MetWest High School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - > MetWest High School holds a Wednesday evening parent meeting every six to eight weeks. The principal and other staff attend to communicate with parents. Parents are invited to attend the regular meetings.

volunteer at the school, and attend their children's classes at any time. The MetWest Principal also holds two open forums for parents to attend and discuss any questions or concerns.

- The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:
 - The Home-School Compact will be made available to parents at 9th grade orientation, registration and the parent meetings in September. The document will be available in English and Spanish and will be made available to parents by request. Teachers will also have copies of the contract at Parent Conferences.
- The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph -
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District academic assessments, including the alternate assessments
 - The requirements of Title I
 - How to monitor their child's progress
 - How to work with educators
- The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:
 - Provide translators at all meetings & student presentations
 - Translate appropriate materials
 - Provide workshops on the social-emotional process of teenagers graduating and heading off to college
- The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:
 - Use professional development time to train staff on effective school-home communication strategies

Engage current MetWest family members to welcome new families through guided discussion at family meetings.

- The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities that encourage and support parents in more fully participating in the education of their children by:
 - Regular training and workshops for parents
 - Trainings during SSC meetings
 - Reminder calls and letters for important events and meetings.
- The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school after-school programs, meeting and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand.
All notifications will be sent home in English as well as any other languages by family members (with family assistance for translation)
Information will be sent home with students.
Lead parents in each classroom will make phone calls to further ensure delivery of information.

Part 4. Adoption

The school parental involvement policy has been developed jointly with, and agreed on with parents of children participating in Title 1 part A programs.

This policy was adopted by the MetWest High School Site Council on October 15, 2015 and will be effect for the period of one year. The school will distribute this policy to all parents of participating Title 1 Part A children on or before November 1, 2015.

MetWest High school's notification to parents of this policy will be in an understandable uniform format and to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



Principal's signature



Date

School Site Council Membership Roster – High School

School Name: MetWest

School Year: 2015 - 2016

Chairperson : Monika Brooks	Vice Chairperson: Chad Thompson
Secretary: Israel Mora	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Charles Plant	X				
Michael Cellemme		X			
Nicholas Palmquist		X			
Jake Seltzer		X			
Berta Guillen		X			
Israel Mora			X		
Joseph Bluford				X	
Chad Thompson				X	
Monica Brooks				X	
Litzy Castillo					X
Kiah Killens					X
Nelzy Gonzalez					X

Meeting Schedule (day/month/time)	Third Thursday of every month
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SSC Legal Requirements: (Ed. Code 52852)

- 1 Members MUST be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 There must be an equal number of students and Parents/community members;
- 4 Majority of school staff members must be classroom teachers;
- 5 **Students are required to be members of the High School SSC.**
- 6 Parent/community members cannot be OUSD employees at the site.

1-Principal
 4-Classroom Teachers
 1-Other Staff
And
 3-Parent /Community
 3 High School Students

(Once filled, this document can be placed on your school site's letterhead)

**Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.*