

<b>Action Research</b>	<b>MetWest High School</b>
<b>School:</b>	MetWest High School
<b>Pathway/s:</b>	Social Entrepneuershship (which includes Industry, STEAM, Social Justice and many others)
<b>Outcome Data</b>	<a href="#">MetWest Data Slides Linked Here</a>
<b>Top 5 Measure N Funding Commitments</b>	<ol style="list-style-type: none"> <li>1. Staff salaries - science, math, and selected grade level advisors to support integration and alignment</li> <li>2. Materials and supplies for science classes</li> </ol>
<b>What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?</b>	What math and language literacy strategies are used so that students can effectively access career paths that are based within their interests and passions, that are realistic, and that provide feasible economic opporutuities? What does quality look like?
<b>What did you discover in the past year? (Please use data to support.)</b>	For the first time ever at MetWest, a science culture is being built because of the intentional focus of our STEAM pathway. Twelve of our 9th/10th graders will present their research at NASA to NASA scientists. We have increased our numbers of students in STEAM internships. We are continuing to invest in our STEAM program into 2018-19. However, we realized that our students are having strong WBL experiences through internships, we needs to better build out the program to much more intentionally address literacy in all classes, because this is essential to our students accessing higher-skilled internships in STEAM industry.
<b>What are you going to <i>do differently</i> or <i>change</i> moving forward?</b>	We are investing in resources (staff) to bring in another science teacher and pay stipends to two teachers (Humanities and STEAM) to serve as leads to vertically and horizontally align curriculum in all grade levels. This work will be done in collaboration with all staff as well.
<b>How do you anticipate this will improve Measure N outcomes for your students moving forward?</b>	Investing in these resources will allow us to better leverage students' interests and internship experiences to help move them along a pathway and career trajectory. Alignment and continued thinking outside of the box will deepen student's learning and outcomes. We anticipate seeing growth in SMI and SRI because of this as well as clarity in student's actions towards their access to career and internship opportunities.

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

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### 1A: ABOUT THE SCHOOL

1) **School Name:** Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

2) **School Description:** Your school description will automatically populate from your 17-18 Site Plan.

3) **School Mission and Vision:** Your mission and vision will automatically populate from your 17-18 Site Plan.

*Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.*

**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.

#### Family & Student Engagement

Family meetings, home visits, back to school night circles, phone calls to families, text families, SSC, 45 minute Intervention meetings held three times a year, 1-1 counseling/meetings for students, MWL student run class, community circles, Individualized Learning Plans, advisory retreats, all school retreat (overnight), college trips, LTI (Learning Through Internship) visits, Parent Engagement team, exhibitions, college write in night, graduation readiness advisory board (GRAB)-meetings with seniors who are in danger of not passing, showcase, harvest festival-families invited to school during the school day to eat with students and staff

### SCHOOL DATA SLIDES

[MetWest Data Slides Linked Here](#)

### 1B: 18-19 NEEDS ASSESSMENT

**STRENGTHS & CHALLENGES**

**Task: Identify schoolwide strengths and challenges related to each data point.**

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

**IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.**

*Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

**Instructions:**

**Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.**

- Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

**IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).**

*Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
<b>Graduation Rate</b>	Our graduation rate has been improving each year. Our graduation rate is strong, at almost 93% in 2015-16.	We struggle with having consistent credit recovery options for students that are more rigorous. Approximately 30% of our students in all grades need to do credit recovery for at least one class needed for graduation.	Proactively create options for students and communicate more consistently with students and families ahead of time about plan and have advisors hold and own more of this information.
<b>On Track to Graduate (11th Grade)</b>	Students work closely with an advisor and support staff to monitor their transcript to ensure they are on track. Students can take classes through concurrent enrollment to support on track status.	Credit recovery options are tough to provide. Transfer students are challenging to integrate in a way that allows them to finish on time. Lack of consistency between advisor's ability to track and support students toward completion.	Implementing individual learning plans that include credit needs three times a year through the advisor at each grade level. All advisors receive common training on transcript analysis.
<b>A-G Completion</b>	Majority of students graduate A-G. We do not have Ds.	Not all of our courses are in Doorways (specifically related to internships). Transfer students come in with Ds and we have limited opportunities for them to repeat all classes	Work with OUSD to get internship courses in Doorways. Proactively figure out better plans for credit recovery in humanities and science.
<b>SBAC ELA</b>	In 2016-2017, 41% of students in ELA were at or above. There were students 6.5% exceeding. 34.8% met standard.	35% of students are not meeting the standard.	Advisors will engage students in multiple complex texts of different genres. Teachers will review and refine standards to be taught at each grade level.
<b>SBAC Math</b>	All students took the test. There was some growth in students meeting the standard from 2015-16 to 2016-17 - 11% met the standard and previously it was 7.4%.	Very few students met the benchmark in math.	Hire a strong second math teacher. Provide a math boot camp for incoming 9th graders during the summer. Provide intensive math coaching during the summer for new hire. Recruit more math tutors to provide 1-1 support for struggling students.

<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	We do not offer AP classes. Many of our students are enrolled in concurrent enrollment and some have been enrolled in dual enrollment.	Dual enrollment is tough because of the small size of our school. Our schedule makes it hard for students to take classes. Many of our students struggled with keeping up with the demands of the dual enrollment course (writing, reading challenging texts). Our concurrent enrollment continues to be strong, particularly since more students have been enrolling in math starting in 9th grade, which allows them to advance more in higher-level math classes.	Incorporate more academic reading and writing in all grade levels so students are more prepared for the concurrent enrollment classes they will take.
<b>Pathway Participation/CTE Enrollment*</b>	100% of our students participate in our school pathway.	We do not have clearly defined pathways for students interested in following specific CTE path	Build a stronger relationship with Laney to coordinate a clear CTE plan for at least one career interest area.
<b>English Learner Progress</b>	We offer one section of ELD. EL staff expert facilitated a staff PD around EL support. Every student conducts three 45 minute exhibitions in front of an audience of 20 students and adults.	We are not using data to track how students are progressing.	Using data to track progress of ELLs over their four years at MetWest. Implement more consistent classroom routines and procedures horizontally (across grade level) specifically targeted to EL population (group work, sentence starters, academic speech, etc.).
<b>Suspension Rate</b>	Suspension rate is low; advisory and school-wide circles; lots of counseling and parent engagement, multiple interventions, Restorative Practice interventions before suspension; often 4 or more interventions; less physical altercations between students.	Funding for RP positions is never guaranteed; sometimes suspension does not change behavior; we don't have a strong intervention for students who are under the influence of drugs.	Find and hire a strong drug intervention counselor and connect with more resources for students.

### 1C: STUDENT PERFORMANCE GOALS & TARGETS

	<b>June 2021 Goal</b>	<b>Related LCAP Goal</b>	<b>Target Student Group</b>	<b>2016-17 Baseline</b>	<b>2017-18 Target</b>	<b>2018-19 Target</b>	<b>Related WASC Goal</b>
<b>Graduation Rate</b>	We will maintain a stable graduation rate (around 90%) while increasing the rigor and expectations for students.	Goal 1: Graduates are college and career ready	All Students			coming soon	Develop and implement a coherent system of written and structured individualized learning plans for students, living documents that change as the student's strengths and needs change.
<b>On Track to Graduate (11th Grade)</b>	Create a systematized credit recovery process that upholds standards and rigor to ensure 10% more students are on track in grades 10 and 11.	Goal 1: Graduates are college and career ready	All Students				Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc) and share with stakeholders
<b>A-G Completion</b>	100% of students who have gone 9-12 at MetWest will graduate A-G	Goal 1: Graduates are college and career ready	All Students				

<b>SBAC ELA</b>	50% of students will score meeting or exceeding benchmark in ELA	Goal 2: Students are proficient in state academic standards	All Students	-42.2	-34.7	-27.2	
<b>SBAC Math</b>	25% of students will score meeting benchmark in math.	Goal 2: Students are proficient in state academic standards	All Students	-131	-121	-111	
<b>AP Pass Rate</b>	N/A		All Students				
<b>Dual Enrollment Pass Rate</b>	80% of students who are in concurrent enrollment courses will pass those courses for college credit	Goal 1: Graduates are college and career ready	All Students				
<b>Pathway Participation/ CTE Enrollment*</b>	Steady 100% participation rate. 5% of our students will be enrolled in CTE courses at Laney that support matriculation to the Peralta system.	Goal 1: Graduates are college and career ready	All Students				
<b>English Learner Progress</b>	80% of LTEL students will reclassify by their senior year.	Goal 4: English learners are reaching English fluency	Long-Term English Learners	#N/A	#N/A	#N/A	
<b>Suspension Rate</b>	Maintain a low suspension rate while increasing consistency around behavioral expectations	Goal 5: Students are engaged in school everyday	All Students	-131	coming soon	coming soon	

**2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

<p><b>Instructions:</b> Please complete this self-assessment for your school. <a href="#">Click here for the full Measure N rubric.</a></p>	<p><b>KEY:</b> 1: Not at all      3: Mostly 2: Somewhat      4: Completely</p>
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1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p><b>School Leadership:</b> To what extent do school/ site leaders consistently demonstrate &amp; communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?</p>	3: Mostly	Internships are the core of what we do; 100% of students seek out and secure an internship related to an area of interest. We work to use internships to improve academics, student engagement, career and college pathway, dropout preventions.	We need to create and implement strong, articulated internship standards that are embedded in advisory class of each grade level. Need to expand our pool of internship sites for students; need to link internships to current local job/career projections.
<p>To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?</p>	3: Mostly	Every staff person is involved in working with all students to participate in quality pathway programming, including job visits, informational interviews, shadow days, and securing school-year internships. All advisors identify themselves as pathway teachers who also teach a specific content.	We need to work on tightening the internship and pathway experiences to specific content in those industries. This should be shared beyond just advisors and include more staff. We need to improve staff communication around the core purposes of the internship program.
<p><b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?</p>	2: Somewhat	Leadership Team meets regularly and collaborates to make sure students are engaged in pathway work.	We need to grow this area, as we have many areas within our pathway. We need to improve the distributive leadership and align our school-wide structures to support this work. We need to improve norming expectations for internships for all grade levels - internship hours, group internships, multi-year internships.
<b>School Leadership &amp; Vision Goal for 2018-19:</b>	Increase the amount of distributive leadership in pursuit of clear and aligned outcomes.		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
<p><b>Staffing Structure Aligned to Purpose:</b> To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?</p>	3: Mostly	100% of staff are in direct support of our pathway work. 100% of staff work with students to develop and deepen their internship work. Mission statement alludes to students creating positive change and advisory curriculum 9-12 has a heavy social justice focus.	There is a need to do more targeted work around appropriate SPED internships, that support students learning and growth. Internships could be leveraged in more targeted ways to support language development of EL students. Classes should continue to increase rigor in alignment with mission statement which states that students will have many opportunities for college and career.
<p><b>Alignment and Coherence of Leadership Bodies</b> To what extent do all leadership teams (culture &amp; climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?</p>	3: Mostly	100% of our staff have a shared understanding of our school's goals as they relate to our pathway development. We have just begun a Parent Engagement Team, who will start actively working on this. SSC, composed of teachers, students, parents, staff, admin meets monthly.	More intentional work on bringing families into this work school-wide, though all families participate in at least 3 lengthy family meetings with the internship mentor present every year. Increase clarity and communication around the purpose of key facets of the school (exhibitions, internships, showcase, family meetings, etc.). This will work towards a consistent, school wide understanding of the philosophical underpinnings of our work.

<p><b>Decision-Making Structure:</b> To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?</p>	3: Mostly	We have a Leadership Team and an Instructional Lead Team that consult with stakeholders. We use a great deal of consensus with staff. There are monthly SSC/SELLS meetings with stakeholders. SSC, composed of teachers, students, parents, staff, admin meets monthly.	There are not formalized active decision making structures for all students, families, and community members and these need to be developed.
<p><b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?</p>	3: Mostly	Many of our resources are leveraged to ensure that internships (the core of our program) are viable and alive and accessible to students. The schedule is built to protect student's time and consistency at internships (two days a week for the school year).	More out of the box thinking about how to allocate resources and support for students at internships so that these opportunities aren't just held by advisors.
<p><b>Equity Stance:</b> To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?</p>	3: Mostly	All students have an internship based around their interest. There is not a barrier to accessing internships. Internship and pathway enrollment are student-centered and therefore entirely aligned to our school demographics. We actively recruit young women in our Maker's internships, which represent fields that are more male-dominated. We work hard to expose all students to opportunities, not only our high flyers. We work with multiple out of school programs that give students access to fields where certain demographics of students are underrepresented (Hidden Genius, CHAMPS, Geneysys Works, etc.)	We need to do a better job of ensuring that students have the skills and knowledge to fully access internships and career pathways, including competitive internships. Continue to improve our 11th grade readiness to ensure more students are able to access more competitive programs.
<p><b>Systems &amp; Structures Goal for 2018-19:</b></p>		Anchor staff PD planning (standards and alignment work) in our vision statement and the values of our internship program and actively work to incorporate internship program and vision statement in the day-to-day operations (classes, guest speakers, assemblies, events) of the school.	

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Teacher stipends to pay for additional PD days for all staff at beginning and end of school year to do early planning on the opening of school, standards integration into courses, and supporting culture and climate development.	Whole School	All Students	LCFF Supplemental	\$5,000.00	1120		Building the Conditions	
Supplies to support instruction	Whole School	All Students	General Purpose Discretionary	\$10,000.00	4310		Building the Conditions	
Copier lease	Whole School	All Students	General Purpose Discretionary	\$8,000.00	5620		Building the Conditions	
Membership Costs - Student Information System	Whole School		General Purpose Discretionary	\$1,300.00	5300		Building the Conditions	A6.2 Family Engagement Professional Learning for Administrators, Teachers, & Staff
Membership Cost - WASC Annual Renewal	Whole School		General Purpose Discretionary	\$1,000.00	5300		Building the Conditions	A2.9 Targeted School Improvement Support
Meeting refreshments for Parent Engagement Team and Title 1 Meetings	Whole School	Low-Income Students	Title I: Parent Participation	\$300.00	4311		Building the Conditions	A6.1 Parent/Guardian Leadership Development

Supplies and materials for programs through Title 1	Whole School	Low-Income Students	Title I: Parent Participation	\$449.00	4310		Building the Conditions	
Conferences and Seminars for Continued Leadership and Teacher Growth to build out the Big Picture Model at MetWest	Whole School	All Students	General Purpose Discretionary	\$3,000.00	5220		Building the Conditions	
Meeting refreshments for schoolwide parent and community outreachevents	Whole School	All Students	General Purpose Discretionary	\$5,000.00	4311		Building the Conditions	
Facility rental - graduation	Whole School	All Students	General Purpose Discretionary	\$2,500.00	5622		Building the Conditions	
Caps and gowns for graduation	Whole School	All Students	General Purpose Discretionary	\$1,500.00	4310		Building the Conditions	
Senior banquet expenses for facility and food		All Students	General Purpose Discretionary	\$2,500.00	4311		Building the Conditions	
Equipment rental for translation headsets for graduation services.		All Students	General Purpose Discretionary	\$300.00	5622		Building the Conditions	
Clerical overtime for afterschool support and tasks		All Students	General Purpose Discretionary	\$3,500.00	2222		Building the Conditions	
Teacher Extra Pay for After contract hours family events		Low-Income Students	General Purpose Discretionary	\$3,000.00	1120		Building the Conditions	
Stipends for staff to do to home visits to all new students	Grade Level Team	All Students	21st Century	\$1,200.00	1120		Comprehensive Student Supports	
Appreciation gifts for internship mentors	Whole School	All Students	General Purpose Discretionary	\$1,000.00			Work-Based Learning	



## LANGUAGE & LITERACY

*What strategic actions are you taking to improve language and literacy outcomes for students this year?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Sustained Silent Reading for a many students; ELD class for 10-15 students; Scaffolded literacy instruction in all humanities classes; English Teacher provides literacy focused instructional coaching for primary science teacher; Actively use historical SRI data in family meetings	Partially Implemented	Somewhat Effective	2017-18 SRI Data shows growth in student reading levels - students scoring at above grade level increased by 5%. Though scaffolded literacy instruction is happening in all humanities classes, we have not yet gathered data on its effectiveness, though we will this spring and will use that in extra staff PD at the end of the school year.

## IMPLEMENTATION GOALS

*Identify two 2018-19 implementation goals related to Language & Literacy.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading Level	Building on our school-wide work of standards articulation and alignment, we will define three literacy strategies that will be implemented in all Humanities classes and STEAM classes. We will use student work and SRI data to track growth and needs.	All Students			100% of advisors and STEAM teachers will teach literacy strategies and track data; 80% of students will meet growth goal as measured by SRI.	Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc) and share with stakeholders
Common Core	1) All teachers are teaching curriculum based on common core aligned standards and using cycles of inquiry to assess. 2). We will provide four interim assessments school wide that will be graded on a normed, common core based writing rubric.	All Students			85% of students will moves up at least one level in common core writing rubric.	Develop and implement a coherent system of written and structured individualized learning plans for students, living documents that change as the student's strengths and needs change.

## THEORY OF ACTION

Theory of Action	Currently, we do not have a cohesive approach to what students are learning, why they are learning it, and how they are assessed on it. Because of this, student success and growth is not as strong as it can and should be and we have not been able to track it systematically. Our work for much of 2017-18 has been to discuss and articulate our standards and then articulate our approach to vertical and horizontal alignment. Our work for next year will be in determining some <b>core literacy strategies</b> to ensure all of our students improve and reach <b>clearly articulated growth goals that are integrated in the student learning plan</b> . We will measure this through SRI data, interim writing assessment data, student protocols and analysis, peer coaching and observation. If we do the above (staff articulation of standards, vertical and horizontal alignment, data-based inquiry rounds, and intentional training around 2-3 literacy strategies), student's reading and writing will improve as evidenced on SRI, rubrics, and student self-assessment.
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<b>How are you supporting English Language Learners?</b>	We will implement specific ELL training in staff PD, for all staff, which builds on our literacy strategies around reading and writing. All staff will learn how to implement specific strategies for EL students in order to increase vocabulary development, sentence/paragraph coherence, and individualized writing/grammar goals. Horizontal alignment will benefit EL learners through creating consistent routines and procedures across classes.			
<b>How are you building conditions for students and adult learning?</b>	We will leverage more peer coaching, small group collaboration time in staff meeting through departments and grade level groupings (a MetWest first for this year), and a focus on learning, creating/doing together, and intentional protocols for reflection and assessment using data and student work.			
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>
	Plan will be shared with SSC, which includes students and staff leadership, to review and offer feedback.	Our ITL and Lead Team will read plan and offer feedback. Once plan is solidified, will build PD to make it happen.	N/A	N/A

### STRATEGIC ACTIONS

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area
Extended contract for ELD teacher for ELL's, especially LTEL's to improve literacy gains.	English Learners	LCFF Supplemental	\$3,500.00	1120		Comprehensive Student Supports	A4.1 English Learner Reclassification
ELD program support and needs for curriculum and supplies to support class	English Learners	LCFF Supplemental	\$1,000.00	4310		Comprehensive Student Supports	A4.1 English Learner Reclassification
Partnership with Kindle Classroom Project - approximately 2/3 of our students have free kindles and access to books for SSR	All Students		None			Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Stipend for Instructional leadership Team to reflect on student data to align with Measure N outcomes and students being at grade level	All Students	Measure N	\$5,000.00	1120		Building the Conditions	A6.3 Professional Learning for School Site Councils
Instructional Supplies	All Students	LCFF Supplemental	\$10,000.00	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials
3 Teachers Extended Contract for Instructional Coaching	All Students	LCFF Supplemental	\$6,000.00	1120		Rigorous Academics	A2.4 Teacher Recruitment & Retention
Leveled books to build class libraries and to read more books.	All Students	LCFF Supplemental	\$2,500.00	4200		Rigorous Academics	A3.2 Reading Intervention
Stipend for Instructional Lead - working on standards alignment in humanites and STEAM to create integrated projects or to support integrating STEAM into of exhibitions and showcase - Measure N	All Students	LCFF Supplemental	\$5,000.00	1120		Rigorous Academics	A2.3 Standards-Aligned Learning Materials

## RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

### RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	4	4	3	All students choose their internship and linked learning experiences based on their interests and passions, which is core to our school model. We have increased our STEAM linked learning opportunities for students. We need to spend dedicated time next year working on developing a much more intentional CTE course pathway for students in a few fields.
Integrated Core	2+	3	3	All students have opportunity to meet A-G in all areas of coursework and a majority of our students do. Academic and technical coursework is taught in each advisory class. We need to work to more clearly align grade level academic and CTE standards for our students. All of our students participate in an array of WBL experiences each year.
Cohort Scheduling	4	4	4	We have a designated staff person who works with students and their advisors to evaluate which Peralta College courses are most appropriate for them and at what point they should take those courses. Our Work Based Learning Liaison compiles a list of extra and co-curricular opportunities for our students to participate in based off of their pathway focus. To insure our students apply and take advantage of these opportunities to advance their pathway learning we hold family meetings mid-spring during the application window for most of these opportunities. All of our pathway teachers have shared collaboration time during the school day.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	4	4	2+	The curricular attention to integrating academic and technical content increases as students progress in their high school experience however, there is not full, seamless intergration consistently throughout all four years. That is part of our intentional PD work this current year and next year. Our Senior Thesis capstone is an excellent example of how students take the skills that they learn in the classroom and combine them with their industry acquired skills to complete a project that meet the needs of an authentic real world audience. Throughout ninth, tenth and eleventh grades students engage in project work at their internships, reflect on their passions and goals, and work intetnionally to build relationships with adults in the community which requires problem solving, critical thinking and other skills that are core to our school values.
Collaborative Learning	3	4	3-	Classes regularly require students to participate in pair shares and complete group assignments. Many students have official peer coaches that they work with and support throughout the year. Seniors who are in danger of not passing classes, and thus not graduating, invite peers to support them in our GRAB meetings (Graduation Readiness Advisory Board). Students are expected to support their peers in every academic area and reflect on themselves as strong team members at the end of every quarter. When students have conflicts they often work them out with the support of our restorative practices team.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	3	3	3	Occasionally, some teachers observe each other's classes (though we need to do more of this), share lessons and resources and best practices for each unit. Feedback is given and received in an effort to improve instructional practice and teacher effectiveness. We have utilized part of our budget this year to support more instructional coaching for our staff who most need it and it has proven positive and helpful to move practice.
Collaboration Time	3	3	2+	Advisors meet weekly to discuss individual student needs, programatic changes to support student learning, share curriculum plans and intervention needs throughout spectrum of available math classes. Some PD is spent in collaboration time around specific student needs and curriculum development.

Professional Learning	2	2	2+	Teachers participate in bi-weekly PD focused on the specific needs of their content area, review of standards based lesson and unit planning, and development of course sequences. We are working to develop more intentional PD so that teachers share best practices, opportunities for further professional development, and use data to inform planning of curriculum.
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**SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION**

*What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
This school year we have embarked on a process to edit the learning objectives related to our expected schoolwide learning results. The goal is for all academic areas to be vertically and horizontally aligned to maximize learning and best prepare students for their graduation capstone. This has required us to meet as a staff bi-weekly to evaluate our standards and our student work to reflect on how our work is aligned.	Partially Implemented	Somewhat Effective	We have begin this work around standards alignment and this will take 2 years to come fully to fruition. The work in happening in teams and in one on one coaching. Progress is being made on it and it will take more time.

**IMPLEMENTATION GOALS**

*Identify three 2018-19 implementation goals related to Rigorous Academics.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Standards Based Instruction/ Project-Based Learning</b>	Vertically and horizontally align all of our standards in all courses. Once done, begin regular practice of analysis of student work and other forms of data to assess. From there, move into school-wide approach to assessment, where students are at the center and it is embedded in the standards. Now, all teachers are planning from an articulated set of standards and assessing student work based on those standards. This articulation, however, is held by the specific teachers only. We have work to do to make this more aligned and based within our school's vision and common core standards.	All Students			More leveraged leadership among staff to complete this work.	
<b>Graduate Capstone/Culminating Experience</b>	Have all students culminating projects in 12th grade (Senior Thesis Projects) connected to industry standards based within their internship and within their senior thesis project, while continuing to have all STPs be action-oriented and linked to social justice. Collectively assess student STP's on a rubric, assessed by student, internship mentor, and other staff. Use that to plan backwards using our newly aligned standards.	All Students			The STPs will be analyzed and assessed by a team and we will use this to backwards plan	

<b>Course Passage Rates</b>	We will improve passage rates in classes, particularly math and science through: clearer articulation of critical thinking standards in all subjects so students are accessing these skills in all classes; linking practices in STEAM opportunities to improve math and science and design thinking knowledge; more analysis of root causes with students who are not succeeding to develop more intentional strategies; working closely with these teachers to identify the root causes and address these directly with students; and better leveraging of advisors (who work most closely with students and families) to help address this.	All Students		2017-18 Passage Rate ELA: 88.5% Math 81.5% History: 93.6% Science 69.6%	Course passage rate in English, History, math and science will increase by 5%.	
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**THEORY OF ACTION**

<b>Theory of Action</b>	Currently, we do not have a cohesive approach to what students are learning, why they are learning it, and how they are assessed on it. Because of this, student success and growth is not as strong as it can and should be and we have not been able to track it systematically. Our work for much of 2017-18 is to discuss and articulate our standards and then articulate our approach to vertical and horizontal alignment. Our work for next year will be in determining some core literacy strategies to ensure all of our students improve and reach clearly articulated growth goals. We will measure this through SRI data, student protocols and analysis, peer coaching and observation. If we do the above (staff articulation of standards, vertical and horizontal alignment, data-based inquiry rounds, and intentional training around 2-3 literacy strategies), student's reading and writing will improve as evidenced on SRI, rubrics, and student self-assessment.					
<b>How are you supporting English Language Learners?</b>	We will implement specific ELL training in staff PD, for all staff, which builds on our literacy strategies around reading and writing. All staff will learn how to implement specific strategies for EL students in order to increase vocabulary development, sentence/paragraph coherence, and individualized writing/grammar goals.					
<b>How are you building conditions for students and adult learning?</b>	We will leverage more peer coaching, small group collaboration time in staff meeting through departments and grade level groupings (a MetWest first for this year), and a focus on learning, creating/doing together, and intentional protocols for reflection and assessment using data and student work. We are also prioritizing instructional coaching to support our work and our growth as teachers.					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>		
	SSC will review and offer feedback	ITL and Lead team will review and offer feedback	N/A	N/A		

**STRATEGIC ACTIONS**

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area
Summer Standards based learning Professional Learning with teachers to backwards map and intergrate CC writings standards into the curriculum	All Students	LCFF Supplemental	\$12,000.00	1120		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
SAT Prep Class	All Students	21st Century	\$10,000.00	5825		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS

Staff EC and materials to develop and support integration of literacy development strategies in all disciplines (Humanities, Math, Science, Internship/WBL)	All Students	LCFF Supplemental	\$10,000.00	1120		Rigorous Academics	A2.9 Targeted School Improvement Support
.45 FTE integration of pathway theme STEAM into Humanities, Internship and math practices	All Students	Measure N	\$30,208.07	1105		Rigorous Academics	A1.1 Pathway Programs
Supplemental textbooks for dual and concurrent enrollment courses to support more students to gain early college credits.	All Students	LCFF Supplemental	\$3,000.00	4200		Rigorous Academics	A1.1 Pathway Programs
.45 FTE fund second certificated math instructor-Support with Alg Project, Alg Project Internship, Interventions, Data analysis - SMI, course level assessments with the goal of getting the students to improve SBAC (only 10.9% are meeting standard in math)	Low-Income Students	Title I: Basic	\$29,472.17	1105		Rigorous Academics	A2.8 Data & Assessment
After School Program funding	All Students	21st Century	\$147,000.00	5825		Comprehensive Student Supports	A1.6 After School Programs
Busses for college field trips to expose students to college going culture and allow students to explore potential programs of interest.	All Students	LCFF Supplemental	\$10,000.00	5826		Comprehensive Student Supports	A1.1 Pathway Programs
.6 FTE for a science teacher-STEAM integration - STEAM standards integration into Humanities, Maker's Internship mentor, generating STEAM internships	All Students	Measure N	\$39,606.15	1105		Career Technical Education	A1.1 Pathway Programs
Math Teacher EC - retreats, professional development, conferences	All Students	Title I: Basic	\$2,476.74	1120		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Math supplies & materials	All Students	Title I: Basic	\$414.85			Building the Conditions	A2.3 Standards-Aligned Learning Materials
Deepen partnership with Laney to provide more STEAM related courses through concurrent enrollment.	All Students		N/A			Rigorous Academics	A1.1 Pathway Programs
1.0 FTE for a new science teacher to build out the STEAM program into all the grades	All Students	Measure N	\$65,000.00			Career Technical Education	A1.1 Pathway Programs
Extended contract for staff to hold college nights for families at all grade levels	All Students	LCFF Supplemental	\$500.00			Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops

## WORK-BASED LEARNING

### WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	4	4	3-	All students seek out and secure year-long internships based in their interests and passions. All students engage in an authentic internship search process, including visiting internship sites, conducting informational interviews, and participating in shadow days. From a schoolwide perspective, we have not yet developed a comprehensive sequenced WBL plan of experiences that builds student learning towards career, as our students are involved in a large variety of WBL internships.
Pathway Outcomes	4	4	3-	Students work with industry mentors to develop a personalized learning program, with the support and guidance of the student's advisor, to guide their learning. Students co-create internship learning objectives, much of which are based in 21st skills. We need to continue to work on deepening our work around WBL learning objectives that are both professional skills as well as content objectives based within each student's internship.
Pathway Evaluation	4	4	2+	Internship mentors assess students four times a year using a standardized performance assessment rubric. We need to continue to work on using assessment criteria to evaluate the scope and quality of our schoolwide WBL program. It is challenging given that students WBL are completely individualized.

## SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

### What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
For our WBL work this year, all students have secured internship sites around their interests and passions, all students participated in informational interviews at various internship sites, older students took newer students out to internship sites as part of our tiered leadership, we have created and opened up new internship sites, and many students have participated in trades-related days that Emiliano has put together.	Fully Implemented	Highly Effective	Student feedback about internships is consistently strong; mentor experiences are generally strong; students are completing internship based, self-designed projects.

## IMPLEMENTATION GOALS

### Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	Implement more speakers and other career exploration research for students in all grades - utilize advisories and MetWest Live as a way to communicate this.	All Students			2-3 speakers to come in and speak in advisories and/or MetWest Live	

<b>Career Exploration</b>	Better utilize student internship sites and mentors to educate students about career possibilities related to internship. Systematize this for all students. Link this to college and certification requirements and preparedness.	All Students			Create curriculum unit for all students that allows students to teach others about their learning.	
<b>Career Preparation</b>	Continue implementation of internships for all students. Create at least one clear CTE pathway that includes internships and CTE courses through concurrent enrollment at Laney. Building off our school-wide standards work, revise internship standards and create scope and sequence for 9th-12th. Link this to college and career preparedness.	All Students			Build partnership for one CTE field in connection with concurrent enrollment at Laney college; Have solid set of internship standards that are alive and dynamic.	

**THEORY OF ACTION**

<b>Theory of Action</b>	If we are more aligned with our internship program - including articulation of internship/industry/21st Century skills standards, clarity on career pathways, more intense college counseling and support, and more opportunities for students to engage in career opportunities, more students will have more focused opportunities to take advantage of and be more prepared for them.					
<b>How are you supporting English Language Learners?</b>	Building on the work with EL strategies for reading and writing, we will support ELL with the necessary oral communication they will need to access interviews, internships, and other career opportunities. This will require intentional work with our advisors and WBLL to support these students.					
<b>How are you building conditions for students and adult learning?</b>	We will leverage more peer coaching, small group collaboration time in staff meeting through departments and grade level groupings and a focus on learning, creating/doing					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>		
	Plan will be shared with SSC, which includes student, staff, and parent leadership. Plan will be reviewed and feedback taken.	Plan will be shared with ITL and Leadership team for review and feedback.	N/A	N/A		

**STRATEGIC ACTIONS**

<b>Strategic Action</b>	<b>Target Student Group</b>	<b>Funding Source</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC</b>	<b>Associated Linked Learning Pillar</b>	<b>Associated LCAP Action Area</b>
Mileage Reimbursement/parking fees for Internship Visits	All Students	General Purpose Discretionary	\$1,500.00	5210		Work-Based Learning	A1.1 Pathway Programs



Trade out classified WBLL position for 10 month TSA position to leverage more shared school leadership, college support for students, and to help develop a richer internship and career pathway program.	All Students	LCFF Supplemental	\$10,000.00	1119		Work-Based Learning	A1.1 Pathway Programs
2 teachers to serve as pathway lead to better align health related internships to career/industry standards	All Students	Atlantic Philanthropies	\$5,000.00	1120		Career Technical Education	A2.5 Teacher Professional Development for CCSS & NGSS
Student participation in Thrival Global Health Independent Study program for students to participate in internships in Thailand	All Students	Atlantic Philanthropies	\$7,500.00			Work-Based Learning	A1.1 Pathway Programs

## COMPREHENSIVE STUDENT SUPPORTS

### COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	4	4	3-	Interventions, Quarterly Family meetings (at minimum), 1-1 meetings with students, monthly internship meetings with students and internship mentors, SEL work infused in all we do, community circles, circles in class, direct students to outside services when needed, weekly COST meetings, transcript analysis
College & Career Plan	3+	3+	3	Support for this comes through internship, advisors, EBC, college visits, college write in night, Chapter 510 tutoring and support, dedicated staff person to works with students on concurrent enrollment, transcript analysis in each advisory at every grade, WBLL holding year-round opportunities. Individualized Learning Plans are updated each Quarter and outline students' post high school goals. In 2018, we had 93% FAFSA completion/matching rate.

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

*What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Continued with RP Coordinators, weekly RP reports to inform all staff to work collectively to support students, AAMA Manhood class and AAMA mentor/support, school-wide community circles focused on interrupting rape culture and sexual violence, rolling out individualized learning plans for all students in March, working to compensate for a loss of more individualized, out of the box thinking about meeting students math and science learning needs given the loss of one full time science teacher this year through a new making internship in addition to the woodworking internship; 3 Learning Team meetings held each year for students with family, mentor, advisor and other staff in hour long focused meeting.	Partially Implemented	Effective	Low rate of suspension, regular RP reports are effective in looking at patterns of behavior and need so we can better address situations, students are more engaged in community circles because of intentional and politically relevant topic and more specific focus on engaging our young men; students seek out and utilize RP process.

### IMPLEMENTATION GOALS

*Identify three 2018-19 implementation goals related to Comprehensive Student Supports*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Conditions for Student Learning (School Climate and Culture)</b>	Systematically review and analyze data to track our intervention strategies for both SEL and academic growth	All Students			100%	
<b>College Access</b>	100% of our students have a clear, logical and realistic post-secondary plan. Approximately 25% of students are enrolled in a concurrent enrollment class through Peralta Colleges.	All Students			100%	
<b>Differentiated Interventions</b>	Create clear and proactive restorative practices strategies to use with our few students (less than 10) who struggle with intense behavioral and mental health issues	All Students			100% of those students	

### THEORY OF ACTION

<b>Theory of Action</b>	Advisors need to work more directly, intentionally, and earlier on with students to co-create a graduation and post-secondary plan that is rich and vibrant and is a part of the student's individual learning plan. If this happens at a high quality, students can take advantage of more opportunities throughout their time at MetWest.					
<b>How are you supporting English Language Learners?</b>	We are supporting our Long-Term English Language Learners with an English Language Development class. This teacher is receiving coaching from the District in her facilitation of the ELD class. This teacher has also led specific PD training on supporting EL's in post-secondary plans.					
<b>How are you building conditions for students and adult learning?</b>	We will be doing more peer coaching in grade level teams and department teams. We will participate in our own RP circles in staff meetings at least 4 times a year. All advisors will participate in explicit training on transcripts and we will better build the ILPs.					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>		<b>Department Teams</b>	
	SSC will review and offer feedback on plan GET DATE	ITL and Leadership team with review and offer feedback on plan	N/A		N/A	

### STRATEGIC ACTIONS

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area
Continued Restorative Practice	All Students	Other				Comprehensive Student Supports	A2.2 Social Emotional Learning

Stipend for staff lead for attendance/tardy interventions and strategies to improve student outcomes.	All Students	LCFF Supplemental	\$1,000.00	1120		Comprehensive Student Supports	A5.4 Root Causes of Chronic Absence
AAMA Faciliator for after school to provide 1 class.	African American Males	21st Century	\$12,500.00	5733		Comprehensive Student Supports	A1.6 After School Programs
Lincoln Child Center Counseling Services to provide comprehensive student supports mental health supports for students.	Low-Income Students	21st Century	\$10,000.00	5825		Comprehensive Student Supports	A5.2 Health and Wellness (Mental & Physical Health)
Student overnight retreats and day retreats for students to reflect on goals to pay for transportation, rental fees, food and admisson for students.	All Students	21st Century	\$20,000.00	5826		Comprehensive Student Supports	A2.2 Social Emotional Learning
Senior Prom expenses-facilities rental, food	All Students	General Purpose Discretionary	\$1,500.00	5624		Building the Conditions	
AmeriCorp staff to support students in a variety of ways to reach more academic success	All Students	21st Century	\$14,000.00	5825		Comprehensive Student Supports	A1.6 After School Programs

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED BUDGET**

**School:** MetWest High School

**School ID:** 338

<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Grant Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century	\$214,731.00	\$214,700.00	\$31.00	Perkins	\$0.00	\$0.00	\$0.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00	Atlantic Philanthropies	\$7,500.00	\$0.00	\$7,500.00
General Purpose Discretionary	\$49,200.00	\$45,600.00	\$3,600.00	California Partnership Academy	\$7,500.00	\$0.00	\$7,500.00
LCFF Supplemental	\$97,439.00	\$79,500.00	\$17,939.00	Intel	\$0.00	\$0.00	\$0.00
LCFF Concentration	\$0.00	\$0.00	\$0.00	<b>TOTAL</b>	<b>\$15,000.00</b>	<b>\$0.00</b>	<b>\$15,000.00</b>
Title I: Basic	\$32,364.00	\$32,363.76	\$0.24				
Title I: Parent Participation	\$796.00	\$749.00	\$47.00				
Measure N	\$139,400.00	\$139,814.22	-\$414.22				
<b>TOTAL</b>	<b>\$533,930.00</b>	<b>\$512,726.98</b>	<b>\$21,203.02</b>				

<b>Strategic Action</b>	<b>Target Student Group</b>	<b>Funding Source</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC</b>	<b>Associated Linked Learning Pillar</b>	<b>Associated LCAP Action Area</b>	<b>Associated Pathway (if relevant)</b>	<b>Budget Action Number</b>
Teacher stipends to pay for additional PD days for all staff at beginning and end of school year to do early planning on the opening of school, standards integration into courses, and supporting culture and climate development.	All Students	LCFF Supplemental	\$5,000.00	1120		Building the Conditions			
Supplies to support instruction	All Students	General Purpose Discretionary	\$10,000.00	4310		Building the Conditions			
Copier lease	All Students	General Purpose Discretionary	\$8,000.00	5620		Building the Conditions			
Membership Costs - Student Information System		General Purpose Discretionary	\$1,300.00	5300		Building the Conditions			
Membership Cost - WASC Annual Renewal		General Purpose Discretionary	\$1,000.00	5300		Building the Conditions			
Meeting refreshments for Parent Engagement Team and Title 1 Meetings	Low-Income Students	Title I: Parent Participation	\$300.00	4311		Building the Conditions			
Supplies and materials for programs through Title 1	Low-Income Students	Title I: Parent Participation	\$449.00	4310		Building the Conditions			
Conferences and Seminars for Continued Leadership and Teacher Growth to build out the Big Picture Model at MetWest	All Students	General Purpose Discretionary	\$3,000.00	5220		Building the Conditions			
Meeting refreshments for schoolwide parent and community outreachevents	All Students	General Purpose Discretionary	\$5,000.00	4311		Building the Conditions			
Facility rental - graduation	All Students	General Purpose Discretionary	\$2,500.00	5622		Building the Conditions			
Caps and gowns for graduation	All Students	General Purpose Discretionary	\$1,500.00	4310		Building the Conditions			

Senior banquet expenses for facility and food	All Students	General Purpose Discretionary	\$2,500.00	4311		Building the Conditions			
Equipment rental for translation headsets for graduation services.	All Students	General Purpose Discretionary	\$300.00	5622		Building the Conditions			
Clerical overtime for afterschool support and tasks	All Students	General Purpose Discretionary	\$3,500.00	2222		Building the Conditions			
Teacher Extra Pay for After contract hours family events	Low-Income Students	General Purpose Discretionary	\$3,000.00	1120		Building the Conditions			
Stipends for staff to do to home visits to all new students	All Students	21st Century	\$1,200.00	1120		Comprehensive Student Supports			
Appreciation gifts for internship mentors	All Students	General Purpose Discretionary	\$1,000.00			Work-Based Learning			
Extended contract for ELD teacher for ELL's, especially LTEL's to improve literacy gains.	English Learners	LCFF Supplemental	\$3,500.00			Comprehensive Student Supports			
ELD program support and needs for curriculum and supplies to support class	English Learners	LCFF Supplemental	\$1,000.00	4310		Comprehensive Student Supports			
Partnership with Kindle Classroom Project - approximately 2/3 of our students have free kindles and access to books for SSR	All Students					Rigorous Academics			
Stipend for Instructional leadership Team to reflect on student data to align with Measure N outcomes and students being at grade level	All Students	Measure N	\$5,000.00	1120		Building the Conditions			
Instructional Supplies	All Students	LCFF Supplemental	\$10,000.00	4310		Building the Conditions			
3 Teachers Extended Contract for Instructional Coaching	All Students	LCFF Supplemental	\$6,000.00	1120		Rigorous Academics			
Leveled books to build class libraries and to read more books.	All Students	LCFF Supplemental	\$2,500.00	4200		Rigorous Academics			
Stipend for Instructional Lead - working on standards alignment in humanities and STEAM to create integrated projects or to support integrating STEAM into of exhibitions and showcase - Measure N	All Students	LCFF Supplemental	\$5,000.00	1120		Rigorous Academics			
Summer Standards based learning Professional Learning with teachers to backwards map and intergrate CC writings standards into the curriculum	All Students	LCFF Supplemental	\$12,000.00			Rigorous Academics			
SAT Prep Class	All Students	21st Century	\$10,000.00	5825		Rigorous Academics			
Staff EC and materials to develop and support integration of literacy development strategies in all disciplines (Humanities, Math, Science, Internship/WBL)	All Students	LCFF Supplemental	\$10,000.00			Rigorous Academics			
.45 FTE integration of pathway theme STEAM into Humanities, Internship and math practices	All Students	Measure N	\$30,208.07			Rigorous Academics			
Supplemental textbooks for dual and concurrent enrollment courses to support more students to gain early college credits.	All Students	LCFF Supplemental	\$3,000.00			Rigorous Academics			

.45 FTE fund second certificated math instructor-Support with Alg Project, Alg Project Internship, Interventions, Data analysis - SMI, course level assessments with the goal of getting the students to improve SBAC (only 10.9% are meeting standard in math)	Low-Income Students	Title I: Basic	\$29,472.17			Rigorous Academics			
After School Program funding	All Students	21st Century	\$147,000.00	5825		Comprehensive Student Supports			
Busses for college field trips to expose students to college going culture and allow students to explore potential programs of interest.	All Students	LCFF Supplemental	\$10,000.00	5826		Comprehensive Student Supports			
.6 FTE for a science teacher-STEAM integration -STEAM standards integration into Humanities, Maker's Internship mentor, generating STEAM internships	All Students	Measure N	\$39,606.15	1105		Career Technical Education			
Math Teacher EC - retreats, professional development, conferences	All Students	Title I: Basic	\$2,476.74			Rigorous Academics			
Math supplies & materials	All Students	Title I: Basic	\$414.85			Building the Conditions			
Deepen partnership with Laney to provide more STEAM related courses through concurrent enrollment.	All Students					Rigorous Academics			
1.0 FTE for a new science teacher to build out the STEAM program into all the grades	All Students	Measure N	\$65,000.00			Career Technical Education			
Extended contract for staff to hold college nights for families at all grade levels	All Students	LCFF Supplemental	\$500.00			Comprehensive Student Supports			
Mileage Reimbursement/parking fees for Internship Visits	All Students	General Purpose Discretionary	\$1,500.00			Work-Based Learning			
Trade out classified WBLL position for 10 month TSA position to leverage more shared school leadership, college support for students, and to help develop a richer internship and career pathway program.	All Students	LCFF Supplemental	\$10,000.00			Work-Based Learning			
2 teachers to serve as pathway lead to better align health related internships to career/industry standards	All Students	Atlantic Philanthropies	\$5,000.00	1120		Career Technical Education			
Student participation in Thrival Global Health Independent Study program for students to participate in internships in Thailand	All Students	Atlantic Philanthropies	\$7,500.00			Work-Based Learning			
Continued Restorative Practice	All Students	Other				Comprehensive Student Supports			
Stipend for staff lead for attendance/tardy interventions and strategies to improve student outcomes.	All Students	LCFF Supplemental	\$1,000.00			Comprehensive Student Supports			
AAMA Faciliator for after school to provide 1 class.	African American Males	21st Century	\$12,500.00			Comprehensive Student Supports			
Lincoln Child Center Counseling Services to provide comprehensive student supports mental health supports for students.	Low-Income Students	21st Century	\$10,000.00			Comprehensive Student Supports			
Student overnight retreats and day retreats for students to reflect on goals to pay for transportation, rental fees, food and admisson for students.	All Students	21st Century	\$20,000.00			Comprehensive Student Supports			

Senior Prom expenses-facilities rental, food	All Students	General Purpose Discretionary	\$1,500.00			Building the Conditions			
AmeriCorp staff to support students in a variety of ways to reach more academic success	All Students	21st Century	\$14,000.00	5825		Comprehensive Student Supports			



## SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged in the planning process.

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
2/28/2018	SSC and SELLS Meeting - Review and Sign	Regular SSC meeting with parents, students, and staff as well as SELLS parent participation. Review SPSA and offer feedback.
2/5 and 2/12	Share with ILT/Lead Team	Gathered feedback, co-wrote sections. Regular meeting (Principal, ASP Coordinator, Math teacher, Advisor, RP Coordinator)
2/26/2018	Resource Specialist	Shared with Resource specialist - gathered feedback

School WASC Goals					
<b>Length of WASC Accreditation:</b>	6 years (we had one day visit in March 2017 and another one in April 2018)	<b>Last WASC Self-Study:</b>	2014	<b>Next Full Self-Study:</b>	2020
SCHOOL WASC GOALS					LCAP Goal Category
Develop and implement a coherent system of written and structured individualized learning plans for students, living documents that change as the student's strengths and needs change.					Goal 2: Students are proficient in state academic standards
Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc) and share with stakeholders					Goal 1: Graduates are college and career ready
Continue to develop and increase STEAM programming, supplies and facilities, with focus on integrated application through real world applications, eg. Maker Space/Design.					Goal 1: Graduates are college and career ready