

Board Office Use: Legislative File Info.	
File ID Number	22-1751
Introduction Date	8/24/22
Enactment Number	22-1520
Enactment Date	8/24/2022 er



Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for MetWest High School

Ask of the Board Approval by the Board of Education of the 2022-2023 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for MetWest High School

Legislative File Id. No. 22-1751
introduction Date: 8/24/2022
Enactment No.: 22-1520
Enactment Date: 8/24/2022
By: er



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School: MetWest High School
CDS Code: 1612590100701
Principal: Shalonda Gregory
Date of this revision: 5/24/20

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: Shalonda Gregory

Position: Principal

Address: 314 East 10th Street
Oakland, CA 94606

Telephone: 510-451-5902

Email: shalonda.gregory@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/24/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 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 | <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 |
| <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 EDC § 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 EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on

Date(s) plan was approved: May 24, 2022

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, ParentSquare blasts, etc.)

Signatures:

Shalonda Gregory
Principal

[Signature]
Signature

May 25, 2022
Date

Alexis Maciel
SSC Chairperson

[Signature]
Signature

May 25, 2022
Date

Matin Abdel-Qawi
Network Superintendent

[Signature]
Signature

5/25/2022
Date

Lisa Spielman
Director, Strategic Resource Planning

[Signature]
Signature

6/2/2022
Date

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/3/2022	SSC & Instructional Leadership Team	Shared the rationale and overview of the site plan for the 2022-23 school year.
2/21/2022	Faculty Coucil	For documented feedback review.
3/22/2022	Student Coucil	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices. and feedback.

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

In addition to the actions outlined in this plan, Oakland Unified 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. 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. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides 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.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$102,090.00
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	\$668,110.00

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)	\$93,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$33,600.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,490.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$229,220.00	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)	\$6,225.00	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)	\$72,000.00	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)	\$231,200.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$102,090.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$566,020.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$668,110.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 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: STUDENT GOALS & TARGETS

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

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-53	n/a	<i>not available until Fall 2022</i>	-32
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	10%	<i>not available until Fall 2022</i>	20%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-136.4	n/a	<i>not available until Fall 2022</i>	-73.6
CAST (Science) at or above Standard	All Students	6%	n/a	<i>not available until Fall 2022</i>	6%

Graduation Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Four-Year Cohort Graduation Rate	All Students	91%	98%	<i>not available until Fall 2022</i>	98%
On Track to Graduate: 9th Grade	All Students	70%	42%	<i>not available until Fall 2022</i>	80%
On Track to Graduate: 11th Grade	All Students	67%	71%	<i>not available until Fall 2022</i>	85%
A-G Completion	All Students	92%	63%	<i>not available until Fall 2022</i>	95%
College/Career Readiness <i>*2018-19 baseline</i>	All Students	65%	n/a	<i>not available until Fall 2022</i>	75%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-40.6	n/a	<i>not available until Fall 2022</i>	-30.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-22.4	n/a	<i>not available until Fall 2022</i>	-10
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	7%	<i>not available until Fall 2022</i>	5%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-155.9	n/a	<i>not available until Fall 2022</i>	-135.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-132.7	n/a	<i>not available until Fall 2022</i>	-120

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	6%	7%	<i>not available until Fall 2022</i>	7%

LTTEL Reclassification	Long-Term English Learners	3%	8%	<i>not available until Fall 2022</i>	8%
------------------------	----------------------------	----	----	--------------------------------------	----

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	50%	69%	<i>not available until Fall 2022</i>	70%
Out-of-School Suspensions	All Students	5%	n/a	<i>not available until Fall 2022</i>	5%
Out-of-School Suspensions	African American Students	3%	n/a	<i>not available until Fall 2022</i>	2%
Out-of-School Suspensions	Special Education Students	10%	n/a	<i>not available until Fall 2022</i>	5%
Chronic Absenteeism	All Students	n/a	n/a	<i>not available until Fall 2022</i>	n/a
Chronic Absenteeism	African American Students	n/a	n/a	<i>not available until Fall 2022</i>	n/a

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	50%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
-------------	--------------------	--------------------------

<i>LCAP Goal 1: College/Career Readiness</i>	<p>Internship program provides real world learning and career readiness for all students over all four years</p> <p>1:1 supports for college process through advisors and EBC counselors</p> <p>High FAFSA completion</p> <p>COncurrent enrollment prepares students for college</p>	<p>Maintaining small teacher to student ration enables advisors to work with each student toward their post-high school goals</p> <p>Internship Coordinator position is a key investment in college and career readiness</p> <p>Partnership with EBC</p>
<i>LCAP Goal 2: 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>LCAP Goal 3: Student/Family Supports</i>	<ul style="list-style-type: none"> -Family meetings, Family assistance via staff and donor funded funds, La Clinica, Restorative Practice 	<ul style="list-style-type: none"> Help provided needed assistance to families who needed additional resources provided directly from our school to our families
<i>LCAP Goal 4: Staff Supports</i>	<ul style="list-style-type: none"> - Staff leadership through Instructional Leadership Team, Faculty Council, ample time for co-planning on grade level and department teams 	<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
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: 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>LCAP Goal 2: 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>LCAP Goal 3: Student/Family Supports</i>	College supports are limited to 12th grade, MTSS system specifically for academic intervention, awareness around communities resources	Lack of structured systems of supports
<i>LCAP Goal 4: 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 and Math program at MetWest	- We prioritize keeping classes small and funding teacher positions, there is less resource for instructional supports.

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: MetWest High School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

We are still working to expand college access to all students across both campuses. This was our first year having a counselor and she has been instrumental in helping with the work around college readiness and access. We have also been able to identify some areas of improvements to ensure this is a more systematic approach next year. The current structure of the school (being divided into two campuses) is still creating challenges and inequities due to having share math and science teachers across both campuses and the lack systems in place to establish consistent norms around instructional practices to ensure all students making appropriate academic progress. Some teachers have implemented ELL strategies within their classes to better support students who receive ELL services.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Little to no effectiveness because the strategy was not implemented.

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

Some of the goals have been tweaked to be more specific and strategic.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Teacher Salaries	SBAC ELA Distance from Standard Met	ELA	Provide tier one support for academic language development for all students. Provide tier two supports for Long-term English Language Learners Title I/. Develop lesson plans and work with students to help them develop academic language skills. Work with a grade-level team to develop an academic intervention plan for students struggling to make academic progress.	I plan to hire an ELD/Literacy coach to support with implementation of effective ELD and literacy strategies. The coach will support and coach teachers to build their capacity to effectively improve learning outcomes for all students.

Meeting Refreshments	ELL Reclassification	For meetings in person	Most of our meetings are virtual, therefore we have not had the need to provide refreshments.	If the opportunity allows for future in person meetings, we will have funds available to provide refreshments during meetings.
Extended Contracts	Staff Participation in Foundational Professional Learning	Translation	We have funds provided for translation, but we have not needed to utilize these funds at this time. As members of the SSC were able to participate without the need of a translator	We will continue to use these funds to ensure we can pay staff who are able to provide translation for our families.
Supplies	Student Connectedness to School	School supplies	To ensure students have what they need to be successful.	We found a diferent funding source for this expenditure and will not use money from this funding source.
Clerical Overtime	Student Connectedness to School	Programmatic needs	To ensure we have the proper support for programmatic events that happen after school hours.	We found a diferent funding source for this expenditure and will not use money from this funding source.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: MetWest High School

School ID: 338

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority:	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.
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?
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		Tier 1
1-2	Co-Create SLO-aligned rubrics	Plan professional development to support this work	Implement universal exhibition rubrics by Fall 2022		Tier 1
1-3	Co-Create SLO-aligned rubrics	Support with PD time, resources, and time for planning Internship Coordinator supports grade level teams with this work	Evidence of CTE standards in e		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	Agenda and fliers		Tier 1
1-6		Complete and submit School Site Safety Response Plan and Discipline Marix			

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

School Priority:	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.
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 devnt	Support with PD	Teacher lesson plans, improved student outcomes on interim assessments	Priority Challenges	Tier 1
2-2	PD dedicated toward strategies for academic language development	Structure PD opportunities and partnership[with ELLMA	PD Calendar, agenda, and minutes	- Lack of structured academic supports for tier 2 and 3 interventions	Tier 1
2-3	Cycles of inquiry focused on looking at student work	Provide coaching	PLC agenda and minutes		Tier 1
2-4	Differentiate instruction to ensure all learning styles and needs are met	Provide PD and coaching	Teachers lesson plans will show evidence of differntiation		Tier 1
2-5	Implement CRT strategies	Provide PD and coaching	Teachers lesson plans will show evidence of identified CRT strategies		Tier 1

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

School Priority:	Restructure school program (Internship Program, weekly class schedule), staffing structure, clearly define roles and expectations, 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 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.

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?
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	College and Career readiness action plan, agendas, and meeting minutes		Tier 1
3-2	Utilize school counselor to support students in maintaining 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	Transcripts, A-G completion data, college and career readiness, dual enrollment and concurrent data		Tier 1
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	SEL PD agenda and minutes, MTSS data tracking, teacher lesson plans		Tier 2
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	COST data and PD agenda and minutes		Tier 3

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

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	PLC and PD agenda and minutes		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	Discipline Matrix for school, classroom management plans, PD agenda and minutes		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	Cost data, behavioral data		Tier 2

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	All staff will utilize a culturally responsive teaching and best practices to ensure academic readiness, accelerate learning, decrease academic inequities, and close the our equity gap.				
School Theory of Change:	If teachers create a culture of academic courage and use culturally responsive text that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students ... then all African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks.				
Related Goals:	LCAP 1 1-All Black students graduate college- career- and community-ready. LCAP 2-Focal Black student groups demonstrate accelerated growth to close equity gaps.				
Students to be served by these actions:	<i>Black students and families</i>				
#	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	IP2.1 Rigor and Relevance: Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	Lesson plans, classroom libraries and school library books, curriculum		Tier 1
5-2	IP2.2 MTSS: Share learning targets and set goals with Black students; analyze formative assessments and other data to differentiate instruction for Black student needs.	LP2.2 MTSS: Manage systems of tiered support including master schedules, assessment calendars, staffing, and data analysis and monitoring in teams.	PLC and PD agendas, minutes		Tier 1
5-3	IP4.2 Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence-based collaboration	Agendas, minutes, home visit logs		Tier 1
5-4	Connecting students to post-secondary opportunities, highlighting HBCU's and black owned businesses (internships)	Invite more Black business to be a part of our Internship/Mentoring program, Providing funding and/or other resources for college expos and/or college tours	Post-secondary tracking, College expo fliers, exhibitions reflection		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))

School Priority:	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 progress toward biliteracy.				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	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	Lesson plans, ELPAC data		Tier 1
6-2	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, teacher lesson plans		Tier 2

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	\$100,915	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	7839	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	338-1
Academic based field trip	\$10,000	Title I: Basic	5829	Admission Fees		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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.	338-2
Classified OT	\$5,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime		n/a		Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Offer small group instruction to long term ELLs to support in academic langugae development	338-3
Extended Contract for core content intervention support after school	\$14,475	Title I: Basic	2425	Clerical Salaries Overtime		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Differentiate instruction to ensure all learning styles and needs are met	338-4
Classroom books/Supp Textbooks	\$2,000	Title IV: Student Support & Academic Enrichment	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Plan professional development to support this work	338-5
Classroom Library	\$600	Title I: Basic	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Revitalize the schoolwide behavior/discipline/restorative practice plan and model that is used consistently throughout the school by all staff.	338-6
Conferences	\$10,600	LCFF Supplemental	5220	Conference Expense		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	PD dedicated toward strategies for academic language development	338-7
Conferences	\$10,000	LCFF Supplemental	5220	Conference Expense		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	A-G Completion	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	338-8

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Consultant Contracts	\$10,241	LCFF Supplemental	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	338-9
Consultant PD (technology)	\$6,000	Title I: Basic	5825	Consultants		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	A-G Completion	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	338-10
Copier Expenses	\$3,000	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Connecting students to post-secondary opportunities, highlighting HBCU's and black owned businesses (internships)	338-11
Counselor	\$16,460	Measure N	1205	Certificated Pupil Support Salaries	8324	Counselor	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Revitalize the schoolwide behavior/discipline/restorative practice plan and model that is used consistently throughout the school by all staff.	338-12
CTE materials	\$25,000	Measure N	4300	Materials & Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	338-13
DE/Pelerta Course materials/books	\$20,000	Measure N	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	PD dedicated toward strategies for academic language development	338-14
Extend Contract to support school readiness and academic success	\$25,000	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	A-G Completion	Re-engage with internship mentors and community partners to support our growing school population	338-15

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Extended Contracts	\$72,540	Measure N	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	IP4.2 Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	338-16
Translation (family meetings/SSC meetings)	\$1,070	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Re-engage with internship mentors and community partners to support our growing school population	338-17
Furniture	\$3,000	General Purpose Discretionary	4432	Furniture < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Differentiate instruction to ensure all learning styles and needs are met	338-18
Gardening and Maintenance Supplies	\$5,000	LCFF Supplemental	4306	Gardening & Maintenance Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Re-engage with internship mentors and community partners to support our growing school population	338-19
ID Badges	\$3,000	General Purpose Discretionary	4340	I.D. Badges		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Differentiate instruction to ensure all learning styles and needs are met	338-20
Instructional Supplies	\$2,100	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	IP2.1 Rigor and Relevance: Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	338-21
Instructional Supplies/intervention	\$600	Title I: Basic	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	338-22

PROPOSED 2022-23 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 TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Internship Transportation (Bart/AC)	\$8,000	Measure N	5213	Student Public Transportation		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Differentiate instruction to ensure all learning styles and needs are met	338-23
Internship uniforms	\$500	Measure N	4380	Uniforms		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Re-engage with internship mentors and community partners to support our growing school population	338-24
Library books	\$47,000	Measure G: Library	4317	Library/Other Reference Materials		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	IP2.1 Rigor and Relevance: Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	338-25
Library furniture	\$25,000	Measure G: Library	4432	Furniture < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Differentiate instruction to ensure all learning styles and needs are met	338-26
Meeting Refreshments	\$6,000	Measure N	4311	Meeting Refreshments		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Re-engage with internship mentors and community partners to support our growing school population	338-27
Meeting Refreshments	\$420	Title I: Parent Participation	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Re-engage with internship mentors and community partners to support our growing school population	338-28
Office Supplies	\$15,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide PD and coaching	338-29

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Parent Workshops	\$1,000	Title I: Parent Participation	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	IP2.1 Rigor and Relevance: Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	338-30
Professional contract/services	\$8,000	LCFF Supplemental	5826	External Work Order Services		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	338-31
Rental and Facilities	\$8,000	General Purpose Discretionary	5624	Rentals: Facility		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Re-engage with internship mentors and community partners to support our growing school population	338-32
STEAM materials	\$1,500	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Differentiate instruction to ensure all learning styles and needs are met	338-33
Student Incentives	\$900	Title I: Basic	4314	Student Incentives		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Differentiate instruction to ensure all learning styles and needs are met	338-34
Teacher	\$8,756	LCFF Supplemental	1105	Certificated Teachers' Salaries	7843	Teacher, Structured English Immersion	0000	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	338-35
Teacher	\$84,336	LCFF Supplemental	1105	Certificated Teachers' Salaries	3233	Teacher, Structured English Immersion	0001	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Differentiate instruction to ensure all learning styles and needs are met	338-36

PROPOSED 2022-23 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 TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher	\$76,787	LCFF Supplemental	1105	Certificated Teachers' Salaries	8289	Teacher, Structured English Immersion	0001	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Differentiate instruction to ensure all learning styles and needs are met	338-37
Teacher	\$82,700	Measure N	1105	Certificated Teachers' Salaries	3103	Teacher, Structured English Immersion	0001	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Revitalize the schoolwide behavior/discipline/restorative practice plan and model that is used consistently throughout the school by all staff.	338-38
Technology	\$21,800	Title I: Basic	4474	Audio Visual Equip < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	IP2.1 Rigor and Relevance: Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	338-39
Transportation for field trips	\$8,500	Title I: Basic	5213	Student Public Transportation		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Differentiate instruction to ensure all learning styles and needs are met	338-40
Unallocated	\$1,600	General Purpose Discretionary	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Differentiate instruction to ensure all learning styles and needs are met	338-41
Unallocated	\$9,000	LCFF Supplemental	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-42
Unallocated	\$2,125	Title IV: Student Support & Academic Enrichment	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Re-engage with internship mentors and community partners to support our growing school population	338-43

PROPOSED 2022-23 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 TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Unallocated	\$5,500	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	PD dedicated toward strategies for academic language development	338-44
After School Program Contract	\$218,699	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Re-engage with internship mentors and community partners to support our growing school population	338-45



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

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:

- *The staff at MetWest are dedicated to providing quality instruction for the students.*
- *Rather than training students to follow a particular career path, the internship structure is designed to foster students' intellectual development through first-hand experience and to develop habits of initiative-taking in their education. Our students spend two days a week working with a mentor at an internship of their choosing, learning professional expectations, communicating effectively with adults from different backgrounds, and producing real world work.*
- *We will teach using the Common Core Standards .*
- *We will use the adopted curricula in ELA and Math for grades 9-12 in order to ensure we are aligned to the Common Core State Standards. We plan and implement a multi-disciplinary social justice curriculum. We build capacity as we share best practices and teaching dilemmas in a creative, collaborative, supportive environment.*
- *Students will take ExactPath diagnostic for ELA and Math 3 times a year to identify each student's current level of proficiency and provide target intervention and/or enrichment.*
- *Providing students immediate feedback on standards aligned assignments.*
- *We use authentic assessments (formative and summative) to assess student growth along with data from our diagnostics, SBAC, and PSAT.*

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:

- *We host family meetings throughout the school year to provide opportunities for students to share their learning experience and progress updates. Family meetings are student-led. Parents work collaboratively with the student and their teacher to create goals for their*

individual learning plans (ILP) and to provide feedback. Our family meetings are our version of teacher parent conferences.

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:

- *Including summary of Title 1 meeting and activities in our newsletter which will be sent out via Parent Square*

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:

- *Holding parent workshops in Parent Academy on Interim Assessments, the SBAC testing, Reading inventory and the ELPAC.*
- *Holding optional parent observations of classes each fall and spring so that parents can be welcomed into classrooms and learn some of the lenses used to observe and give feedback to teachers on their practice.*
- *Hold family meetings each semester. Family meetings provide space for parents to hear about their students progress and it allows space for them to provide input and feedback.*

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:

- *Sending information on Parent Square*

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:

- *Inviting families to take part in classroom observations*
- *Inviting families to Parent Academy workshops, all of which have translation offered*

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:

- *Holding quarterly workshops via Parent Academy on a variety of topics that will support families in supporting their children.*

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:

- *Involving parents in reviewing our Strategic Plan and offering Life Academy feedback as to how to advance towards our academic and SEL goals for 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:

- *Weekly Parent Academy workshops and other after school workshops on specific, relevant topics.*
- *Parent Conferences held twice per year, scheduled around the family needs.*

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:

- *Involving parents in reviewing our Strategic Plan and offering feedback as to how to advance towards our academic and SEL goals for students*

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:

- *Offering families the opportunity to engage with the SELLS, SSC and Parent Academy, all of which are offered to families in their home language*

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

- *Using Title 1 Parent funds for specific requested workshops and activities.*

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:

- *Using Title 1 Parent funds for specific requested workshops and activities.*
- *Providing translation into Spanish of all family oriented meetings.*

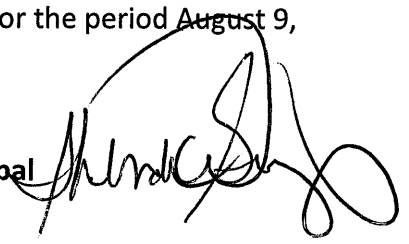
If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was jointly developed and adopted by the MetWest effect for the period August 9, 2022 through May 25, 2022.

Name of Principal: Dr. Shalonda Gregory

Signature of Principal

A handwritten signature in black ink, appearing to read 'Shalonda Gregory', written over the 'Signature of Principal' label.

Date 6/8/2022

Please attach the School-Parent Compact to this document.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School-Parent-Student Compact 2021-22

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.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - *Providing quality instruction for the students.*
 - *Ensure we have qualified teachers.*
 - *Foster students' intellectual development through first-hand experience and to develop habits of initiative-taking in their education. Our students spend two days a week working with a mentor at an internship of their choosing, learning professional expectations, communicating effectively with adults from different backgrounds, and producing real world work.*
 - *Assist students with securing internships that align with their passion.*
 - *Teach using the Common Core Standards .*
 - *Use the adopted curricula in ELA and Math for grades 9-12 in order to ensure we are aligned to the Common Core State Standards. We plan and implement a multi-disciplinary social justice curriculum. We build capacity as we share best practices and teaching dilemmas in a creative, collaborative, supportive environment.*
 - *Administer the ExactPath diagnostic for ELA and Math 3 times a year to identify each student's current level of proficiency and provide target intervention and/or enrichment.*
 - *Provide opportunities for unit, semester, and/or course recovery for students who need it.*
 - *Providing students immediate feedback on standards aligned assignments.*
 - *We use authentic assessments (formative and summative) to assess student growth along with data from our diagnostics, SBAC, and PSAT.*

2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

- *We host family meetings throughout the school year to provide opportunities for students to share their learning experience and progress updates. Family meetings are student-led. Parents work collaboratively with the student and their teacher to create goals for their individual learning plans (ILP) and to provide feedback. Our family meetings are our version of teacher parent conferences.*

3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- *Progress reports are sent out 3 weeks into the grading period.*
- *Family meetings are also used as a means to provide necessary information in regard to student progress. Students walk parents through grading report, on track to graduate status, and etc.*

4) Provide parents reasonable access to staff.

- *Teachers build relationships with parents and families via family meetings. They are the 1st line of communication for parents and students. Teachers make themselves available via email and phone.*
- *Parents are encouraged to reach out to any of the needed staff when they have a question or want to meet.*

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

- *All parents are welcome to visit their students' classes.*
- *All parents can sign-up to be a part of our parent volunteer committee.*
- *Parents with students who receive ELL services are encouraged to participate in the SELL and SSC committee elections.*

6) Provide parents with materials and training to help them improve the academic achievement of their children.

- *We have regular family engagement meetings throughout the year to provide parents with information about resources, materials, and other support that are available to them, students, and/or families. Each family engagement meeting has a specific focus and topic.*

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

- *Our Parent Volunteer Committee will serve as a way to educate parents about the value of their participation and provide opportunities for them to support the school.*

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

- *We translate shared documents and fliers and we always try to have translators available for school events.*

Teacher Responsibilities

- *Teach content-specific*
- *Build strong and real relationships with students and leverage those relationships in your teaching.*
- *Teach and implement Social Emotional Learning (SEL) and Culturally Responsive Teaching (CRT) strategies*
- *Create and maintain a safe and inclusive learning environment*
- *Seek out and engaged in professional development opportunities*
- *Provide differentiated instruction to all students who have a variety of needs (IEP, 504, ELL, and others).*
- *Maintain clear organizational systems around attendance and grades.*
- *Utilize a fair and clear grading and assessment plan keeping students, families, and staff up to date on grade progress.*
- *Collaborate with all staff in helping to support students to learn and succeed.*
- *Support students in securing internships that fulfill their passions and develop individualized and rigorous internship projects.*
- *Build relationships with your students' adult mentors at student's internship sites around the East Bay.*
- *Meet with mentors and students at internship sites at regular intervals*
- *Build close relationships with students' families and communicate with them regularly through text, email, phone and in person.*
- *Engage in restorative practice work with students and staff.*
- *Collect and analyze data to inform and guide your instructional practice.*
- *Any other duties assigned*

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- **Volunteer in my child's classroom if possible. Participate in decisions related to the education of my child.**
- **Promote positive use of my child's extracurricular time.**
- **Attend family meetings on a consistent basis.**
- **Provide input and feedback to my child's Individual Learning Plan and their educational process.**

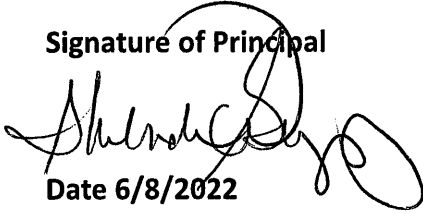
Student Responsibilities

As a student I agree to carry out the following responsibilities to the best of my ability:

- Get to school and my internship on time each day.
- Do all assignments assigned every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times
- Secure an internship. Internships are a mandatory part of our school program requirements.

This Compact was adopted by the MetWest High School to

Signature of Principal

A handwritten signature in black ink, appearing to read "Shelby D. [unclear]", written over the text "Signature of Principal".

Date 6/8/2022



Strategic Resource Planning (SRP)

MetWest High School
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Alexia Maciela
Vice Chairperson:	Fernando Barrera-Ramirez
Secretary:	Ximena Santana-Aguilar

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Alexia Maciela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Rena Meyers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Sergio Arroyo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Zia Grossman-Vendrillo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fernando [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Ximena [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Malik Edwards	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dr. Shalonda Gregory	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)
--

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.

