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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - MetWest High School

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for MetWest High School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for MetWest High School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: MetWest High School
CDS Code: 1612590100701
Principal: Logan Manning
Date of this revision: 5/25/2021

The School 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 Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

Contact: Logan Manning
Address: 314 East 10th Street
Oakland, CA 94606

Position: Principal
Telephone: 510-451-5902
Email: logan.manning@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/25/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: MetWest High School

Site Number: 338

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School 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: 5/11/2021

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

- | | | |
|---|---|--|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|---|---|--|

Signatures:

Logan Manning <i>Principal</i>	<u>Logan Manning</u> Signature	<u>5/11/2021</u> Date
Ylda Garcia <i>Ylda Garcia</i>	<u>Ylda Garcia</u> Signature	<u>6/4/2021</u> Date
Matin Abdel-Qawi <i>Network Superintendent</i>	<u>Matin Abdel-Qawi</u> Signature	<u>6-4-21</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<u>Lisa Spielman</u> Signature	<u>7/1/21</u> Date

2021-22 SPSA ENGAGEMENT TIMELINE**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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/14/2021	Leadership Team	Reviewed progress on 2020-2021 goals
2/9/2021	School Site Coucil	Overview of SPSA and review of annual progress
2/19/2021	Staff	Input on goals and progress from staff
05/11/2021	School Site Coucil	Discussion and Approval

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$80,770.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$574,020.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$73,875.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$29,400.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,970.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$210,800.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$4,925.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$198,050.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$80,770.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$493,250.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$574,020.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: MetWest High School

School ID: 338

School Description

MetWest is one of the highest performing schools in Oakland, both academically and in terms of school culture. We are small, safe, personalized and innovative school. In fact, MetWest was named a Big Picture School, one of the thirteen most innovative school models in the world! For fourteen years, we have been the leaders in developing relevant, individualized and engaging education for our students. All MetWest students participate in real world internships, chosen by students themselves, alongside professionals in their fields, two days a week starting in 9th grade. In addition, we have a robust concurrent and dual enrollment partnership with Peralta Community Colleges. At any time, 20% of our students are enrolled in college classes. Our school also has a powerful social justice lens for curriculum that gives all our students the ability to be agents of change in their communities, if they so desire. Our students receive strong college and career readiness skills in core academics. MetWest is a very special corner of the education world, loved by staff, students and families.

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.

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Internship program provides real world learning and career readiness for all students over all four years 1:1 supports for college process through advisors and EBC counselors High FAFSA completion Concurrent enrollment prepares students for college	Maintaining small teacher to student ratio enables advisors to work with each student toward their post-high school goals Internship Coordinator position is a key investment in college and career readiness Partnership with EBC
<i>Focal Student Supports</i>	<ul style="list-style-type: none"> - Students have an Individualized Learning Plan (ILP) that is co-created with them, parent, internship mentor. ILP is goal driven and addresses needed areas of improvement - COST meetings are effective and consistent - Committed Restorative Practice (RP) Coordinators who support all students and staff - SEL work is infused in all we do 	<ul style="list-style-type: none"> - Advisors work closely with 21 students and loop with them so there is a consistent adult who works with the students and family toward goals - Internship program brings in support from internship mentors - Partnership with mental health providers through Lincoln and Youth Heart support our MTSS interventions

<i>Student/Family Supports</i>	<ul style="list-style-type: none"> -Advisory model enables deep relationships between school and family -Family meetings - Case management 	<ul style="list-style-type: none"> - Staff are committed to partnering with families - Case manager supports with family meetings -Internship members are included in team meetings to create a support network around each student
<i>Staff Supports</i>	<ul style="list-style-type: none"> - Staff leadership through Lead Team, Instructional Leadership Team, Faculty Council, ample time for co-planning on grade level and department teams 	<ul style="list-style-type: none"> - Advisory partners collaborate and plan together - Math team plans together and has opportunities to team teach -Staff lead PD -Staff are engaged in decision-making
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	<ul style="list-style-type: none"> -Stronger tiered support system needed for reading, math, and academic language development -Increase opportunities for students to engage in CTE classes at Laney -Increase data collection and analysis to understand the challenges that alum face in higher education 	<ul style="list-style-type: none"> - lack of clear system to track alumni - need more consistent benchmark assessments to track progress in math - scheduled time for tiered interventions
<i>Focal Student Supports</i>	<ul style="list-style-type: none"> - Lack of structured academic supports for tier 2 and 3 interventions 	<ul style="list-style-type: none"> - need for designated staff to hold this work who are appropriately trained

<i>Student/Family Supports</i>	-During the pandemic we were not able to hold family meetings as regularly as we would in a typical year -Most students were unable to secure virtual internships and instead completed interest-driven work. This meant that students did not benefit from the support of a community mentor - College-supports have been limited to 12th grade	- strain on families and internship community partners during the pandemic
<i>Staff Supports</i>	Need for vertical alignment and development of school-wide rubrics Need for more coaching and new teacher supports Development and rebuilding of Science program at MetWest	- because we prioritize keeping classes small and funding teacher positions, there is less resource for instructional supports. -In 2020-2021 there was only one Science teacher at the school. We are growing our science department but have struggled to recruit experienced science candidates

1C: 20-21 STUDENT GOALS & TARGETS

Goal 1: All students graduate college, career, and community ready.

School Goal for May 2024:	Expand college and career readiness supports to reach all students in grades 9-12 and across both campuses by revising the staffing structure to increase student supports.
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Instructional Focus Goal: All students graduate college-, career-, and community-ready.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Graduation Rate	All Students	n/a	0.9	n/a	97.60%
On Track to Graduate: 9th Grade	All Students	n/a	69.5%	n/a	75.0%
On Track to Graduate: 11th Grade	All Students	n/a	65.1%	n/a	80.0%
A-G Completion	All Students	n/a	92.3	91%	93%
College/Career Readiness	All Students	n/a	64.9% (Spring 2019)	n/a	TBD

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-47.1 (Spring 2019)	n/a	-32.1
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	n/a	31.3%
IAB ELA Above Standard	All Students	n/a	n/a	n/a	n/a
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	73.6
IAB Math Above Standard	All Students	n/a	n/a	n/a	n/a
CAST (Science) at or above Standard	All Students	n/a	5.9% (Spring 2019)	n/a	5.9%

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for May 2024: Restructure school program (Internship program, weekly class schedule), staffing, and resource allocation to ensure that all students are making academic progress as measured by the RI, SBAC, and ELPAC, ensuring that all students in historically underserved populations (Latinx, African American, ELL, students with IEPs) are improving their scores at equal or greater rate to the aggregate - WASC Goal #1

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-40.6 (Spring 2019)	n/a	-20.6
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-22.4 (Spring 2019)	n/a	-2.4
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB ELA Above Standard	African-American Students	n/a	n/a	n/a	n/a
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	35.3%	n/a	30.3

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-155.9 (Spring 2019)	n/a	-135.9
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-132.7 (Spring 2019)	n/a	-112.4
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a

IAB Math Above Standard	African-American Students	n/a	n/a	n/a	n/a
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	6.9%	n/a	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	7.1%	n/a	25.0%

Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal for May 2024:		Restructure school program (Internship Program, weekly class schedule), staffing structure, and resource allocation to ensure that 100% of our students feel connected, engaged, and known by at least one adult through the advisory model, as measured by CHKS - WASC Goal #1			
Instructional Focus Goal: <i>All students build relationships to feel connected and engaged in learning.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	68.9%	n/a	80%%
Suspensions	All Students	-2pp	1.2%	n/a	0.0%
Suspensions	African-American Students	-2pp	0.0%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	n/a	n/a	n/a

Chronic Absence	African-American Students	-2pp	n/a	n/a	n/a
UCP Complaints	All Students	n/a	n/a	n/a	n/a

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal for May 2024: Improve systems for teacher support and coaching to support teachers in continual improvement and improved academic outcomes for students.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	TBD	TBD
Teacher Retention	All Teachers	n/a	76.9% (Fall 2020)	TBD	TBD

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

There are huge resource inequities given the state of our district and state. Even with the pay increases, many teachers do not want to work in Oakland because they will lose money coming to work here. As a school that is expanding, we are not given enough resources to replicate our model and have had to make major cuts to our science program due to budgetary constraints. We will need to restructure our school model and design in order to be fiscally viable and this will be challenging. We continue to surge forward because we are committed to serving more Oakland students with our unique school model and work hard to strategically utilize the resources we have, yet it will be a struggle for the next few years as we expand. In order to continue our successes, we will use Title 1 funds to maintain our low student to teacher ratio by funding a teacher in our Gateway Institute (9th and 10th grade). We will also use funds to support extended contract work for teachers working beyond the contract to meet student and family needs as well as for providing translation and refreshments for family engagement events so that we can encourage family engagement at the school.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: MetWest High School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Priority for Proposed LCAP Goal: All students graduate college, career, and community ready

All students demonstrate progress toward meeting SLOs (measured by aligned project rubrics in classes, exhibitions, and ILPs)

Theory of Change:

If we strengthen our alignment and create shared measures related to our SLOs, we will continue to offer a unique, authentic learning experience for every MetWest student that prepares them to navigate a complex world and be successful in college, career, and community, and we will effectively provide this across both sites as we continue our expansion.

Related School Goal:

Restructure school program (Internship program and weekly class schedule), staffing structure and resource allocation to ensure that all students are demonstrating progress toward meeting our SLOs (measured by aligned project rubrics in classes, exhibitions, through internship projects, and in ILPs) - WASC goal #1

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We shifted our plan based on the needs that emerged from distance learning. While we had planned to focus PD on creating aligned rubrics, we shifted instead to work on school-wide strategies for SEL across the disciplines. We also engaged in a redesign process that led to the increased staff allocation that will support the growth of our Science department for the 21-22 school year.

What evidence do you see that your practices are effective?

We were able to hold exhibitions of learning twice throughout the year although we did not meet our goal of vertically aligning the measures of success. Our consistently high attendance rates are evidence of success for our school-wide focus on SEL. We were able to hold on to our students and to support them through SEL, our MTSS work, and the close teacher relationships that we invest in as a school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We did not complete the work of creating rubrics aligned with our SLOs.

20-21 Priority for Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap

All students are making academic progress as measured by the RI, SBAC, and ELPAC, ensuring that students in historically underserved populations (Latinx, African American students, ELL, students with IEPs) are improving their scores at equal or greater rate to the aggregate.

Theory of Change:

If we focus instructional professional development on promising practices for student with special needs, English Language Learners, and other students who have been historically marginalized in schools, and we implement data driven cycles of inquiry, we will see a shift in student outcomes.

Related School Goal:

Restructure school program (Internship program, weekly class schedule), staffing, and resource allocation to ensure that all students are making academic progress as measured by the RI, SBAC, and ELPAC, ensuring that all students in historically underserved populations (Latinx, African American, ELL, students with IEPs) are improving their scores at equal or greater rate to the aggregate - WASC Goal #1

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Being in distance learning has presented challenges to our work in this area. We had limited data from last spring assessments and we did not focus our instructional professional development on cycles of inquiry related to academic outcomes. We have been working to support our ELL students in meeting the requirements to reclassify and we have successfully held our SELLS committee to partner with families. With the limited return of some in person supports, we have been able to offer increased tier two and three supports for our most vulnerable students this spring. Based on what we know of our students, we doubled the amount of students served in person to meet the needs of students struggling in DL.

What evidence do you see that your practices are effective?

We had a slight increase in reclassification rates from last school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 21-22 school year, we will create aligned rubrics that reflect our schoolwide learner outcomes and literacy goals. We will implement schoolwide literacy goals and strategies. We also plan to implement a mid-year RI administration for all students so that we have more data points to inform instruction throughout the year. We plan to increase instructional coaching by implementing some instructional rounds and peer coaching as part of professional development.

20-21 Priority for Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged	100% of our students will feel connected, engaged, and known by at least one adult through the advisory model (as measured by the CHKS)
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Theory of Change:	If we better utilize systems and structures in our school program, more students will feel connected and engaged, which will increase student achievement and success
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Related School Goal:	100% of our students will feel connected, engaged, and known by at least one adult through the advisory model (as measured by the CHKS)
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

This year we maintained a strong focus on school culture throughout distance learning. The strategies we implemented were to continue our practice of monthly circles school-wide for both affinity groups and heterogeneous groups. We maintained our advisory model and the close relationships in advisories were critical to holding on to our students during distance learning. The lead team focused on ensuring that school traditions and practices were maintained in distance learning. The ILT focused on embedding SEL across the disciplines. We also leveraged our case manager to support students and families in crisis or who were identified as disengaged. In person supports in the spring of 2021 have also been essential in reaching our students who were not connecting with distance learning.

What evidence do you see that your practices are effective?

We have had a high attendance rate throughout the pandemic. We do not yet have our CHKS data to see if there was improvement in the % of students feeling connected to at least one adult.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be increasing the resources available to students to support their success in the 2021 school year. We will be adding a counselor position as well as a TSA who will focus on college and career readiness. Because our school is expanding to serve more students across our two campuses we recognize the need to increase availability of supports in addition to the advisor role.

20-21 Priority for Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff	All staff will utilize a school-wide clear behavior/discipline/restorative practice plan and model, which is rooted in equitable systems and structures held by school leadership
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Theory of Change:	If our discipline and restorative practice process is more effective, then our students are in class more better engaged in learning
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Related School Goal:	Improve student learning outcomes by reducing the amount of time that students are out of class by updating systems and structures for documenting student referrals and restorative practices in order to analyze and disrupt patterns of inequity based on race, gender, and disability - WASC Goal #2
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Due to the pandemic and having new staff while working in distance learning we were not able to meet this goal. It continues to be a priority.

What evidence do you see that your practices are effective?

Because of the pandemic and being in distance learning, our data around restorative practices is not comparable to other years.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to work on this goal once we welcome students back to in person learning.

20-21 Conditions for English Language Learners Priority:		Offer tier 2, small groups supports for all ELL students and offer tier 1 academic language strategies for all learners.
Theory of Change:	If we have a schoolwide focus on academic language development and offer appropriate tier 2 supports to students who are not making progress, then we will increase our reclassification rate and language learners will show improvements in their learning in their classes.	
Related School Goal:	Increase reclassification rate by 10% for our ELLs through strong reading growth (as measured by the SRI) and attention to the writing, speaking and listening skills required for reclassification.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
Due to the pandemic and having new staff while working in distance learning we were not able to meet this goal. It continues to be a priority. We continued to hold our SELLS committee meetings and worked to engage families in supporting language development. We did Avant testing for the first time, which qualified our students for the Seal of Biliteracy.		
What evidence do you see that your practices are effective?		
We will continue to work on this goal once we welcome students back to in person learning.		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
No changes		
DEPARTURE FROM PLANNED 20-21 SPSA BUDGET		
Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?		
Based on expansion, we added positions.		

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: MetWest High School

School ID: 338

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

Goal 1: All students graduate college, career, and community ready.

School Priority ("Big Rock"):

All students demonstrate progress toward meeting SLOs (measured by aligned project rubrics in classes, exhibitions, and ILPs)

School Theory of Change:

If we strengthen our alignment and create shared measures related to our SLOs, we will continue to offer a unique, authentic learning experience for every MetWest student that prepares them to navigate a complex world and be successful in college, career, and community, and we will effectively provide this across both sites as we continue our expansion.

Related Goal(s):

All students build relationships to feel connected and engaged in learning.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	Structure time for collaboration with clear expectations for school wide curricular arc. Instructional Leadership Team to drive this work.	MetWest curricular arc and common rubrics	Need for vertical alignment and development of school-wide rubrics Need for more coaching and new teacher supports Development and rebuilding of Science program at MetWest	Tier 1
1-2	Co-Create SLO-aligned rubrics	Plan professional development to support this work	Implement exhibition rubrics by spring 2022	Need for vertical alignment and development of school-wide rubrics Need for more coaching and new teacher supports Development and rebuilding of Science program at MetWest	Tier 1

1-3	Scaffold CTE standards and incorporate in to advisory	Support with PD time, resources, and time for planning Internship Coordinator supports grade level teams with this work	Evidence of CTE standards in exhibitions and other assessments	Need for vertical alignment and development of school-wide rubrics Need for more coaching and new teacher supports Development and rebuilding of Science program at MetWest	Tier 1
1-4	Re-engage with internship mentors and community partners to support our growing school population	Internship coordinator leads this effort and offers teacher support	all students secure internships	-During the pandemic we were not able to hold family meetings as regularly as we would in a typical year -Most students were unable to secure virtual internships and instead completed interest-driven work. This meant that students did not benefit from the support of a community mentor - College-supports have been limited to 12th grade	Tier 1

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Priority ("Big Rock"):	All students are making academic progress as measured by the RI, SBAC, and ELPAC, ensuring that students in historically underserved populations (Latinx, African American students, ELL, students with IEPs) are improving their scores at equal or greater rate to the aggregate.
School Theory of Change:	If we focus instructional professional development on promising practices for student with special needs, English Language Learners, and other students who have been historically marginalized in schools, and we implement data driven cycles of inquiry, we will see a shift in student outcomes.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Hold small group time to support with literacy and language development	Support with PD	Focal group growth on assesments	-Stronger tiered support system needed for reading, math, and academic language development -Increase opportunities for students to engage in CTE classes at Laney -Increase data collection and analysis to understand the challenges that alum face in higher education	Tier 2
2-2	PD dedicated toward strategies for academic language development	Structure PD opportunities and partnership[with ELLMA	Increase in students gaining a year or more on the RI, increase in reclassification	-Stronger tiered support system needed for reading, math, and academic language development -Increase opportunities for students to engage in CTE classes at Laney -Increase data collection and analysis to understand the challenges that alum face in higher education	Tier 1
2-3	Cycles of inquiry focused on looking at student work	Provide coaching	All teachers participate in coaching cycles at least 1x per year	Need for vertical alignment and development of school-wide rubrics Need for more coaching and new teacher supports Development and rebuilding of Science program at MetWest	Tier 2

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority ("Big Rock"):	Improve access to MTSS through addition of support staff who can support with student success.				
School Theory of Change:	If we increase supports including a counselor, case manager, and TSA focused on college and career, we will have multiple ways to reach students and support them in graduating ready of college and career.				
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>If we better utilize systems and structures in our school program, more students will feel connected and engaged, which will increase student achievement and success</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	TSA dedicated to college and career will partner with teachers in all grade levels to support a college going culture in grades 9-12 at both campuses	Admin works with TSA to create a year-long action plan, with clear deliverable and outcomes that are documented	All students have a dynamic and authentic Individual Learning Plan that includes college and career goals and action steps. All students discuss post-high school plans in their exhibitions. Increase in students graduating A-G eligible.		Tier 1
3-2	Utilize school counselor to support students in maintainign progress in recovering credit when needed and supporting with clear graduation plans for each student at ALL grade levels.	Admin works with counselor to create a year-long action plan, with clear deliverable and outcomes that are documented	All students have a graduation plan that they understand; increase in rate of students on track to graduate. Increase in students graduating A-G eligible.		Tier 2
3-3	Case manager supports students who are struggling with SEL needs and attendance. Support is both proactive and reactive. Case manager leads RP team and analyzes schoolwide data.	Admin works with case manager to create a year-long action plan, with clear deliverable and outcomes that are documented	Reduction in students sent outside of class. Maintain high attendance rates. Increase in students graduating A-G eligible.		Tier 3

3-4	COST team meets weekly to connect students with services including but not limited to mental health services, family services, SSTs, and health services.	Admin works with case manager to create a year-long action plan, with clear deliverable and outcomes that are documented	Decrease in student re-referral to COST; Keeping our mental health clinician full (evidence that students are accessing resources).		Tier 3
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Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Priority ("Big Rock"):	All staff will utilize a school-wide clear behavior/discipline/restorative practice plan and model, which is rooted in equitable systems and structures held by school leadership
School Theory of Change:	If our discipline and restorative practice process is more effective, then our students are in class more better engaged in learning
Related Goal(s):	Improve systems for teacher support and coaching to support teachers in continual improvement and improved academic outcomes for students.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers are using shared strategies about re-direction and de-escalation in the classrooms	RP team offers PD for all staff and teachers are coached and held accountable to implementing strategies	Reduction in students outside of class		Tier 1
4-2	Revitalize the schoolwide behavior/discipline/restorative practice plan and model that is used consistently throughout the school by all staff.	Admin works with RP team to create a year-long action plan, with clear deliverable and outcomes that are documented	Evidence of strategies being implemented in class observations and staff interactions with students.		Tier 1
4-3	Case manager supports students who are struggling with SEL needs and attendance. Support is both proactive and reactive. Case manager leads RP team and analyzes schoolwide data.	Admin works with case manager to create a year-long action plan, with clear deliverable and outcomes that are documented	Reduction in students sent outside of class. Maintain high attendance rates. Increase in students graduating A-G eligible.		Tier 3

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"): Restructure school program (Internship Program, weekly class schedule), staffing structure, and resource allocation to ensure that 100% of our students feel connected, engaged, and known by at least one adult through the advisory model, as measured by CHKS - WASC Goal #1

School Theory of Change: If we prioritize a staffing structure that maintains low teacher to student ratio then we can implement individualized plans to support each student and their unique interests, passions, and needs. We can also use data to inform tier 2 and 3 interventions for academic language support and development as well as social emotional supports. If we offer targeted tier two support for our students who are designated as language learners, we can support their academic growth and process toward biliteracy.

Related Goal(s): English Learner students continuously develop their language, reaching English fluency in six years or less.

Students to be served by these actions: *If instructional leadership team continue to partner with the ELLMA office and provide professional development and coaching for all MetWest teachers related to the district's big three (academic talk, complex text, and evidence based writing) and staff conduct cycles of inquiry around these strategies, our ELL students will make greater gains in academic language fluency and the reclassification rates will increase.*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	ILT partners with ELLMA office to determine language development foci for the year and will implement through PD cycles.	Admin partners with ILT to ensure PD plan is aligned with SPSA goals	Evidence of teachers using shared strategies in classroom observations	-Stronger tiered support system needed for reading, math, and academic language development -Increase opportunities for students to engage in CTE classes at Laney -Increase data collection and analysis to understand the challenges that alum face in higher education	Tier 1
5-2	Offer small group instruction to long term ELLs to support in academic language development	Support in identifying students in need of tier 2 support and scheduling instruction time for this	Increase rate of reclassification	- Lack of structured academic supports for tier 2 and 3 interventions	Tier 2

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 338

School: MetWest High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher Extended Contract	\$14,000	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Structure time for collaboration with clear expectations for school wide curricular arc. Instructional Leadership Team to drive this work.	338-1
WASC Renewal	\$1,500	General Purpose Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	n/a	338-2
Copier	\$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreeem	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	n/a	338-3
Benefits	\$2,453	General Purpose Discretionary	3321	Medicare Certificated	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Hold small group time to support with literacy and language development	338-4
Postage	\$1,447	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	n/a	338-5
KDOL Contract	\$13,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	338-6
Teacher Salaries	\$53,154	LCFF Supplemental	1105	Certificated Teachers' Salaries	7482	n/a	0.60	Goal 1: All students graduate college, career, and community ready.	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	338-7
teacher salaries	\$47,610	LCFF Supplemental	1105	Certificated Teachers' Salaries	3103	Teacher, Structured English Immersion	0.60	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	338-8
Teacher Salaries	\$50,617	LCFF Supplemental	1105	Certificated Teachers' Salaries	4787	Teacher, Structured English Immersion	0.60	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Hold small group time to support with literacy and language development	338-9
Teacher Salaries	\$8,177	LCFF Supplemental	1105	Certificated Teachers' Salaries	7843	Teacher, Structured English Immersion	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Hold small group time to support with literacy and language development	338-10
Teacher Salaries	\$1,773	LCFF Supplemental	1105	Certificated Teachers' Salaries	7061	Teacher, Structured English Immersion	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Hold small group time to support with literacy and language development	338-11
Teacher Salaries	\$31,740	Measure N	1105	Certificated Teachers' Salaries	3103	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	338-12
Teacher Salaries	\$33,744	Measure N	1105	Certificated Teachers' Salaries	4787	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	Support with PD time, resources, and time for planning Internship Coordinator supports grade level teams with this work	338-13
Teacher Salaries	\$35,436	Measure N	1105	Certificated Teachers' Salaries	7842	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	338-14
Teacher Salaries	\$81,845	Measure N	1105	Certificated Teachers' Salaries	8322	Teacher, Structured English Immersion	0.80	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Re-engage with internship mentors and community partners to support our growing school population	338-15

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 338

School: MetWest High School

Teacher Salaries	\$75,523	Title I: Basic	1105	Certificated Teachers' Salaries	7843	Teacher, Structured English Immersion	0.90	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	338-16
Supplies	\$283	Title I: Basic	4300	Materials & Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Hold small group time to support with literacy and language development	338-17
Graduation and Events	\$10,000	LCFF Supplemental	4300	Materials & Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Admin works with TSA to create a year-long action plan, with clear deliverable and outcomes that are documented	338-18
Substitutes	\$4,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Structure time for collaboration with clear expectations for school wide curricular arc. Instructional Leadership Team to drive this work.	338-19
Extended Contracts	\$12,618	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Hold small group time to support with literacy and language development	338-20
Meeting Refreshments	\$500	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	PD dedicated toward strategies for academic language development	338-21
Clerical Overtime	\$1,470	Title I: Parent Participation	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Utilize school counselor to support students in maintainign progress in recovering credit when needed and supporting with clear graduation plans for each student at ALL grade levels.	338-22
Supplies	\$4,925	Title IV: Student Support & Academic Enrichment	4300	Materials & Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Scaffold CTE standards and incorporate in to advisory	338-23
Contracts	\$202,154	21st Century Schools (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	338-24
Extended Contracts	\$8,000	21st Century Schools (Title IV, Part B)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Re-engage with internship mentors and community partners to support our growing school population	338-25
Library tech (.5 FTE)	\$32,416	Measure G: Library	1105	Certificated Teachers' Salaries	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Hold small group time to support with literacy and language development	338-26
Materials and resources	\$22,584	Measure G: Library	4300	Materials & Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Hold small group time to support with literacy and language development	338-27
Extended Contracts	\$18,692	Measure N	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Support with PD time, resources, and time for planning Internship Coordinator supports grade level teams with this work	338-28



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

MetWest High School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Holding family engagement events and meetings where translation is provided
- Providing information for parents on curriculum and assessments as well as information on ELL status and reclassification.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- - 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 ESEA

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the school's Title I, Part A programs by:

- Sharing information at the Title 1 Meeting
- Sharing the Parental Involvement Policy with families and periodically asking for input and feedback to inform revisions.
- Holding monthly SSC meetings

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- MetWest High School holds family meetings at least twice yearly where parents meet with the students and advisor to discuss progress toward goals and to co-create the student's Individual Learning Plan (ILP)

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- MetWest High School provides translation at all meetings.
- MetWest High School uses Talking Points as one communication tool that enables translation of messages in the family's home language

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- MetWest High School holds a monthly SSC meeting, that includes parents and the administrators hold weekly drop-in hours for parents. The principal and other staff attend to communicate with parents. Parents are invited to attend the regular meeting, volunteer at the school, and attend their child's classes. The MetWest principal is also available for any meetings to discuss questions and concerns.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Partnering with families in the ELL Reclassification process

- Discussing academic plans and progress in family meetings
- Providing support for parents on the social-emotional process of teenagers graduating and heading off to college

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Teachers conduct home visits for ninth grade students and new transfer students

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- MetWest holds weekly parent engagement meetings as well as teachers and support staff regularly reaching out to parents to partner for academic support and success of students.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Gather and disseminate to parents the current involvement policy and
- Family-school partnership agreement
- Solicit both written and oral input from families via surveys and one on one meetings between families and Met West teachers
- Share student achievement data with families via newsletters and family meetings

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- MetWest provides translation at meetings and when in person our facilities are accessible.

The school provides support for parent and family engagement activities requested by parents by:

- Holding meaningful, two way communication
- Responding to parent feedback
- Partnering with families to host events and family education opportunities

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Hosting regular family meetings

- Reviewing data in SSC

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was adopted by MetWest High School on 03/24/2020 and will be in effect for the period 08/10/2020 through 05/27/2020.

The school will distribute this policy to all parents on or before September 30, of the current school year.



Logan Manning
Name of Principal

Signature of Principal

08/26/2020

Date

Please attach the School-Parent Compact to this document.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

School-Parent Compact

MetWest High School

2020-21

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2020-21 school year.

MetWest Staff Pledge

We believe every student can engage and learn in school, and we will do the following to ensure every MetWest student's success:

- We will set and hold high academic and behavior standards for all.
- We will welcome students and families 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 created 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.

Parent Pledge

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:

- I will stay in contact with my student's 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 after-school, on weekends, and during the summer.

Student Pledge

I believe that I can be successful at MetWest and will show it by doing the following:

- 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 everyday.
- 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 after-school, 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.

This Compact was adopted by the **MetWest High School** on **August 26, 2020**, and will be in effect for the period of August 10, 2020 to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **October 1, 2020**.

Signature of Principal

Legon Mammis

Date 08/26/2020



Strategic Resource Planning (SRP)

**Met West
School Site Council Membership Roster
2020-2021**

SSC - Officers

Chairperson:	Logan Manning
Vice Chairperson:	Ylida Garcia
Secretary:	

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Logan Manning	x					
Brandy Spong			x			
Alizabath McGowan		x				
Iris Vasquez					x	2nd
Ruqayyah Abdul-Raheem				x		1st
Ylida Garcia				x		1st

SSC Meeting Schedule: (Day/Month/Time)	
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

- 1 Principal
- 1 Classroom Teacher
- 1 Other Staff
- AND**
- 2 Parents/Community Members
- 1 Student (at least)