2016-2017 Single Plan for Student Achievement (SPSA)

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

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

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

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

The District Governing Board approved this revision of the SPSA on: 6/29/2016

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

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: MetWest High School   **Site Number:** 338

☐ Title I Schoolwide Program   ☐ Local Control Funding Formula (LCFF) Base Grant

☐ Title I Targeted Assistance Program   ☐ LCFF Supplemental Grant   ☐ 21st Century

☐ After School Education & Safety Program (ASES)   ☐ LCFF Concentration Grant

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

              Date(s) plan was approved: _____

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

☐ Fliers in students' home languages   ☐ Announcement at a public meeting   ☐ Other (Notices and Media

                                                          Announcements, etc.)

Signatures:

_____   _____   _____
Print name of School Principal   Signature   Date

_____   _____   _____
Print name of SSC Chairperson   Signature   Date

_____   _____   _____
Print name of Network Superintendent   Signature   Date

_____   _____   _____
Ruth Alahydoian, Chief Financial Officer   Signature   Date

School Site: MetWest High School   **Site Number:** 338

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

EXAMPLES:

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

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant **… General Purpose Base #0000**		TBD
Local Control Funding Formula Supplemental Grant **… LCFF Supplemental #0002**		TBD
Local Control Funding Formula Concentration Grant **… LCFF Concentration #0003**		TBD
After School Education and Safety Program (FTE Only) **… ASES #6010**		TBD
TOTAL:	**$0.00**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program **… Title I Resource #3010**		TBD
Title I, Part A: Parent Engagement Activities **… Title I Resource #3010**		TBD
21st Century Community Learning Centers (FTE only) **… Title IV Resource #4124**		TBD
TOTAL:	**$0.00**	**$0.00**

ABOUT THIS SCHOOL

School Description

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

School Mission and Vision

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

School Demographics

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

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

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

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes

Concurrent enrollment. College enrollment.	SRI reading levels. Seniors with GPA < 3.5. Science and technology competency.College enrollment.	Insufficient individualized planning and programs.

Climate and Culture:

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

Rigorous Academics:

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

SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- To Improve student achievement by connecting curriculum, instructional coaching and PD agendas to ESLR's and LO's that are understood by our entire school community. (Related to LCAP Goal 1: Graduates are college and career ready.)

- Strengthen and define protocols on intervention and individualization to accommodate high needs providing students alternative credit recovery options and strategies to cope LCAP Goal 5: Students are engaged in school everyday.)

- Use a variety of data consistently and systematically to inform and improve our instruction, students to achieve the ESLRs. (Related to LCAP Goal 1: Graduates are college and career ready.)

- (Related to LCAP Goal)

- (Related to LCAP Goal)

Schoolwide Annual Goals

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

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

Schoolwide Annual Targets

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

School Theory of Action

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

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	Effective individualization/differentiation in curriculum and instructional practice, in the areas of reading, writing, science and math. (Including ELD class for LTEL's, with diffusion of ELL instructional strategies throughout school.)	Cohort graduation rate of 80%.	Personalized Student Support	Equity/Access/ Achievement
Culture & Climate Improvement Strategy:	Continued development of a Restorative Practice, trauma informed culture at our school, including AAMA, gir's groups, advisory and community circles, and staff PD arounf behavior response and cultural sensitivity.	Cohort graduation rate of 80%.	Equity/Access/ Achievement	Personalized Student Support
Pathway Development/ Implementation Strategy:	STEAM program that is innovative, integrated across the curriculum (math, literacy, social studies, health etc) and entrepreneurial (internships, BUILD entrepreneuriaql program, employment, etc) and that purposefully connects students to concurrent enrollment opportunities in the fields in the Peralta Communit College system	Students successful in concurrent enrollment courses with Peralta community colleges. All students pass with a C or better. 100% increase in student interning in STEM related fields.	Equity/Access/ Achievement	Work-Based Learning
New or Emerging Design Feature #1:	STEAM program	Students successful in concurrent enrollment courses with Peralta community colleges. All students pass with a C or better. 100% increase in student interning in STEM related fields.	Building a Rigorous Academic Core: Student Conditions	Work-Based Learning
New or Emerging Design Feature #2:	ELD class and ELL support	Reading proficiency. Re-classification rate rises to 75%.	Equity/Access/ Achievement	Personalized Student Support
New or Emerging Design Feature #3:				
Established Signature Element #1:	Learning Through Internship - 6-12 hours a week, monitored and supported by Academic Advisor / Humanities Instructor	Cohort graduation rate of 80%.	Work-Based Learning	Personalized Student Support

Established Signature Element #2:	Advisory based academic and SEL structure	Cohort graduation rate of 80%.	Personalized Student Support	Equity/Access/ Achievement
Established Signature Element #3:	Restorative Practice Culture (includes AAMA, Raza Studies, trauma informed PD for staff etc)	Reduced suspensions. Suspension rate no higher than 2%.	Personalized Student Support	Equity/Access/ Achievement