

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for MetWest High School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- 21st Century Learning
- Measure N

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for MetWest High School.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: MetWest High School
CDS Code: 1612590100701
Principal: Charles Plant
Date of this revision: 6/6/2017

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

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

Contact: Charles Plant

Position: Principal

Address: 314 East 10th Street
Oakland, CA 94606

Telephone: 510-451-5902

Email: charles.plant@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT

Devin Dillon, Interim Superintendent

James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: MetWest High School

Site Number: 338

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|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input checked="" type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

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: APRIL 27, 2017

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

- ☐ Flyers in students' home languages ☐ Announcement at a public meeting ☒ Other (notices, media announcements, etc.)

Signatures:

Charles Plant

Charles Plant

School Principal

Signature

5-19-17

Date

MANIKA BROOKS

Print name of SSC Chairperson

Manika Brooks

Signature

5/19/2017

Date

Preston Thomas

Preston Thomas

Signature

5/19/2017

Date

Network Superintendent

Marcus Silvi

Marcus Silvi

Signature

5/25/17

Date

Coordinator, Office of Accountability Partners

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: MetWest High School

Site Number: 338

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

[illegible]

2017-2018 Final Budget

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 Discretionary #0000	\$47,188.15	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$133,795.99	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$180,984.14	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$22,099.73	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$749.03	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$22,848.76	\$0.00

PART 1: ABOUT THE SCHOOL

1A. 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.

1B. 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.

1C. School Multi-Year WASC Goals

<i>Length of WASC Accreditation:</i> 6 years	<i>Last WASC Self-Study:</i> 2013-14	<i>Next Self-Study:</i> 2019-20
School WASC Goal:	Associated LCAP Goal:	
Using data to drive instructional and administrative decision making	1: Graduates are college and career ready.	
Create a system of effective individualized interventions for students	5: Students are engaged in school everyday.	
Instructional alignment to schoolwide learning results	2: Students are proficient in state academic standards.	
Establish, embed, and provide adequate time for a continuous cycle of improvement so that staff may assess student learning through systematic formative and summative assessments, improve instruction and curriculum, and share best practices to improve student learning.	1: Graduates are college and career ready.	
Integrate the WASC Self Study process as part of the school's continuous cycle of improvement and include all stakeholders in this process.	6: Parents and families are engaged in school activities.	

PART 2: NEEDS ASSESSMENT

2A. Schoolwide Strengths and Challenges

Focal Area	Strengths	Challenges
Graduate Outcomes	ELL A-G completion. ELL Drop out rate.	4 year graduation rate. African American A-G completion rate. SPED drop out rate.
Post-Secondary Readiness	Concurrent and dual enrollment. College enrollment.	SRI reading levels. Seniors with GPA < 3.5. Science and technology competency.College enrollment. Math skills.
Climate and Culture	Suspension rate	African American suspensions. Parent participation Healthy Kids Survey.
Rigorous Academics	ELL and LTEL reclassification rate. A-G completion rate.	SBAC and SRI. African-American A-G completion rate. Literacy and numeracy.Science and technology
Pathway Development	All students in professional site internships	Increase science technology related internships

2B. Schoolwide Root Cause Analysis of Highest Leverage Challenges

Focal Area	Highest Leverage Challenge	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	African American A-G completion rate	Need for more personalized interventions.	Equity/Access/Achievement
Post-Secondary Readiness	Academic competency.	Lack of adequate science academic program in the past; inadequate personalized literacy and math interventions	Program of Study & Master Scheduling
Climate and Culture	African American suspensions	Need for more comprehensive behavior response tools for staff.	Personalized Student Support
Rigorous Academics	Literacy, numeracy, and science.	Need for personalized interventions.	Building a Rigorous Academic Core: Student Conditions
Pathway Development	Greater depth of learning at internships	Individualized planning	Work-Based Learning

2C. Current Strategy Analysis

Current 16-17 Strategies	Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
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Schoolwide 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, with targeted supports for Foster and Homeless Youth, and accelerated opportunities for GATE youth, through our math and STEAM programs, and Concurrent and Dual enrollment programs with Peralta Community College District).	Not Yet	Yes	SRI score gains. More depth in math program, and greater access for students to personalized interventions and support (tutoring, creative curriculum adaptations). Pre-calculus class. 9th graders taking college math. STEAM program off to fast start with integrated science, robotics, and maker space. Three dual enrollment courses in science/tech (healthy food and nutrition science, physics, engineering).
Culture & Climate Improvement Strategy:	Continued development of a Restorative Practice, trauma informed culture at our school, including AAMA, girls groups, advisory and community circles, and staff PD around behavior response and cultural sensitivity with special attention to our highest needs students such as Foster and Homeless youth.	Not Yet	Yes	Our suspension rate is low, and community circles are a normal part of the culture as a proactive culture/community builder. Staff PD re: cultural competency a gap for us.
Pathway Development Strategy:	STEAM program that is innovative, integrated across the curriculum (math, literacy, social studies, health etc) and entrepreneurial (internships, BUILD entrepreneurial program, employment, etc) and that purposefully connects students to concurrent enrollment opportunities in the fields in the Peralta Community College system. This will provide accelerated, focused interventions for high needs students (such as Foster and Homeless Youth) as well as advanced college and career opportunities for our GATE students.	Not Yet	Yes	STEAM program off to strong implementation and planning. BUILD program continues, dual and concurrent enrollment in Peralta CC strong,
Design Feature #1 (New/Emerging):	STEAM program	Not Yet	Yes	Planning is work in progress. Excellent leadership and support for the program. Purposeful staging of program.
Design Feature #2 (New/Emerging):	ELD class and ELL support	Not Yet	Yes	ELD class in second year.
Signature Element #1 (Established):	Learning Through Internship - 6-12 hours a week, monitored and supported by Academic Advisor / Humanities Instructor	Yes	Yes	All students in internships of their choosing around interests and individualized life plans.
Signature Element #2 (Established):	Advisory based academic and SEL structure	Yes	Yes	Well established and long term culture of small heterogeneous communities to support SEL and academic growth.
Signature Element #3 (Established):	Restorative Practice Culture (includes AAMA, Raza Studies, trauma informed PD for staff etc)	Yes	Yes	All elements continuing.

PART 3: ANNUAL SCHOOL GOALS

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	Cohort graduation rate of 90%.	Graduation Rate	All Students	83%	85%	88%	Effective individualized interventions
Post-Secondary Readiness	Students successful in concurrent and dual enrollment courses with Peralta community colleges.	A-G Completion	Lowest Performing Racial Group	33%	30% Concurrent/Dual enrollment with 98% C or better	33%	Instructional alignment to schoolwide learning results
Climate and Culture	Reduced suspensions.	Suspensions	Lowest Performing Racial Group	1.8%	1% or lower	1% or lower	Effective individualized interventions
Rigorous Academics	Literacy/Numeracy proficiency	SRI	All Students	Not accurate	50% at grade level or above	55% at or above grade level	Data driven decision making
Pathway Development	Increased science/technology internships with greater depth of learning at internships generally.	Pathway Participation	All Students	All	All	All	Effective individualized interventions

PART 4: STRATEGIES

Major Improvement Strategies			1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide <u>Language & Literacy</u> Improvement Strategy:	A-G completion, and SAT preparation and achievement; ELL language proficiency development.		Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions
Schoolwide <u>Mathematics</u> Improvement Strategy:	A-G completion, and SAT preparation and achievement		Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions
Culture & Climate/SEL Improvement Strategy:	Continued Restorative culture development		Personalized Student Support	School Leadership & School Vision
Pathway Development/Implementation Strategy:	STEAM program development including increased related internships		Equity/Access/Achievement	Work-Based Learning

Measure N Design Features		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Measure N Design Feature #1:	Effective, personalized Literacy and Numeracy interventions, including ELL	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
Measure N Design Feature #2:	Dual and Concurrent enrollment achievement support	Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions
Measure N Design Feature #3:	Continued development of STEAM program, particularly the integration of STEAM into our ELA, Social Studies, and math practices.	Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement
Signature Elements (Established Practices)		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established):	Advisory	Personalized Student Support	Equity/Access/Achievement
Signature Element #2 (Established):	Internships	Equity/Access/Achievement	Work-Based Learning
Signature Element #3 (Established):	Restorative Practice school culture	Personalized Student Support	School Leadership & School Vision

PART 5: STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Schoolwide Language & Literacy Improvement Strategy: <i>A-G completion, and SAT preparation and achievement; ELL language proficiency development.</i>			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
ELD class for ELL's, especially LTEL's	Effective, personalized Literacy and Numeracy interventions, including ELL	A4.1: English Learner Reclassification	English Learners

Sustained Silent Reading, interest based literature acquisition	Effective, personalized Literacy and Numeracy interventions, including ELL	A3.2: Reading Intervention	All Students
SAT prep	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	All Students
Staff PD around standards based literacy instruction	A-G completion, and SAT preparation and achievement	A2.1: Implementation of CCSS & NGSS	All Students
Integration of literacy development strategies across disciplines ie to SS, Math and Science	Effective, personalized Literacy and Numeracy interventions, including ELL	A3.4: Teacher Professional Development focused on Literacy	All Students
Integration of STEAM into ELA, Social Studies and math practices.	Continued development of STEAM program, particularly the integration of STEAM into our ELA, Social Studies, and math practices.	A2.1: Implementation of CCSS & NGSS	All Students
ELD program support and needs	Effective, personalized Literacy and Numeracy interventions, including ELL	A4.1: English Learner Reclassification	English Learners
Paper for student, classroom and school printing needs	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	All Students
School and office supplies for student, staff, classroom and school material needs	A-G completion, and SAT preparation and achievement; ELL language proficiency development.	A1.3: A-G Completion	All Students
Equipment for student, staff, classroom and school use.	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	All Students
Textbooks for Dual and Concurrent Enrollment Courses	Dual and Concurrent enrollment achievement support	A3.1: Blended Learning	All Students
Copier Lease	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	All Students

Membership Costs - Student Information System	A-G completion, and SAT preparation and achievement; ELL language proficiency development.	A1.3: A-G Completion	All Students
Membership Cost - WASC Annual Renewal	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	All Students
Teacher Substitutes	A-G completion, and SAT preparation and achievement; ELL language proficiency development.	A5.2: Health and Wellness (Mental & Physical Health)	All Students
Materials and Supplies - Additional Program Support	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	All Students
Materials and Supplies - Additional Program Support	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	All Students
Materials and Supplies - Additional Program Support	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	All Students
Additional Supplies and Materials for Programs	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	Low-Income Students
Additional Supplies and Materials for Programs	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	Low-Income Students
Meeting Refreshments for Parent Involvement and Title 1 Workshops	A-G completion, and SAT preparation and achievement; ELL language proficiency development.	A6.5: Academic Parent-Teacher Communication & Workshops	Low-Income Students

Schoolwide Mathematics Improvement Strategy: A-G completion, and SAT preparation and achievement			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Fund second certificated math teacher	Effective, personalized Literacy and Numeracy interventions, including ELL	A1.3: A-G Completion	All Students

Second certificated math teacher	Continued development of STEAM program	A1.1: Pathway Programs	All Students
Second math instructor to help provide differentiation for low-performing students, including foster youth	Effective, personalized Literacy and Numeracy interventions, including ELL	A2.1: Implementation of CCSS & NGSS	All Students
Second Math instructor	Effective, personalized Literacy and Numeracy interventions, including ELL	A2.7: Class Size Reduction	Low-Income Students
College math prep unit	Effective, personalized Literacy and Numeracy interventions, including ELL	A2.1: Implementation of CCSS & NGSS	All Students
Small group foundational math intervention	Effective, personalized Literacy and Numeracy interventions, including ELL	A1.3: A-G Completion	All Students
Implementation of Algebra Project curriculum to serve the bottom quartile of math students, especially African-American, Latino, foster and homeless youth, who often underperform their peers in math	Effective, personalized Literacy and Numeracy interventions, including ELL	A1.3: A-G Completion	Low-Income Students
Summer Bridge program coordinated with Algebra Project Curriculum for 9th grade students	Effective, personalized Literacy and Numeracy interventions, including ELL	A1.5: Summer Learning	Low-Income Students
Collaboration with Algebra Project National Alliance to serve the bottom quartile of math students	Effective, personalized Literacy and Numeracy interventions, including ELL	A2.5: Teacher Professional Development for CCSS & NGSS	Low-Income Students
Collaboration across disciplines to integrate numeracy into ELA, SS, and Science	A-G completion, and SAT preparation and achievement	A2.5: Teacher Professional Development for CCSS & NGSS	All Students
Summer and school year curricular planning time	Effective, personalized Literacy and Numeracy interventions, including ELL	A2.5: Teacher Professional Development for CCSS & NGSS	Low-Income Students
Materials to support curriculum	Effective, personalized Literacy and Numeracy interventions, including ELL	A2.3: Standards-Aligned Learning Materials	All Students
SAT prep	A-G completion, and SAT preparation and achievement	A1.6: After School Programs	All Students
Algebra Project staff liaison	Effective, personalized Literacy and Numeracy interventions, including ELL	A1.3: A-G Completion	Low-Income Students

Culture & Climate/SEL Improvement Strategy: Continued Restorative culture development			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Continued Restorative Practice	Continued Restorative culture development	A2.2: Social Emotional Learning	All Students
Tardiness/Absence strategies	Restorative Practice school culture	A5.4: Root Causes of Chronic Absence	All Students
Advisory: culture building and restorative circles	Continued Restorative culture development	A2.2: Social Emotional Learning	All Students
AAMA	Restorative Practice school culture	A1.6: After School Programs	African-American Males
Lincoln Child Center Counseling services	Continued Restorative culture development	A2.2: Social Emotional Learning	Low-Income Students
Conferences and Seminars for Continued Leadership and Teacher Growth	A-G completion, and SAT preparation and achievement	A2.5: Teacher Professional Development for CCSS & NGSS	All Students
Mileage Reimbursements	Internships	A6.5: Academic Parent-Teacher Communication & Workshops	All Students
Meeting Refreshments for Parent / Teacher Conferences and School Events	Effective, personalized Literacy and Numeracy interventions, including ELL	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
Facility Rental - Graduation Ceremony	A-G completion, and SAT preparation and achievement	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
Clothing - Cap & Gows for Graduation Ceremony	A-G completion, and SAT preparation and achievement	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students

Equipment Rental - Headsets (Translation Services)	Continued Restorative culture development	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
Clerical Overtime for Additional Afterschool Support and Tasks	Continued Restorative culture development	A2.10: Extended Time for Teachers	All Students
Teacher Extra Pay for Family Engagement Events	Restorative Practice school culture	A6.5: Academic Parent-Teacher Communication & Workshops	All Students

Pathway Development/Implementation Strategy: STEAM program development including increased related internships			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
STEAM program development: Year Two	STEAM program development including increased related internships	A1.1: Pathway Programs	All Students
STEAM program development: Year Two	Continued development of STEAM program	A1.3: A-G Completion	All Students
STEAM program development: Year Two	Continued development of STEAM program	A2.1: Implementation of CCSS & NGSS	All Students
Advisory	STEAM program development including increased related internships	A1.1: Pathway Programs	All Students
Advisory	Effective, personalized Literacy and Numeracy interventions, including ELL	A1.1: Pathway Programs	All Students

Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies):			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Internship program	Internships	A1.1: Pathway Programs	All Students
Internship program	Continued Restorative culture development	A2.2: Social Emotional Learning	All Students

Internship program	Effective, personalized Literacy and Numeracy interventions, including ELL	A3.2: Reading Intervention	All Students
Internship program	Continued Restorative culture development	A5.4: Root Causes of Chronic Absence	All Students
Internship program	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	All Students
STEAM program	Internships	A1.1: Pathway Programs	All Students
STEAM program	STEAM program development including increased related internships	A1.1: Pathway Programs	All Students
STEAM program	Continued development of STEAM program, particularly the integration of STEAM into our ELA, Social Studies, and math practices.	A1.1: Pathway Programs	Low-Income Students
After School Programs	A-G completion, and SAT preparation and achievement; ELL language proficiency development. Enrichment for all students: digital literacy (coding and robotics), physical fitness (biking), art, music, poetry, field trips, garden and health, transportation, etc. Program details to be further determined.	A1.6: After School Programs	All Students

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

School: MetWest High School 2017-18 Single Plan for Student Achievement: Proposed Budget

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER	School ID
\$5,000.00	General Purpose Discretionary	Clerical Overtime for Additional Afterschool Support and Tasks	Continued Restorative culture development	A2.10: Extended Time for Teachers	2422				338-1	338
\$2,000.00	General Purpose Discretionary	Textbooks for Dual and Concurrent Enrollment Courses	Dual and Concurrent enrollment achievement support	A3.1: Blended Learning	4100				338-2	338
\$388.15	General Purpose Discretionary	Materials and Supplies - Additional Program Support	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	4300				338-3	338
\$1,500.00	General Purpose Discretionary	Clothing - Cap & Gows for Graduation Ceremony	A-G completion, and SAT preparation and achievement	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310				338-4	338
\$11,500.00	General Purpose Discretionary	School and office supplies for student, staff, classroom and school material needs	A-G completion, and SAT preparation and achievement; ELL language proficiency development.	A1.3: A-G Completion	4310				338-5	338
\$5,000.00	General Purpose Discretionary	Meeting Refreshments for Parent / Teacher Conferences and School Events	Effective, personalized Literacy and Numeracy interventions, including ELL	A5.1: School Culture & Climate (Safe & Supportive Schools)	4311				338-6	338
\$5,000.00	General Purpose Discretionary	Paper for student, classroom and school printing needs	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	4350				338-7	338
\$1,000.00	General Purpose Discretionary	Equipment for student, staff, classroom and school use.	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	4410				338-8	338
\$2,000.00	General Purpose Discretionary	Mileage Reimbursements	Internships	A6.5: Academic Parent-Teacher Communication & Workshops	5210				338-9	338
\$3,000.00	General Purpose Discretionary	Conferences and Seminars for Continued Leadership and Teacher Growth	A-G completion, and SAT preparation and achievement	A2.5: Teacher Professional Development for CCSS & NGSS	5220				338-10	338
\$8,000.00	General Purpose Discretionary	Copier Lease	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	5620				338-11	338
\$300.00	General Purpose Discretionary	Equipment Rental - Headsets (Translation Services)	Continued Restorative culture development	A5.1: School Culture & Climate (Safe & Supportive Schools)	5622				338-12	338
\$2,500.00	General Purpose Discretionary	Facility Rental - Graduation Ceremony	A-G completion, and SAT preparation and achievement	A5.1: School Culture & Climate (Safe & Supportive Schools)	5624				338-13	338
\$5,000.00	LCFF Supplemental	College math prep unit	Effective, personalized Literacy and Numeracy interventions, including ELL	A2.1: Implementation of CCSS & NGSS	1120					338
\$10,000.00	LCFF Supplemental	Integration of literacy development strategies across disciplines ie to SS, Math and Science	Effective, personalized Literacy and Numeracy interventions, including ELL	A3.4: Teacher Professional Development focused on Literacy	1120					338
\$11,400.00	LCFF Supplemental	Staff PD around standards based literacy instruction	A-G completion, and SAT preparation and achievement	A2.1: Implementation of CCSS & NGSS	1120					338
\$1,000.00	LCFF Supplemental	Sustained Silent Reading, interest based literature acquisition	Effective, personalized Literacy and Numeracy interventions, including ELL	A3.2: Reading Intervention	4200				338-17	338
\$54.85	LCFF Supplemental	Materials and Supplies - Additional Program Support	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	4300				338-18	338
\$2,000.00	LCFF Supplemental	ELD program support and needs	Effective, personalized Literacy and Numeracy interventions, including ELL	A4.1: English Learner Reclassification	4310				338-19	338
\$13,300.00	LCFF Supplemental	AAMA	Restorative Practice school culture	A1.6: After School Programs	5733				338-20	338

\$10,000.00	LCFF Supplemental	Lincoln Child Center Counseling services	Continued Restorative culture development	A2.2: Social Emotional Learning	5825				338-21	338
\$5,752.00	LCFF Supplemental	Internship program to support academic acceleration and student engagement	Continued Restorative culture development	A2.2: Social Emotional Learning		C10TSA	C10TSA0068	0.10	338-22	338
\$6,788.33	LCFF Supplemental	Internship program to support academic acceleration and student engagement	Effective, personalized Literacy and Numeracy interventions, including ELL	A3.2: Reading Intervention		K12TCH	K12TCH2288	0.10	338-23	338
\$7,381.81	LCFF Supplemental	Internship program to support academic acceleration and student engagement	Continued Restorative culture development	A5.4: Root Causes of Chronic Absence		K12TCH	K12TCH1818	0.10	338-24	338
\$5,000.00	Measure G: TGDS	Teacher stipends to support TGDS and SAT prep	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	1120				338-25	338
\$328.15	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				338-26	338
\$7,231.26	Measure N	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				338-27	338
\$9,291.54	Measure N	STEAM program development: Year Two	STEAM program development including increased related internships	A1.1: Pathway Programs		K12TCH	K12TCH2467	0.10	338-28	338
\$20,716.51	Measure N	STEAM program development: Year Two	STEAM program development including increased related internships	A1.1: Pathway Programs		K12TCH	K12TCH0785	0.20	338-29	338
\$28,760.02	Measure N	STEAM program development: Year Two	STEAM program development including increased related internships	A1.1: Pathway Programs		C10TSA	C10TSA0068	0.50	338-30	338
\$33,941.64	Measure N	STEAM program development: Year Two	STEAM program development including increased related internships	A1.1: Pathway Programs		K12TCH	K12TCH2288	0.50	338-31	338
\$36,909.03	Measure N	STEAM program development: Year Two	STEAM program development including increased related internships	A1.1: Pathway Programs		K12TCH	K12TCH1818	0.50	338-32	338
\$2,700.00	Supplemental Program Investment	Teacher Extra Pay for Family Engagement Events	Restorative Practice school culture	A6.5: Academic Parent-Teacher Communication & Workshops	1120				338-33	338
\$118.94	Supplemental Program Investment	Materials and Supplies - Additional Program Support	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	4300				338-34	338
\$6,240.66	Supplemental Program Investment	TSA to support academic programs	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion		C11TSA	C11TSA9999	0.06	338-35	338
\$1,200.00	Title I Basic	Collaboration with Algebra Project National Alliance to serve the bottom quartile of math students	Effective, personalized Literacy and Numeracy interventions, including ELL	A2.5: Teacher Professional Development for CCSS & NGSS	1120				338-36	338
\$97.54	Title I Basic	Additional Supplies and Materials for Programs	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	4310				338-37	338
\$20,802.19	Title I Basic	Implementation of Algebra Project curriculum to serve the bottom quartile of math students	Effective, personalized Literacy and Numeracy interventions, including ELL	A1.3: A-G Completion		C11TSA	C11TSA9999	0.20	338-38	338
\$449.03	Title I Parent Participation	Additional Supplies and Materials for Programs	A-G completion, and SAT preparation and achievement	A1.3: A-G Completion	4310				338-39	338
\$300.00	Title I Parent Participation	Meeting Refreshments for Parent Involvement and Title 1 Workshops	A-G completion, and SAT preparation and achievement; ELL language proficiency development.	A6.5: Academic Parent-Teacher Communication & Workshops	4311				338-40	338
\$250,000.00	21st Century	Afterschool program	A-G completion, and SAT preparation and achievement; ELL language proficiency development. Enrichment for all students: digital literacy (coding and robotics), physical fitness (biking), art, music, poetry, field trips, etc. Program details to be further determined.	A1.6: After School Programs	5825				338-41	338

MetWest High School Home-School Compact

<i>MetWest Staff Pledge</i>	<i>Parent Pledge</i>	<i>Student Pledge</i>
<p>We believe every student can engage and learn in school, and we will do the following to ensure every MetWest student's success:</p> <ul style="list-style-type: none"> • We will set and hold high academic and behavior standards for all. • We will welcome students and family into our school and our classrooms and treat you with respect. • We will partner with families and students in our student's educational goals. • We will respond in a timely manner to your calls and emails. • We will regularly share celebrations, appreciations, and concerns about your students' academic and social-emotional development. • We will communicate with families using multiple means through phone calls, emails, US mail, website announcements, and public calendars. • We will mail out progress reports and narrative evaluations 4 times each year. • We will provide motivating, interesting, and powerful learning experiences, helping your student create complex projects. • We will use teaching methods and materials that work best for each student. • We will assign homework every day, and know that students should do 1-3 hours of homework each night in order to be well prepared for college at the end of 12th grade. • We will provide educational workshops for parents on adolescent development, the college application and financial aid process. 	<p>I know that teenagers need me to stay involved with their education and work closely with their teachers at MetWest. I will support my child's learning and success in school by doing the following:</p> <ul style="list-style-type: none"> • I will stay in contact with my students' advisor and will participate in a Home Visit, at least 2 exhibitions each year, and Family Nights at MetWest. • I know that school attendance is a huge factor in school achievement, and I will help my student get to school on time every day. • I know that adolescents need 8 hours of sleep each night in order to function best, and will support my student to get adequate sleep each night (no phone, texting, computers, or television at night.) • I will provide a quiet place and time for my student to do homework (without television), and I will talk about the homework with my student so that I know what they're learning. • I will promptly respond to messages from MetWest staff. • I will volunteer my time and knowledge to MetWest whenever possible. • In accordance with the law, I am prepared to sit with my child in school in the event that negative behaviors need to be corrected. • I will support my student to participate in enrichment programs after school, on weekends, and during the summer. 	<p>I believe that I can be successful at MetWest and I will show it by doing the following:</p> <ul style="list-style-type: none"> • I will arrive to school and my internship on time every day, and be where I need to be all day. • I will use my planner to keep track of my appointments and assignments. • I will keep up with my class and individual assignments so that I maximize my learning and produce high quality work. • I will push myself to do the best work I can, rather than trying to get by with minimum effort. • I will come prepared to school and my internship, and will bring my materials with me every day. • I will follow school rules, show respect for my peers and school adults, and take responsibility for my work and behavior. • I will ask for help from teachers, peers, my mentor, and other adults in the MetWest community. • I will take advantage of opportunities that are presented to me to participate in enrichment programs after school, on weekends, and during the summer. I will use the resources available to me and ask my advisor, teachers, mentor, and peers for help with academic and personal challenges whenever I need it. • I will share information from school with my family. • I will keep my cell phone and other electronic devices in my back pack or at home, so that they will not be seen or heard during school hours.

MetWest High School

Parental Involvement Policy

Part 1. General Expectations

MetWest High School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents- of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will involve parents in accessible ways, to promote 2-way communication in an appropriate language.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- >- That parents play an integral role in assisting their child's-learning
- >- That parents are encouraged to be actively involved in their child's education at school
- >- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- >- The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components
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- MetWest High School will take the following actions to involve parents in the joint development and joint agreement of its School Parental involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - >- Gather and disseminate to parents the current involvement policy and family-school partnership agreement
 - >- Hold meetings to build consensus on family-school partnership plan
 - >- Solicit both written and oral input from families via surveys and one on one meetings between families and MetWest teachers
 - >- Share student achievement data with families via newsletters and family meetings
- MetWest High School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - >- The Parent Involvement Policy and the Home School Compact will be distributed at Registration, 9th grade orientation, and will be made available to parents during Parent Conferences.
- MetWest High School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - > MetWest High School will revisit the Parental Involvement Policy and the Home/School Compact on an annual basis and make changes as needed and requested by parents and staff.
- MetWest High School will convene an **annual Title 1 meeting** to inform parents of the following:
 - >- That their child's school participates in Title 1
 - > About the requirements of Title 1
 - >- Of their rights to be involved
 - >- Of their right to participate in the development of the District's Title 1 Plan
 - > About their school's participation in Title 1
 - > MetWest High School formally meets with parents twice a year during student exhibitions. Families are kept informed of MetWest High School events and activities on a regular basis through mailings and phone calls from teachers and through bi-monthly Family Nights.

- MetWest High School will hold a flexible number of meetings at varying times, and will provide transportation, child care, and/or home visits, paid for with Title 1 funding as long as these services relate to parental involvement:
 - > All teachers conduct at least 1 Home Visit for each 9th grade and new student.
 - > Family Meetings are conducted once every eight weeks. Times are set to accommodate the greatest number of families.
- MetWest High School will provide information about Title 1 programs to parents of participating children in a timely manner:
- MetWest High School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
 - > This information will be provided in the Big Picture Parent Handbook and is available online at www.bigpicture.org. It is also available at family meetings and in the main office for pick up.
- MetWest High School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicable:
 - > MetWest teachers hold frequent family conferences to discuss student progress. They also regularly communicate by phone with families.
- MetWest High School will submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children.

Part 3. Shared Responsibilities for High Student Academic Achievement

- MetWest High School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - > MetWest High School holds a Wednesday evening parent meeting every six to eight weeks. The principal and other staff attend to communicate with parents. Parents are invited to attend the regular meetings,

volunteer at the school, and attend their children's classes at any time. The MetWest Principal also holds two open forums for parents to attend and discuss any questions or concerns.

- The school will incorporate the School-Parent Compact as a component of its School-Parental Involvement Policy:
 - › The Home-School Compact will be made available to parents at 9th grade orientation, registration and the parent meetings in -September. The document will be available in English and Spanish and will be made available to parents by request. Teachers will also have copies of the contract at Parent Conferences.
- The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph -
 - › The State of California's academic content standards
 - › The State of California's student academic achievement standards
 - › The State of California's and Oakland Unified School District academic assessments, including the alternate assessments
 - › The requirements of Title I
 - › How to monitor their child's progress
 - › How to work with educators
- The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:
 - › Provide translators at all meetings & student presentations
 - › Translate appropriate materials
 - › Provide workshops on the social-emotional process of teenagers graduating and heading off to college
- The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:
 - › Use professional development time to train staff on effective school-home communication strategies

Engage current MetWest family members to welcome new families through guided discussion at family meetings

- The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities that encourage and support parents in more fully participating in the education of their children by:

Regular trainings and workshops for parents

Trainings during SSC meetings

Reminder calls and letters for important events and meetings

- The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

All notifications will be sent home in English as well as any other languages identified by family members (with family assistance for translation)

Information will be sent home with students

Lead parents in each classroom will make phone calls to further ensure delivery of information

Part 4. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by the MetWest High School School Site Council on March 16, 2017 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A, children on or before October 1, 2017. It will be made available to the local community on or before October 1, 2017. MetWest High School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.


Principal's Signature

3-27-17
Date

School Site Council Membership Roster – High School

School Name: MetWest High School

School Year: 2016-2017

Chairperson : Monika Brooks	Vice Chairperson: Chad Thompson
Secretary: Israel Mora	*LCAP Parent Advisory Nominee: Joseph Bluford
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Charles Plant	X				
Michael Cellemme		X			
Nicholas Palmquist		X			
Jake Puzycki		X			
Erick Valdez		X			
Israel Mora			X		
Monika Brooks				X	
Chad Thompson				X	
Joseph Bluford				X	
Grace Pang					X
Ivan Reyes					X
Cianan Conrado Hamilton					X

Meeting Schedule (day/month/time)	1/Month, 3rd Thursday from 6:00pm - 7:00pm
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SSC Legal Requirements: (Ed. Code 52852)

- 1 Members MUST be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 There must be an equal number of students and Parents/community members;
- 4 Majority of school staff members must be classroom teachers;
- 5 **Students are required to be members of the High School SSC.**
- 6 Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff
And
3-Parent /Community
3 High School Students

(Once filled, this document can be placed on your school site's letterhead)

***Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.**