

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 338

School: MetWest High School

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century Community Learning Centers	\$214,789.60	\$0.00	\$214,789.60	Low-Performing Students Block Grant (LPSBG)	\$0.00	\$0.00	\$0.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00	Comprehensive Support & Improvement (CSI) Grant	\$0.00	\$0.00	\$0.00
General Purpose Discretionary	\$41,000.00	\$41,000.00	\$0.00	Measure G	\$0.00	\$0.00	\$0.00
LCFF Supplemental	\$133,967.00	\$133,967.00	\$0.00	Measure N	\$128,350.00	\$128,350.00	\$0.00
LCFF Concentration	\$0.00	\$0.00	\$0.00	Measure G1	\$0.00	\$0.00	\$0.00
Title I: Basic	\$0.00	\$3,000.00	-\$3,000.00	Perkins	\$0.00	\$0.00	\$0.00
Title I: Parent Participation	\$0.00	\$418.00	-\$418.00	California Partnership Academy	\$0.00	\$0.00	\$0.00

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
		SAT Prep Class	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		338-1
		Restorative Practice SEL work infused in all we do through RJ Facilitators	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.		Enter object code at left.		Enter position number at left.		338-2
		RP intern to support RP work at both sites	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		338-3
		Lincoln Child Center Counseling Services to provide comprehensive student supports mental health supports for students.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		338-4
		Senior Prom expenses-facilities rental, food	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.		Enter object code at left.		Enter position number at left.		338-5
	General Purpose Discretionary	Caps and gowns for graduation	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.		Enter object code at left.		Enter position number at left.		338-6

\$20,900.00	General Purpose Discretionary	.22FTE to fund new science teacher, to serve as Integrated science teacher and STEAM internship mentor. Will help support creative thinking about making science and math more real-world.	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	4787	Enter position number at left.	0.22	338-7
\$1,000.00	General Purpose Discretionary	Books for classes	Schoolwide Enabling Conditions	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		Enter position number at left.		338-8
\$5,100.00	General Purpose Discretionary	Supplies to support instruction	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	4310	School Office Supplies		Enter position number at left.		338-9
\$1,000.00	General Purpose Discretionary	Equipment rental for translation headsets for graduation services.	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	4410	Equipment < \$5,000		Enter position number at left.		338-10
\$4,000.00	General Purpose Discretionary	Facility rental - graduation and senior banquet	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	5624	Rentals: Facility		Enter position number at left.		338-11
\$9,000.00	General Purpose Discretionary	Student overnight retreats and day retreats for students to reflect on goals to pay for transportation, rental fees, food and admission for students.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5826	External Work Order Services		Enter position number at left.		338-12
\$1,000.00	LCFF Supplemental	Conferences and Seminars for Continued Leadership and Teacher Growth to build out the Big Picture Model at MetWest	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		338-13
\$6,973.13	LCFF Supplemental	.10 FTE Science Teacher	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	6611	Enter position number at left.	0.10	338-14
\$16,918.21	LCFF Supplemental	TSA11 Position trade with Base Classified Position	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	5281	Enter position number at left.	1.00	338-15
\$18,939.19	LCFF Supplemental	.26 FTE Humanities Teacher	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	3103	Enter position number at left.	0.26	338-16

\$26,985.11	LCFF Supplemental	.46 Math Teacher	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	3233	Enter position number at left.	0.46	338-17
\$52,250.00	LCFF Supplemental	.55 Science Teacher	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries	4787	Enter position number at left.	0.55	338-18
\$3,901.36	LCFF Supplemental	Teacher Extra Pay for After contract hours family events	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		338-19
\$5,000.00	LCFF Supplemental	Copier lease	Schoolwide Enabling Conditions		4320	Copier/Duplicatio n Supplies		Enter position number at left.		338-20
\$2,000.00	LCFF Supplemental	Membership Cost - WASC Annual Renewal	Schoolwide Enabling Conditions		5300	Dues & Memberships		Enter position number at left.		338-21
\$4,200.00	Measure N	Supplies for pathway development, including materials needed to build out Internship program and support student's project work at internship sites	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		338-22
\$21,850.00	Measure N	Science Teacher (New Teacher) - - teacher to increase access for all students to engage in courses related to STEAM	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries		Enter position number at left.	0.23	338-23
\$31,678.18	Measure N	Math Teacher (Lawrence Teng) - teacher to increase access for all students to engage in courses related to STEAM	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries		Enter position number at left.	0.54	338-24
\$62,758.15	Measure N	Teacher (Ajman Adil) - teacher to increase access for all students to engage in courses related to STEAM	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries		Enter position number at left.	0.90	338-25
\$863.67	Measure N	Extended contract for math and science teacher to teach math and internship bootcamp to entering 9th grade class the first week of summer	Rigorous Academics	Goal 6: Parents and families are engaged in school activities.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		338-26

\$2,000.00	Measure N	Stipends for staff to welcome and onboard new students to the MetWest programs including internships and pathway specific courses.	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		338-27
\$5,000.00	Measure N	Teacher stipends to pay for additional PD days for teacher collaboration to plan curriculum, lessons, and experiences connected to rigorous academics and work-based learning experiences	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		338-28
\$2,000.00	Title I: Basic	Extended contract work for EL lead teacher to build out staff PD strand around improving literacy for ELL students	Language & Literacy	Goal 4: English Learners are reaching fluency.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		338-29
\$500.00	Title I: Basic	Supplies and materials for programs through Title 1	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	4310	School Office Supplies		Enter position number at left.		338-30
\$500.00	Title I: Basic	Instructional Supplies	Language & Literacy		4310	School Office Supplies		Enter position number at left.		338-31
\$418.00	Title I: Parent Participation	Meeting refreshments for Parent Engagement Team Meetings	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		Enter position number at left.		338-32

Action Research

MetWest High School

Pathway/s:	Social Entrepenuership (which includes Industry, STEAM, Social Justice and many others)
Outcome Data	Increased graduation rate;
Top 5 Measure N Funding Commitments	1) Funding Integrated science teacher - Ajman Adil at .9 2) Funding new Integrated Science teacher - Jonathan Lazatin at .23. 3). Funding math teacher, Lawrence Teng at .54. 4) Mid-year retreat for key pathway staff to review and analyze data, review progress on goals, and make revisions based on what our analysis. 5) Purchase supplies for pathway development that supports integration and curricular alignment
What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?	How can we strategically utilize student internships to teach literacy, higher order thinking skills, project development/project-based learning, and 21st century skills?
What did you discover in the past year? (Please use data to support.)	Our math and science program continues to build. This year, we did our first-ever whole school field trip to the SF Exploratorium and dug into hands-on science. We also hosted our first-ever STEAM Showcase, where every student presented and taught back about a STEAM project of their choice - from their internship, MetWest coursework, and concurrent enrollment coursework. Additionally, we held our first-ever math and Internship bootcamp for incoming 9th graders and all 9th graders got out to an internship site, created and presented an exhibition of their learning, and taught math to our community, including families. We have discovered, however, that student-driven deeper learning through internships is not as strong as it can be and we are focusing next year on analyzing data and determining ways to improve that.
What are you going to do differently or change moving forward?	In 2019-2020, we are going to focus deeply on our internship program as a vehicle by which to improve our literacy, higher order thinking skills, project development and career and college readiness. A key PD strand will be focused on this and staff will receive more intentional and consistent coaching around this.
How do you anticipate this will improve Measure N outcomes for your students moving forward?	Investing in these resources will allow us to better leverage students' interests and internship experiences to help have the literacy and numeracy skills that will enable more students to move along a pathway, career trajectory.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1A: ABOUT THE SCHOOL

Instructions: Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

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.

1B: 19-20 STRENGTHS & CHALLENGES

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

- What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
- 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?
- 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."

State Dashboard Indicators	Strengths	Challenges/Barriers
Graduation Rate	We had our highest graduation rate in years, with 97.6% graduating students.	We still struggle with creative, meaningful, and rigorous credit recovery options for students.
On Track to Graduate (11th Grade)	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. We receive some transfer students who are significantly behind on credits and are in a grade level that is unrealistic to a timely graduation date, which is challenging. We are working to more systematically use Individual Learning Plans to support this work, but it has been inconsistent. Lack of consistency between advisor's ability to track and support students toward completion.
A-G Completion	Majority of students graduate A-G. We do not have Ds and only offer them to second semester seniors who are currently failing courses and have little to no chance of raising grade enough to earn a C-.	Transfer students come in with Ds and we have limited opportunities for them to repeat all classes. We offer students the option to graduate in 5 years as an option to have students graduate A-G, but some are not interested in that and chose to transfer to alt-ed schools instead.

SBAC ELA	In 2017-18, almost half of our students in ELA were at or above, at 46.1%, which is a 5% increase from the previous year. The number of students exceeding doubled, from 6.5% to 12.8%.	38% of students are not meeting the standard. We need to improve our practice around using complex texts and using strategic and aligned curriculum and standards at each grade level. We taught more texts this year, but it lacked the aligned foundation grounded within a clear scope and sequence. We will continue this work.
SBAC Math	There was some growth in students nearly meeting the standard from 2016-17 to 2018-2019, which was an increase from 23.9% to 29.3%.	Our goal was to hire a strong second math teacher and provide a math boot camp for incoming 9th graders during the summer. We did this and the new math teacher is dedicated to improving his practice to see gains in student performance. We need to utilize the math team to take on analyzing the data to create action steps for student improvement.
AP Pass Rate/Dual Enrollment Pass Rate	We do not offer AP classes or Dual enrollment due to the small size of our school. However, almost 25% of our students are enrolled in concurrent enrollment classes in the Peralta system, many starting second semester of their freshman year.	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. We need to continue to incorporate more academic reading and writing in all grade levels so students are more prepared for the concurrent enrollment classes they will take. Additionally, we need to better leverage our internships as a place to teach the skills needed for students to be successful in concurrent enrollment.
Pathway Participation/CTE Enrollment*	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.
English Learner Progress	Instead of offering an ELD course section, our EL staff expert worked with each ELL, in small groups and/or 1:1 to provide differentiated instruction and support. Additionally, she administered the ELPAC this year to increase her own learning about the exam. We are going to engage in just a few weeks, as an entire staff, in an ELL study of our students through observation and data analysis, with the support and guidance of OUSD ELLMA.	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.). Our all staff ELL walkthrough and observation will be the starting place for this.
Suspension Rate	Suspension rate is low - this year, we only suspended two students (one for fighting at the Skyline campus and one for drug possession); we utilize restorative practice and community circles regularly; we continue to infuse SEL support through all our work with our students and engage authentically with parents as partners; we utilize Restorative Practice interventions before suspension.	Funding for RP positions is never guaranteed; sometimes suspension does not change behavior

1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	Maintaining a high graduation rate without decreasing rigor or lowering expectations	All Students	+2pp	97.56%	99.56%	100.00%	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.

Dropout Rate	Create a logical and clear attendance intervention plan to stop students from dropping out or transferring due to credit needs, which are the most common reason for students leaving our school. Keep drop/pushout to no more than 2 students per year.	All Students	-3pp	0.00%	0.00%	0.00%	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.
A-G Completion Rate	100% of students who have gone 9-12 at MetWest will graduate A-G. Work more directly with all transfer students around replacing D grades.	All Students	+3pp	90.48%	93.48%	96.48%	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.
FAFSA Completion Rate	100% completion rate	All Students	+3pp	Coming soon	79.00%	82.00%	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.
College Enrollment	100% of our students will be A-G eligible and will have a clear and logical post-secondary plan.	All Students		61.50%	60.90%	65.00%	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.
Grade 10 Pathway Participation	100% of our students participate in our pathway	All Students	+5pp	97.67%	100.00%	100.00%	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.

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	100% of our students will feel connected, engaged, and known	All Students	+5pp	64.15%	69.15%	74.15%	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.
Suspensions	We will maintain our suspension rate of 0 for African American students	African-American Students	-2pp	6.06%	4.06%	2.06%	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.
Suspensions	We did not suspend any students with disabilities and we will continue this	Students with Disabilities	-2pp	3.57%	1.57%	0.00%	Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.
Chronic Absence	We do not have any African American students who are chronically absent	African-American Students	-2pp	n/a	n/a		Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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ELA SBAC	All students will continue to grow toward meeting standard in ELA	All Students	+15 points DF3	-37.6	-17.6	-2.6	Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.
ELA SBAC	Students with IEPs and 504s will continue to improve towards meeting standard in ELA	Students with Disabilities	+20 points DF3	n/a	n/a		Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.
ELA SBAC	ELLs will continue to grow towards meeting standard in ELA	English Learners	+20 points DF3	n/a	n/a		Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	All students will grow towards meeting standard in Math	All Students	+15 points DF3	-135.9	-120.9	-105.9	Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.
Math SBAC	Students with IEPs and 504s will continue to improve towards meeting standard in math	Students with Disabilities	+20 points DF3	n/a	n/a		Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.
Math SBAC	ELLs will continue to grow towards meeting standard in math	English Learners	+20 points DF3	n/a	n/a		Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	90% of ELLs will reclassify by senior year	English Learners	16%	22.22%	16.00%	16.00%	Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.
LTEL Reclassification	85% of LTELs will reclassify by senior year	Long-Term English Learners	25%	23.53%	25.00%	25.00%	Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
SRI Growth of One Year or More	100% of students will grow by one year or more in SRI	All Students	+5pp	28.07%	33.07%	34.00%	Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.

SRI Multiple Years Below Grade Level	100% of students will grow by year of more in SRI	All Students	-5pp	35.29%	30.29%	31.00%	Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.
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School:	MetWest High School	School ID: 338
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2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions: Please complete this self-assessment for your school. Click here for the full Measure N rubric.	KEY: 1: Not at all 2: Somewhat 3: Mostly 4: Completely
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1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	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 continue to expand our pool of internship sites for students; need to link internships to current local job/career projections; need to create and utilize aligned internship projects that are grounded in academic and NCVs
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?	3: Mostly	Every full-time 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 specific academic content.	We need to continue work on tightening the internship and pathway experiences to specific content in those industries. We have improved our practice in engaging all staff in this through creating systems that allow all teaching staff, including resource staff, to engage with students at their internships and we need to continue this.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	2: Somewhat	Leadership Team meets regularly and collaborates to make sure students are engaged in pathway work. School leaders are working closely with staff to increase and improve our internship program through schedule shifts, core content and course alignment.	We continue to need to grow in this area, as we have many areas within our pathway. We have improved the distributive leadership around this but need to continue to improve norming expectations for internships for all grade levels - internship hours, group internships, multi-year internships.
School Leadership & Vision Goal for 2019-20: Drive the work to strategically utilize student internships to teach literacy, higher order thinking skills, project development/project-based learning, and 21st century skills			

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: 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?	3: Mostly	100% of full-time 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.	We have used this year to create systems and structures that hold non-advisor staff accountable in working directly with students around internships and we will grow from there. There is a need to do more targeted work around all staff supporting students in internship project work that is embedded in academic learning targets that show student growth. Classes should continue to increase rigor in alignment with mission statement which states that students will have many opportunities for college and career.
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & 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?	2: Somewhat	100% of our staff have a shared belief in our pathway development and internship program. The school structures are aligned to that. We specifically hired new staff (due to expansion) who understands this work and has some experience in it.	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. We need to better align purposes of all the key facets of the school so we are not doing too many things in ways that don't increase student outcomes - need to get more intentional and streamlined in the key facets of our work (exhibitions, internships, showcase, family meetings, etc.).

<p>Decision-Making Structure: 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>	2: Somewhat	<p>We utilize a Leadership Team to guide much of this work and have created team charters that specifically communicate all of our decision making structures and stances and work to be transparent about these. 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.</p>	<p>There are not formalized active decision making structures for all students, families, and community members and these need to be developed.</p>
<p>Master Schedule, Budget, Facilities & Resource Allocation: 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>	2: Somewhat	<p>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).</p>	<p>This is a huge area of growth for this coming year, given our expansion and limited resources, particularly within our math and science (we do not have budget to hire more math/science teachers with the expansion for this school year). We have to think outside of the box to determine ways to ensure students get what they need within these resources.</p>
<p>Equity Stance: 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	<p>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 intenships, 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.)</p>	<p>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. We need to decrease the number of students at group internship sites, based on equity for all students, and better utiize our policies around this. It is important that students have the experience and ability to learn the skills of holding their own at a professional internship site.</p>
<p>Systems & Structures Goal for 2019-20: With support from new AP, due to our expansion, create strong PD for the school year that is anchored in data driven cycles around: Improved Internship program/curricular alignment through internships and project work; PBL work in all classes that is grounded in standards alignment; clear and focused literacy goal that can be tackled in all classes and internship work with all students</p>			

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated LCAP Goal	Which school team(s) does this action support?
Supplies to support instruction	General Purpose Discretionary	\$5,100.00	4310	School Office Supplies		Enter position number at left.		Building the Conditions	Goal 1: Graduates are college and career ready.	Whole School
Facility rental - graduation and senior banquet	General Purpose Discretionary	\$4,000.00	5624	Rentals: Facility		Enter position number at left.		Building the Conditions	Goal 6: Parents and families are engaged in school activities.	Whole School
Caps and gowns for graduation	General Purpose Discretionary			Enter object code at left.		Enter position number at left.		Building the Conditions	Goal 6: Parents and families are engaged in school activities.	Whole School

Equipment rental for translation headsets for graduation services.	General Purpose Discretionary	\$1,000.00	4410	Equipment < \$5,000		Enter position number at left.		Building the Conditions	Goal 6: Parents and families are engaged in school activities.	Whole School
Books for classes	General Purpose Discretionary	\$1,000.00	4200	Books other than Textbooks		Enter position number at left.		Work-Based Learning	Goal 3: Students are reading at or above grade level.	Whole School
.22FTE to fund new science teacher, to serve as Integrated science teacher and STEAM internship mentor. Will help support creative thinking about making science and math more real-world.	General Purpose Discretionary	\$20,900.00	1105	Certificated Teachers' Salaries	4787	Enter position number at left.	0.22	Rigorous Academics		Whole School
Copier lease	LCFF Supplemental	\$5,000.00	4320	Copier/Duplication Supplies		Enter position number at left.		Building the Conditions		Whole School
Membership Cost - WASC Annual Renewal	LCFF Supplemental	\$2,000.00	5300	Dues & Memberships		Enter position number at left.		Building the Conditions		Whole School
Conferences and Seminars for Continued Leadership and Teacher Growth to build out the Big Picture Model at MetWest	LCFF Supplemental	\$1,000.00		Enter object code at left.		Enter position number at left.		Building the Conditions	Goal 1: Graduates are college and career ready.	Whole School
Teacher Extra Pay for After contract hours family events	LCFF Supplemental	\$3,901.36	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Building the Conditions	Goal 6: Parents and families are engaged in school activities.	Whole School
.10 FTE Science Teacher	LCFF Supplemental	\$6,973.13	1105	Certificated Teachers' Salaries	6611	Enter position number at left.	0.10	Rigorous Academics		Whole School
.26 FTE Humanities Teacher	LCFF Supplemental	\$18,939.19	1105	Certificated Teachers' Salaries	3103	Enter position number at left.	0.26	Rigorous Academics		Whole School
.55 Science Teacher	LCFF Supplemental	\$52,250.00	1105	Certificated Teachers' Salaries	4787	Enter position number at left.	0.55	Rigorous Academics		Whole School
.46 Math Teacher	LCFF Supplemental	\$26,985.11	1105	Certificated Teachers' Salaries	3233	Enter position number at left.	0.46	Rigorous Academics	Goal 1: Graduates are college and career ready.	Whole School
TSA11 Position trade with Base Classified Position	LCFF Supplemental	\$16,918.21	1105	Certificated Teachers' Salaries	5281	Enter position number at left.	1.00			
Teacher stipends to pay for additional PD days for teacher collaboration to plan curriculum, lessons, and experiences connected to rigorous academics and work-based learning experiences	Measure N	\$5,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Building the Conditions	Goal 1: Graduates are college and career ready.	Whole School
Stipends for staff to welcome and onboard new students to the MetWest programs including internships and pathway specific courses.	Measure N	\$2,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.	Grade Level Team

Teacher (Ajman Adil) - teacher to increase access for all students to engage in courses related to STEAM	Measure N	\$62,758.15	1105	Certificated Teachers' Salaries		Enter position number at left.	0.90	Rigorous Academics		
Science Teacher (New Teacher) - - teacher to increase access for all students to engage in courses related to STEAM	Measure N	\$21,850.00	1105	Certificated Teachers' Salaries		Enter position number at left.	0.23	Rigorous Academics		
Math Teacher (Lawrence Teng) - teacher to increase access for all students to engage in courses related to STEAM	Measure N	\$31,678.18	1105	Certificated Teachers' Salaries		Enter position number at left.	0.54	Rigorous Academics		
Supplies and materials for programs through Title 1	Title I: Basic	\$500.00	4310	School Office Supplies		Enter position number at left.		Building the Conditions	Goal 1: Graduates are college and career ready.	Whole School
Meeting refreshments for Parent Engagement Team Meetings	Title I: Parent Participation	\$418.00	4311	Meeting Refreshments		Enter position number at left.		Building the Conditions	Goal 6: Parents and families are engaged in school activities.	Whole School

LANGUAGE & LITERACY

School: MetWest High School

[Link to 18-19 SPSA](#)

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

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

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Our work for this year was to determine some core literacy strategies to ensure all of our students improved and reached clearly articulated growth goals that were integrated in the student learning plans. We measured this through SRI data, interim writing assessment data, student protocols and analysis, staff feedback and observation.	Partially Implemented	Somewhat Effective	Data collected at the close of ELL based professional development showed growth for staff in terms of their understanding of the needs of ELL students. Staff were also able to identify a specific strategy to integrate into their instructional practice. Our SRI data shows little improvement in reading scores over the course of the year.

IMPLEMENTATION GOALS

Below are your Language & Literacy goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	All students will continue to grow toward meeting standard in ELA	All Students	-37.6	-17.6	-2.6	Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.
ELA SBAC	Students with IEPs and 504s will continue to improve towards meeting standard in ELA	Students with Disabilities	n/a	n/a		Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.
ELA SBAC	ELLs will continue to grow towards meeting standard in ELA	ELL Students	n/a	n/a		Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.
SRI Growth of One Year or More	100% of students will grow by year or more in SRI	All Students	28.07%	33.07%	20%	Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.

SRI Multiple Years Below Grade Level	100% of students will grow by year or more in SRI	All Students	35.29%	30.29%	30%	Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.
ELL Reclassification	40% of ELLs will reclassify by senior year	English Learners	22.22%	16.00%	15.00%	
LTEL Reclassification	40% of LTELs will reclassify by senior year					

THEORY OF ACTION

Theory of Action	We will continue with the same theory of action as last year, as the work is slow and takes time. Our work for next year will be to determine how we are assessing our articulated standards and to identify specific core literacy strategies to ensure all of our students improve and reach clearly articulated growth goals that are integrated in the student learning plan and internship project work. We will measure this through SRI data, student protocols and analysis, internship project staff protocols, and more consistent coaching. We will leverage our new AP to support in this work. If we do the above (designing of shared rubrics and assessment tools, data-based inquiry rounds, and intentional training around 2-3 literacy strategies), student's reading and writing will improve as evident on SRI, rubrics, and student self-assessment.
How are you supporting English Language Learners?	We are ending this year with an all-staff ELL observation cycle, partnering with ELLMA office. We will use this as a springboard into next year to 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 ELL students in order to increase vocabulary development, sentence/paragraph coherence, and individualized writing/grammar goals. Shared rubrics will allow us to identify areas of focus and need in terms of ELL students in particular so that we can address their needs in all academic areas.
How are you building conditions for student and adult learning?	We will leverage small group collaboration time in staff meeting through departments huddles with a focus on learning, creating/doing together, while using intentional protocols for reflection and assessment based on data and student work. Through the process of co-creating rubrics we will be pushed to identify the specific skills that we are teaching our students and through a norming process will be able to assess students equitably while also being able to identify specific skills students need more support around.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated LCAP Goal
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Extended contract work for EL lead teacher to build out staff PD strand around improving literacy for ELL students	Title I: Basic	\$2,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Rigorous Academics	Goal 4: English Learners are reaching fluency.
Instructional Supplies	Title I: Basic	\$500.00	4310	School Office Supplies		Enter position number at left.		Building the Conditions	

RIGOROUS ACADEMICS & CTE

School: MetWest High School

[Link to 18-19 SPSA](#)
RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Pathway Theme	4	3	3+	All students choose their linked learning and internship experiences based on their interests and passions. This is an integral part of our school model. We are increasing the scope of careers are students are gaining access to, while also still needing improvement in developing our CTE course pathway. All students participate in internships and linked learning opportunities.
Integrated Core	3	3	3+	Our program allows for students to meet A-G requirements in all areas of coursework, and a majority of our students do. Students who do not are either transfer students coming in with many Fs and Ds and there just isn't enough time for adequate credit recovery or there is occasionally a senior who earns a D second semester. Academic and technical coursework is taught in each advisory class, and the addition of another science teacher has provided great access to our students this year. We still have space to improve regarding aligning grade level academic and CTE standards within our classes for our students. Given the structure of our school, all students participate in a variety of work based learning experiences every 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 Internship Coordinator 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. All students are scheduled into advisory cohorts that they stay with for four years.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning	4	2+	3	The work started last year with a focus on greater vertical alignment of standards through all classes pushed us in the right direction, even though there is still more work to do. As we continue to collaborate within departments/grade level meetings and PD, our goal of seamless integration of consistent standards throughout the four year scope will become fully actualized. This year all students participated in our first STEAM Showcase, which was an evening events with all staff and families. Students presented a portfolio of projects from their STEAM Classes, highlighting the overlaps in content, and articulating the impact of the work on their futures. 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 through their internships. Throughout ninth, tenth and eleventh grades students engage in project work at their internships, reflect on their passions and goals, and work intentionally 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	4	3-	3-	All advisors (pathway teachers) ensure that all students work in heterogeneous pairs or groups, provide specific skill instruction and differentiated support to students in collaborative learning, and works to ensure that all students demonstrate effective teaming skills, including project management, group roles and accountability, and conflict resolution. We still have work to do around assessment of this collaborative learning and around the alignment of these collaborative skills that students need to be successful.

BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	3	3	3+	There has been a considerable amount of effort for teachers to learn about each other's work, highlight areas of strength and growth, and pilot new actions together. Although several teachers have observed other classrooms within the school for ELLMA related instructional rounds, we still are looking to increase the frequency of observing each others classes. Our STEAM department, Science and Math in particular, have collaborated more frequently this year, in an effort to streamline practices across classrooms, and learn best practices that most effectively support the students we share. Our LTI Coordinator has held several PD sessions geared towards improving internship experiences for students, and sharing what teachers have implemented in the past to support students in LTI.
Collaboration Time	3	2+	3	Advisors meet weekly to discuss individual student needs, programatic changes to support student learning, share curriculum plans and intervention needs. The math team meets weekly, with the two core math teachers meeting an additional day weekly as well. All members of the STEAM (Science, Techology, Engineering, Art, Math) team meet monthly, with informal meetings happening at a more frequent interval. Some All staff PD time is spent in collaboration time around specific student needs and curriculum development. There has been release time that has been budgeted which is available to teachers collaborate on specific goals that support school goals.
Professional Learning	2	2+	3	Teachers participate in bi-weekly PD focused on the specific needs of their content area. Members of the math team go to off-site PD and share what they have learned in department meetings. PD offerings are shared by the principal with staff and staff are encouraged to use release days to participate in these sessions. Teachers also participate in a PD strand around pathway coursework, integration, and internship projects.

ANNUAL REVIEW OF 18-19 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?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Development of stronger Internship program, including intentional focus on standards-aligned internship projects based on student's pathway; participation in Standards Institute conference to teach back what was learned; many staff will participate in OUSD PBL PD in the summer as teams	Partially Implemented	Not Yet Known	This work is in process and will continue into the summer and next year.

IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	All students will grow towards meeting standard in Math	All Students	-135.9	-120.9	-105.9	Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.

Math SBAC	Students with IEPs and 504s will continue to improve towards meeting standard in math	Students with Disabilities	n/a	n/a		Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.
Math SBAC	ELLs will continue to grow towards meeting standard in math	All Students	n/a	n/a		Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.
Standards Based Instruction/ Project-Based Learning	We are still working on this goal, as it is a multi-year process. 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				Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.
Career Technical Education Sequence	We are developing a framework for students to sequence their internship and concurrent enrollment experiences towards a personalized pathway. For example, students pursuing the health careers will take Peralta Health Education Classes, pursue internships at Highland, Children's Hospital Champs Program, YouthBridge, and culminate in a health related capstone / senior thesis project. Over the course of this time, students will network with professionals in the field to guide their personalized CTE Sequence.	All Students				Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.
Graduate Capstone/ Culminating Experience	We are still working on this goal, as it is a multi-year goal. We have added an additional aspect around working to build out Internship projects every year, serving as scaffolding towards the Senior Capstone/STP. 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				Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.
Course Passage Rates	We will improve passage rates in classes through standard articulation and alignment, staff analysis of data to understand root causes for students who are not succeeding. Utilize our systems and structures around internship mentors and family engagement and relationships to help address this.	All Students				Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.

THEORY OF ACTION	
Theory of Action	Through leveraging our SEL program, our personalized interventions, and our pathway internship program, all students will receive equitable support and academic interventions to provide the opportunity for rigorous learning and academic success.
How are you supporting English Language Learners?	Through the ELL observation/data collection we are doing the OUSD ELLMA office, we will learn about student's experiences to better see our gaps and then make instructional changes, based on that data, to improve learning for our ELLs.
How are you building conditions for students and adult learning?	Creating the conditions for adult learning is best done through praxis: learning by doing and creating space for continual reflection. Staff feel more empowered and active in their growth through the act of doing and creating together. We will create logical and realistic PD strands around literacy and internship project work, all geared around standards-based instruction. As a staff, we will have opportunities to reflect on our learning through observation, feedback, student work and other forms of data.

STRATEGIC ACTIONS									
STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated LCAP Goal
SAT Prep Class		Ed Fund		Enter object code at left.		Enter position number at left.		Rigorous Academics	Goal 1: Graduates are college and career ready.
Extended contract for math and science teacher to teach math and internship bootcamp to entering 9th grade class the first week of summer	Measure N	\$863.67	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.

WORK-BASED LEARNING

School: MetWest High School

[Link to 18-19 SPSA](#)

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	4	3-	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. Our student centered approach exemplifies the social entrepreneurship pathway. All students develop individualized learning plans and secure internships based on their interests. This leads to a wide variety of student internship settings.
Pathway Outcomes	4	3-	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	2+	3	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. Additionally, students are assessed in our quarterly exhibitions. Mentors, teachers, families, and students all assess each individual's internship experience in domains of rigor, relevance, relationships-building, and college / career pathway success.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

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

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 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. We have made progress to formalize assessment of internship based projects through WBL rubrics. We have pushed more students to widen their internship experience portfolio and increased enrollment in the Genesys Works Program.	Fully Implemented	Highly Effective	Student feedback about internships is consistently strong; mentor experiences are generally strong; students are completing internship based, self-designed projects. Gathering data from alumni, internships are consistently regarded as essential elements of alumni success in college and career.

IMPLEMENTATION GOALS

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

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School 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. Increase rigor of interest and career exploration. Include units on college and career exploration. Students teach peers about these opportunities at exhibitions.	All Students		2-3 speakers to come in and speak in advisories and/or MetWest Live	3-5 Speakers Come in to speak about options in advisories. Exhibitions have sections where students teach about career options.	
Career Exploration	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.	Create curriculum unit for all students that allows students to teach others about their learning. Include teaching in exhibitions	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.
Career Preparation	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 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.	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.	Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.

THEORY OF ACTION

Theory of Action	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.
How are you supporting English Language Learners?	Building on the work with ELL strategies for reading and writing, we will support ELL students 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 Internship Coordinator to support these students. This support will come in the form of additional coaching, practice dialogues, scaffolded writing and speaking exercises.
How are you building conditions for students and adult learning?	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 together, and intentional protocols for reflection and assessment using data and student work. There will be increased focus on deep learning and rigor in individualized internship projects.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated LCAP Goal
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Supplies for pathway development, including materials needed to build out Internship program and support student's project work at internship sites	Measure N	\$4,200.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Goal 1: Graduates are college and career ready.
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COMPREHENSIVE STUDENT SUPPORTS School: **MetWest High School** [Link to 18-19 SPSA](#)

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Support of Student Needs	4	3-	4	We continue to provide academic and social emotional interventions including differentiated instruction, regular staff office hours, tutoring supports, 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, referral of students to outside services when needed, weekly COST meetings, transcript analysis, and transition planning and supports
College & Career Plan	3+	3	3	Support for this comes through internship (resume building, developing workplace relationships, etc), advisors, EBC, college visits and tours, 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, internship coordinator holding year-round opportunities including connections to different career pathways and summer opportunities. We also provide SAT tutoring and school based SAT administration. We need to better systematize this work, however.

ANNUAL REVIEW OF 18-19 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?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 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 gender specific circles, rolled out individualized learning plans for all students in March, 3 Learning Team meetings held each year for students with family, mentor, advisor and other staff in hour long focused meeting.	Fully Implemented	Highly Effective	Low rate of suspension, regular RP reports are effective in looking at patterns of behavior and needs 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; proactively addressing bullying and other negative behavior.

IMPLEMENTATION GOALS

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

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Systematically review and analyze data to track our intervention strategies for both SEL and academic growth using RP behavior logs and COST team data and outcomes	African-American Students			elimination of disproportionality	Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.

College Access	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%	Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.
Differentiated Interventions	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 the students who fit into this category	Continue to engage in data driven cycle of inquiry, track progress through artifact documents (Google Drive, etc.) and share with stakeholders.

THEORY OF ACTION	
Theory of Action	Advisors will work directly, intentionally, and from 9th grade 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. We will work to align students passions and interests with the reality of coursework and GPAs in order to motivate students to achieve at high levels. If this happens at a high quality, students can take advantage of more opportunities throughout their time at MetWest, including internships that are engaging and challenging and concurrent enrollment classes
How are you supporting English Language Learners?	We are doing an ELL student shadowing and observing experience led by the OUSD ELLMA office. This will be a springboard toward our literacy work next year. Gathering observational data about how we are teaching and supporting our ELL's and also the ways in which our ELL's are engaging with our curriculum and instruction is vital to making a school wide literacy plan.
How are you building conditions for students and adult learning?	Students work with advisors and internship mentors regularly to discuss goals and progress towards them. 10th grade students create gateway goals about personal and academic qualities. Staff is engaging in PD with department teams and in grade level teams. We continue to 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.

STRATEGIC ACTIONS									
STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated LCAP Goal
Restorative Practice SEL work infused in all we do through RJ Facilitators		Through Ed Fund		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.
RP intern to support RP work at both sites		Through Ed Fund		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Lincoln Child Center Counseling Services to provide comprehensive student supports mental health supports for students.		TBD		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Student overnight retreats and day retreats for students to reflect on goals to pay for transportation, rental fees, food and admission for students.	General Purpose Discretionary	\$9,000.00	5826	External Work Order Services		Enter position number at left.		Comprehensive Student Supports	Goal 5: Students are engaged in school every day.

Senior Prom expenses-facilities rental, food		TBD		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.
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Engagement Plan

Who do you need to meet with moving forward to develop and then finalize this plan? Plan the engagement of your stakeholders below.

What needs to get done?	Who? (Individuals, Teams or Committees)				Where and When?	
	Responsible	Accountable	Consulted	Informed	What meeting?	When?
<i>Needs Analysis</i>	<i>Principal, Lead Team</i>	<i>Principal</i>	<i>Students, families, staff</i>	<i>Students, families, staff</i>	<i>SSC, Lead Team, PD</i>	
<i>Setting Goals for School</i>	<i>Principal, Lead Team</i>	<i>Principal</i>	<i>Students, families, staff</i>	<i>Students, families, staff</i>	<i>SSC, Lead Team, PD</i>	
<i>Enabling Conditions and Administration Plan</i>	<i>Principal, Lead Team</i>	<i>Principal</i>	<i>Students, families, staff</i>	<i>Students, families, staff</i>	<i>Lead Team, Admin Meetings</i>	
<i>Measure N Self Assessment</i>	<i>Principal, Lead Team</i>	<i>Principal</i>	<i>Students, families, staff</i>	<i>Students, families, staff</i>	<i>SSC, Lead Team, PD</i>	
<i>Language and Literacy Plan</i>	<i>Principal, Lead Team, ELL Teacher Lead</i>	<i>Principal</i>	<i>Staff, Grade level team</i>	<i>Students, families, staff</i>	<i>Lead Team, ELL Teacher Lead meetings</i>	
<i>Rigorous Academic and CTE Plan</i>	<i>Principal, Lead Team, LTI Coordinator</i>	<i>Principal</i>	<i>Staff, LTI Coordinator</i>	<i>Students, families, staff</i>	<i>PD, Lead Team</i>	
<i>Work Based Learning Plan</i>	<i>Principal, Lead Team, LTI Coordinator</i>	<i>Principal, LTI Coordinator</i>	<i>Staff, Lead Team</i>	<i>Students, families, staff</i>	<i>Lead Team, Grade level team meetings</i>	
<i>Comprehensive students Supports and Counseling</i>	<i>Principal, COST Team, RP Coordinator</i>	<i>Principal, RP Team</i>	<i>Staff, Lead Team, RP Coordinators</i>	<i>Students, families, staff</i>	<i>Lead Team, COST Meetings</i>	
<i>Pathway Planning</i>	<i>Principal, Lead Team, LTI Coordinator</i>	<i>Principal, LTI Coordinator</i>	<i>Staff, LTI Coordinator</i>	<i>Students, families, staff</i>	<i>Lead Team, Grade level team meetings</i>	
<i>SSC Approval</i>	<i>Principal</i>	<i>Principal</i>	<i>Students, families, staff</i>	<i>Students, families, staff</i>	<i>SSC</i>	

SPSA ENGAGEMENT TIMELINE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated 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.
Date	Stakeholder Group	Engagement Description
3/21/2019	SSC/SELLS	Share and discuss ideas around SPSA and get input
2/25/2019	Lead Team	Share and discuss ideas around SPSA and get input
4/2/2019	Resource Team meeting	Meeting with Resource and Inclusion Leads to discuss SPSA
4/8/2019	Lead Team	Share and discuss ideas around SPSA and get input; write sections together
3/18/2019	Lead Team	Share and discuss ideas around SPSA and get input