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

# Memo

**To** Board of Education

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

**Board Meeting Date** August 26, 2020

**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

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**Action** Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for MetWest High School.

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

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

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for MetWest High School



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

## 2020-2021 School Plan for Student Achievement (SPSA)

**School:** MetWest High School  
**CDS Code:** 1612590100701  
**Principal:** Logan Manning  
**Date of this revision:** 5/4/2020

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

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

**Contact:** Logan Manning  
**Address:** 314 East 10th Street  
Oakland, CA 94606

**Position:** Principal  
**Telephone:** 510-451-5902  
**Email:** logan.manning@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/4/2020*

*The District Governing Board approved this revision of the SPSA on: 8/26/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

Jody London  
President, Board of Education

8/27/2020

Kyla Johnson-Trammell  
Superintendent and  
Secretary, Board of Education

8/27/2020

## 2020-2021 School Plan for Student Achievement Recommendations and Assurances

**School Site:** MetWest High School

**Site Number:** 338

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input type="checkbox"/> LCFF Concentration Grant                               |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input type="checkbox"/> After School Education & Safety Program (ASES)             | <input checked="" type="checkbox"/> 21st Century Community Learning Centers     |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG)                         |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input checked="" type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per 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 School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School 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:** 5/4/2020

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

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, media announcements, etc.) |
|---|---|---|

### Signatures:

Logan Manning

*Logan Manning*

6/25/2020

Principal

Signature

Date

Leticia Rivera

*Leticia Rivera*

6/25/2020

SSC Chairperson

Signature

Date

Lucia Moritz

*Lucia Moritz*

6/25/2020

Network Superintendent

Signature

Date

Lisa Spielman

*Lisa Spielman*

6/25/2020

Director, Strategic Resource Planning

Signature

Date

**2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
9/27/2020	Whole staff	Focus groups on analysis of strengths and areas for growth
1/10/2020	Whole staff	All staff collaborated in WASC teams that drove the SPSA planning
12/5/2020	SSC	Parent focus group around site goals
4/7/2020	SSC	Review of Title 1 and Title 4 carryover plans and voting on this. This meeting will be held virtually.
5/4/2020	SSC	Review and formal voting of 2020-2021 SPSA. This meeting will be held virtually.
4/10/20	Math Department	Meeting to discuss changes to math and advisory master schedule. Meeting will be held virtually.
5/13/2020	Whole staff	Meeting to discuss changes to entire master schedule. Meeting will be held virtually.

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$275,276.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$637,826.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$59,148.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,100.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,272.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$170,850.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$214,856.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$166,600.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$275,276.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$362,550.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$637,826.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT****1A: ABOUT THE SCHOOL****School:** MetWest High School**School ID:** 338**School Description**

MetWest is one of the highest performing schools in Oakland, both academically and in terms of school culture. We are small, safe, personalized and innovative school. In fact, MetWest was named a Big Picture School, one of the thirteen most innovative school models in the world! For fourteen years, we have been the leaders in developing relevant, individualized and engaging education for our students. All MetWest students participate in real world internships, chosen by students themselves, alongside professionals in their fields, two days a week starting in 9th grade. In addition, we have a robust concurrent and dual enrollment partnership with Peralta Community Colleges. At any time, 20% of our students are enrolled in college classes. Our school also has a powerful social justice lens for curriculum that gives all our students the ability to be agents of change in their communities, if they so desire. Our students receive strong college and career readiness skills in core academics. MetWest is a very special corner of the education world, loved by staff, students and families.

**School Mission and Vision**

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

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	<ul style="list-style-type: none"><li>- Our Internship program provides real world career readiness for every student over all four years</li><li>- 1:1 support through college process with student advisors and EBC college counselors</li><li>- FAFSA completion rate remains high</li><li>- Approx 25% of students take concurrent enrollment classes</li></ul>	<ul style="list-style-type: none"><li>- Strong and historical partnership with EBC</li><li>- Staff buy in on importance of college and career readiness</li><li>- Prioritize budget for an school-wide internship coordinator</li></ul>

<i>Focal Student Supports</i>	<ul style="list-style-type: none"> <li>- Students have an Individualized Learning Plan (ILP) that is co-created with them, parent, internship mentor. ILP is goal driven and addresses needed areas of improvement</li> <li>- COST meetings are effective and consistent</li> <li>- Committed Restorative Practice (RP) Coordinators who support all students and staff</li> <li>- SEL work is infused in all we do</li> </ul>	<ul style="list-style-type: none"> <li>- Committed staff/high staff retention</li> <li>- Internship program brings in support from internship mentors</li> </ul>
<i>Student/Family Supports</i>	<ul style="list-style-type: none"> <li>- Advisory model allows for in-depth relationships with staff, student and family</li> <li>- Student exhibitions and hour long family meetings three times a year</li> </ul>	<ul style="list-style-type: none"> <li>- School vision is grounded in authentic student and family support - Staff committed to working with families as partners in student's education</li> </ul>
<i>Staff Supports</i>	<ul style="list-style-type: none"> <li>- Staff leadership through ILT and Culture and Climate Team</li> <li>- Increased coaching for staff</li> </ul>	<ul style="list-style-type: none"> <li>- Majority of advisory partners collaborate and plan together</li> <li>- 9th grade advisory teachers are leaders in collaboration and planning, from which we will build from</li> </ul>
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	<ul style="list-style-type: none"> <li>- Utilizing data from our alums about gaps in their education</li> <li>- Improve reading and math interventions for students for improved learning</li> <li>- Build structure and system for post-secondary career options for students not attending college</li> </ul>	<ul style="list-style-type: none"> <li>- Unclear what systems to use to track alum data</li> <li>- Lack of systems and structures to regularly utilize data around math and reading</li> </ul>
<i>Focal Student Supports</i>	<ul style="list-style-type: none"> <li>- Lack of clear and coherent system and structure to provide students with the academic and SEL support they need to more dramatically shift their academic outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of time to commit to building these structures and systems out</li> <li>- Lack of staff buy-in about the importance of such systems</li> </ul>
<i>Student/Family Supports</i>	<ul style="list-style-type: none"> <li>- We have many families (approximately 90% or more) who attend their child's exhibition and family meetings, but we struggle to engage families in school-wide relevant family engagement and support</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of staff who can hold this work and propel it forward</li> </ul>

<i>Staff Supports</i>	<ul style="list-style-type: none"> <li>- We need to provide all staff with more accountability and coaching and support to grow as professionals and do their jobs well.</li> <li>- Too much freedom has been given about what to teach and the curriculum and assessments are not aligned</li> </ul>	- Need to prioritize teacher and staff accountability and coaching and it has been hard to do authentically and for every staff with limited leadership staff
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## 1C: 20-21 STUDENT GOALS & TARGETS

### Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

<b>School Goal for May 2023:</b>	Restructure school program (Internship program and weekly class schedule), staffing structure and resource allocation to ensure that all students are demonstrating progress toward meeting our SLOs (measured by aligned project rubrics in classes, exhibitions, through internship projects, and in ILPs) - WASC goal #1
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#### **Instructional Focus Goal:** All students graduate college-, career-, and community-ready.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Graduation Rate	All Students	TBD	97.6%	97.6%	97.6%
On Track to Graduate: 9th Grade	All Students	TBD	n/a	n/a	TBD
On Track to Graduate: 11th Grade	All Students	TBD	n/a	n/a	TBD
A-G Completion	All Students	TBD	90.5%	n/a	90.5%
<a href="#">College/Career Readiness</a>	All Students	TBD	n/a	n/a	TBD

#### **Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Grade 11 Students	+15 points DF3	-47.1	n/a	-32.1
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	26.3%	n/a	31.3%

#### **Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.



SBAC Math	All Grade 11 Students	+15 points DF3	-136.4	n/a	-121.4
CAST (Science)	All Grade 11 Students	TBD	5.9%	n/a	5.9%

**Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)**

<b>School Goal for May 2023:</b>	Restructure school program (Internship program, weekly class schedule), staffing, and resource allocation to ensure that all students are making academic progress as measured by the RI, SBAC, and ELPAC, ensuring that all students in historically underserved populations (Latinx, African American, ELL, students with IEPs) are improving their scores at equal or greater rate to the aggregate - WASC Goal #1
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**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-40.6	n/a	-20.6
SBAC ELA	African-American Students	+20 points DF3	-22.4	n/a	-2.4
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	35.3%	n/a	30.3%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	Students with Disabilities	+20 points DF3	-155.9	n/a	-135.9
SBAC Math	African-American Students	+20 points DF3	-132.7	n/a	-112.7

**Instructional Focus Goal:** English Learner students continuously develop their language, reaching English fluency in six years or less.

ELL Reclassification	English Learners	Reclassify 16%	6.9%	n/a	6.9%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	7.1%	n/a	7.1%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		Restructure school program (Internship Program, weekly class schedule), staffing structure, and resource allocation to ensure that 100% of our students feel connected, engaged, and known by at least one adult through the advisory model, as measured by CHKS - WASC Goal #1			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	68.9%	n/a	73.9%
Suspensions	All Students	-2pp	1.2%	n/a	0.0%
Suspensions	African-American Students	-2pp	0.0%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	n/a	n/a	n/a
Chronic Absence	African-American Students	-2pp	n/a	n/a	n/a
Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.					
School Goal for May 2023:		Improve student learning outcomes by reducing the amount of time that students are out of class by updating systems and structures for documenting student referrals and restorative practices in order to analyze and disrupt pattenrs of inequity based on race, gender, and disability - WASC Goal #2			
1D: IDENTIFIED NEED					
<b>Instructions:</b> Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.					
To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.					
1E: RESOURCE INEQUITIES					

**Instructions:** Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

There are huge resource inequities given the state of our district and state. Even with the pay increases, many teachers do not want to work in Oakland because they will lose money coming to work here. As a school that is expanding, we are not given enough resources to replicate our model and have had to make major cuts to our science program due to budgetary constraints. We will need to restructure our school model and design in order to be fiscally viable and this will be challenging. We continue to surge forward because we are committed to serving more Oakland students with our unique school model and work hard to strategically utilize the resources we have, yet it will be a struggle for the next few years as we expand.

#### **1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

**Instructions:** Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

<b>2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW &amp; UPDATE</b>	
<b>School:</b> MetWest High School	<b>SPSA Year Reviewed:</b> 2019-20 <b>SPSA Link:</b> <a href="#">19-20 SPSA</a>
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2019-20 SCHOOL PLAN (SPSA)</b>	
<b>2019-20 Enabling Conditions</b>	
<b>Related School Goals:</b>	See 2019-20 SPSA.
<b>Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
<p>- AP led and supported work in PD focused on WASC due to accreditation and literacy with ILT.</p> <p>- Increased instructional coaching due to increased admin on site</p> <p>- We did not move forward with aligned PBL work in all classes due to competing priorities. We chose to utilize our WASC accreditation process as a way to lead staff through the process of analysis of our strengths and weaknesses so that we could create strong, clear and realistic goals. This work was done with much integrity and included all staff.</p> <p>- This was our first year of expansion and we experienced tremendous growing pains during the first semester as we figured out how to best serve students at both campuses with limited staff (many of whom went back and forth to both sites).</p> <p>-Due to COVID-19 school closure and WASC, we did not begin work on aligning internship project work. That is work that will need to continue. 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. Drive the work to strategically utilize student internships to teach literacy, higher order thinking skills, project development/project-based learning, and 21st century skills</p>	
<b>What evidence do you see that your strategic actions are effective?</b>	
Our goal around creating strong PD anchored in data driven cycles of inquiry happened and the ILT functioned as a strong and effective team. The fact that the cycles of inquiry happened during the school year is growth from previous years. All teachers focused on a shared literacy goal around writing in all of their classes. We do not have data around this yet. We will need to continue this work into the 2020-21 school year.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
As stated above, we did not address the internship project alignment that was one of our goals.	
<b>2019-20 Language &amp; Literacy Focal Area</b>	
<b>Theory of Change:</b>	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.
<b>Related School Goals:</b>	See 2019-20 SPSA.

**Briefly describe the overall implementation of 19-20 strategic actions for this area. If you changed any planned staffing or activities after completing your SPSA, please describe.**

With the addition of an assistant principal, we were able to ramp up the work of the instructional leadership team to hold school-wide cycles of inquiry around evidence-based writing. The ILT members also participated in professional development offered through the district ELLMA office and worked with staff to understand EL data and promising practices to support language learners. The literacy-focused professional development focused on a few strategies and involved protocols for planning and analysis of student work. We offered more instructional coaching than in previous years. We also revised our learner outcomes and plan to create aligned rubrics related to them for the 20-21 school year.

**What evidence do you see that your strategic actions are effective?**

We do not yet have data spring data to show growth as measured by the RI or our reclassification rates and ELPAC data. The ILT planned to collect and analyze writing portfolios for all students, however we were unable to collect these due to the unexpected school closure. We did see evidence of a shift in instruction with teachers across the disciplines offering more opportunities for students to read complex text and practice and revise evidence based writing. Staff consistently gave feedback to the ILT that professional development activities around literacy were meaningful and impacted practice.

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

For the 20-21 school year, we will create aligned rubrics that reflect our schoolwide learner outcomes and literacy goals. We will implement a local schoolwide writing assessment in order to have stronger evidence to measure growth in academic writing. We also plan to implement a mid-year RI administration for all students so that we have more data points to inform instruction throughout the year. We plan to increase instructional coaching by implementing some instructional rounds and peer coaching as part of professional development.

### **2019-20 Rigorous Academics & Career Technical Education (CTE) Focal Area**

<b>Theory of Change:</b>	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.
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<b>Related School Goals:</b>	See 2019-20 SPSA.
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**Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We hired an additional Restorative Practice Coordinator for our Huggins campus, as we were struggling with appropriate staff support at that campus. The Admin team gathered input from all staff on our systems and structures around RP, SEL, and behavioral and academic interventions as data to then make changes to improve our systems and structures, as we determined that was blocking our ability to equitably provide academic and SEL supports for all our students.

**What evidence do you see that your strategic actions are effective?**

- Through our work around our WASC accreditation, we created new SLOs that have already been implemented in classes. These SLOs represent our values and goals in all areas of the school, including our SEL, academics, and CTE.
- All advisors used Individual Learning Plans (ILP) as a dynamic tool to record strengths and challenges and interventions taken/needed for greater success.

<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
We were not able to consistently utilize our pathway internship program, through all grade levels, as a form of intervention and support. We will need to utilize better systems and structures in order to do this.	
<b>2019-20 Work-Based Learning Focal Area</b>	
<b>Theory of Change:</b>	If we are more aligned with our internship program - including articulation of internship/industry/21st Century skills standards, clarity on career pathways, more intense college counseling and support, and more opportunities for students to engage in career opportunities, more students will have more focused opportunities to take advantage of and be more prepared for them.
<b>Related School Goals:</b>	See 2019-20 SPSA.
<b>Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
This year our internship program expanded from 160 students at one campus to 204 students across 2 campuses. During the course of the year, all students were able to access internships. We have made progress in aligning our students' independent learning plans. By uniting the work of advisors, families, students, and counselors, we've strengthened the number of students pursuing rigorous internships to prepare them for college and career. There has been increased attention to connecting college course selection and internships. Many students are combining health related internships with health / science based college courses. Many advisors have used CTE standards for students to increase the power and specificity of their real world learning, though we will continue to expand this practice across the whole school. All students are practicing 21st century skills in their daily internship work; they are assessed on a rubric aligned to these standards and create projects based on these skills. While we are not a singular "pathway" school, we've increased the number of students accessing rigorous and high-demand industries: medicine / health, technology, business management, non-profit administration, community organizing, education and teaching, animal care / veterinary work, automotive, and machining. We will continue to build our student peer networking and mentorship; older students will continue to share the wealth of their experience and networks. We will continue to immerse students in informational interviews and shadow days to expand their choices in opportunities.	
<b>What evidence do you see that your strategic actions are effective?</b>	
Our school has expanded from 160 to 204 students over the past year. Our actions have been successful because all students have been able to access rigorous and transformative internships. From the beginning of the year, we implement our robust systems of career exploration, peer networking, industry exposure, informational interviews, shadow days, group site visits, and focus on 21st century skills in the classroom. Advisors create independent learning plans with each student, conferring with the internship coordinator, families, the college counselor. These conversations ensure that students are exposed to a variety of opportunities that are at the zone of proximal development. Students can deepen their internship learning by taking college courses in their professional industry. Our key interest pathways have all expanded to allow for more students internships, for example, over 50 students participated in health internships as opposed to 10 last year. Students who chose CTE standards to deepen their knowledge have increased development of key vocabulary, skills, and content knowledge. Many of our students are better prepared for college programs; our internships allow students to better choose college programs and majors.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
Our school will expand again next year, from 204 to 240; these goals will continue to be implemented to assure that our students have access to rigorous internships. We will strengthen the implementation in key areas: peer networking and peer internship support. We will create more structured, ongoing opportunities for peer mentoring. We believe that older students can be extremely helpful in orienting new students to the internship process and expand their opportunities. We will also develop a more streamlined internship curriculum that is vertically aligned to incorporate 21st century skills and CTE standards. We will also increase the use of internship research, writing, and project design.	
<b>2019-20 Comprehensive Student Supports (CSS) Focal Area</b>	

<b>Theory of Change:</b>	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
<b>Related School Goals:</b>	See 2019-20 SPSA.
<b>Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
<p>Students worked with advisors and internship mentors regularly to discuss goals and progress towards Individualized Learning Plan goals. These meetings happened formally in exhibitions and also informally in internship site visits where advisors, students, and mentors check in regularly about needs, issues, and successes. 10th grade students created gateway goals about personal and academic qualities. Staff is engaged in PD with department teams and in grade level teams in order to align work in advisory teams. The LIT coordinator worked with advisors to support the development of studnet internship projects and to support students in finding opportunities aligned with their passions and interests. Advisors updated ILPs and shared them with families during exhibition family meetings in the first semester. Unfortunately our second round of exhibitions was inturrupted by the school closure due to the COVID-19 pandemic. Our expanded Learning Coordinartor supported students in pursuing concurrent enrollment at Laney College. The majority of our 11th and 12th grade studnets completed community college courses. The expanded Learning coordinator also supported youth in selecting their course work, acquiring course materials, and serving as a liason to the community college in order to support students. We also maintained our partnership with the East Bay Consortium to support studnets in completing FAFSA and college applications. We succeeded in having 100% of seniors complete their FAFSA application which sets tehmu up to take advantage of meaningful post-secondary choices.</p>	
<b>What evidence do you see that your strategic actions are effective?</b>	
<p>Over the years MetWest has developed over 500 community partnerships with local businesses, hospitals, government agencies, community-based organizations, and educational institutions. We also have a strong relationship with Laney College where nearly 50% of our 10th through 12th grade students concurrently take college classes while attending high school. In the fall of 2019-2020, we had 59 10th - 12th grade students enrolled in 75 total courses in the fall semester. Of the 59 students enrolled, 16 of these students were enrolled in 2 courses. We believe that this partnership will help our students be better prepared for success in college and career. 100% of Seniors completed FAFSA.</p>	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
<p>We are working to increase vertical alignment so that MetWest students share signature experiences at each grade level regardless of who they have as an advisor. We plan to have these experiences meet both academic standards, SEL needs, and be aligned to our schoolwide learner outcomes.</p>	
<b>DEPARTURE FROM PLANNED 19-20 SPSA BUDGET</b>	
<b>Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?</b>	
<p>Minor adjustments made due to expansion needs, which could not be anticipated</p>	



2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS				
School: MetWest High School			School ID: 338	
3: SCHOOL STRATEGIES & ACTIONS <a href="#">Click here for guidance on SPSA practices</a>				
Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)				
School Priority:	All students demonstrate progress toward meeting SLOs (measured by aligned project rubrics in classes, exhibitions, and ILPs)			
School Theory of Change:	If we strengthen our alignment and create shared measures related to our SLOs, we will continue to offer a unique, authentic learning experience for every MetWest student that prepares them to navigate a complex world and be successful in college, career, and community, and we will effectively provide this across both sites as we continue our expansion.			
Related School Goal:	Restructure school program (Internship program and weekly class schedule), staffing structure and resource allocation to ensure that all students are demonstrating progress toward meeting our SLOs (measured by aligned project rubrics in classes, exhibitions, through internship projects, and in ILPs) - WASC goal #1			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
	Co-create SLO-aligned rubrics for identified priorities (exhibitions, ILPs, schoolwide writing assessment, etc.)	Plan professional development to support this priority	Initial rubrics created in fall and then revised as a result of a cycle of inquiry by end of year (2021)	- Lack of clear and coherent system and structure to provide students with the academic and SEL support they need to more dramatically shift their academic outcomes



1-1	Teachers will collaborate in grade level and department teams to provide standards aligned curricula that reflect and drive out schoolwide learner outcomes. Teachers will co-create a curricular map that is vertically and horizontally aligned and includes common rubrics.	Leadership will support lead teams in driving this work and will structure professional development activities to support collaboration to this end.	MetWest curricular arc, common rubrics	
1-2	Scaffold the CTE standards and incorporate in the curricular arc from 9-12th grade to deepen the LTI work.	Internship coordinator will support with this work and will partner with teachers to implement.	Students will demonstrate mastery of CTE standards through their LTI work.	
1-3	Give input on restructuring of school program and design in order to increase sustainability as the school grows through expansion and to responsibly allocate resources in a time of uncertain budget realities.	Research other BPL school models and lead staff visits to other schools as part of design work. Lead the staff process as a large part of staff PD for the year in order to build buy in. Revise job descriptions to align with redesign and meet with OEA to ensure compliance.	By end of 2020-2021 we will have a plan for the 2021-2022 school year that will guide our hiring, budget, and will give staff ample time to choose in to the new design.	
1-4	Give input on plans and participate in committee work related to restructuring.	Create expansion growth plan and re-establish expansion design team. Redesign master schedule to support key program elements while aligning with current budget reality and expansion needs.	By winter 2021 we will have a proposed redesign for the 2021-2022 school year.	

**Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)**

<b>School Priority:</b>		All students are making academic progress as measured by the RI, SBAC, and ELPAC, ensuring that students in historically underserved populations (Latinx, African American students, ELL, students with IEPs) are improving their scores at equal or greater rate to the aggregate.		
<b>School Theory of Change:</b>		If we focus instructional professional development on promising practices for student with special needs, English Language Learners, and other students who have been historically marginalized in schools, and we implement data driven cycles of inquiry, we will see a shift in student outcomes.		
<b>Related School Goal:</b>		Restructure school program (Internship program, weekly class schedule), staffing, and resource allocation to ensure that all students are making academic progress as measured by the RI, SBAC, and ELPAC, ensuring that all students in historically underserved populations (Latinx, African American, ELL, students with IEPs) are improving their scores at equal or greater rate to the aggregate - WASC Goal #1		
<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Continue our implementation of cycle of inquiry to examine student work and achievement and disaggregate student achievement data.	Prioritize instructional professional development in partnership with ILT to implement cycle of inquiry to examine student work and achievement and disaggregate student achievement data.	Increase rate of EL classification by at least 10% from 19-20 sy, students in sub groups make equal progress to general population on RI, SBAC, and math benchmark assessments.	
2-2	PD dedicated towards creating differentiation strategies to facilitate student advancement	Structure PD opportunities to include opportunities to work with ELLMA and Resource team toward greater differentiation for students	differentiation observed in observations and lesson plans	
2-3	STEAM team has PD to determine key goals, competencies and outcomes for shared cohorts. Articulate grade-level benchmarks	Ensure common planning time for Math team	Benchmark assesment system implemented	

2-4	Teachers participate in equity-focused coaching cycles	Structure coaching opportunities so that all staff participate in coaching and observation cycles at least 3x per year.	All teaching staff participate in coaching cycle at least 3x over the year.	
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**Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)**

<b>School Priority:</b>	100% of our students will feel connected, engaged, and known by at least one adult through the advisory model (as measured by the CHKS)
<b>School Theory of Change:</b>	If we better utilize systems and structures in our school program, more students will feel connected and engaged, which will increase student achievement and success
<b>Related School Goal:</b>	Restructure school program (Internship Program, weekly class schedule), staffing structure, and resource allocation to ensure that 100% of our students feel connected, engaged, and known by at least one adult through the advisory model, as measured by CHKS - WASC Goal #1
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Advisors and Admin Assistant - distribute and ensure completion of survey	Survey students and families with our own internal measure end of Fall semester	Completed surveys	
3-2	N/A	Create PD plan for summer and fall that ensures all staff participation and input in school restructuring design	Meeting agendas, school design restructuring proposals and plan	
3-3	Teachers will create beginning of year curriculum and engagement events that are intentional, focused and aligned with our SLOs to create engagement and connection	Support C&C team build PD that meets this need.	Meeting agendas, school calendar and plans	

3-4	Staff participate in coaching around student engagement and class culture	Prioritize coaching with all staff around student engagement and class and school culture	Staff participation in coaching around key growth areas related to student engagement	
3-5	Prioritize community building and positive school culture in beginning of the year. All advisories will participate in retreats in the first semester.	Support development of community building and school calendar to ensure this work happens	All advisories complete a focused and intentional retreat in semester 1 (i.e. ropes course)	
3-6	All staff will facilitate community circle groups to foster positive relationships	All staff will facilitate community circle groups to foster positive relationships	Circles take place a minimum of 1x per quarter	

**Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.**

<b>School Priority:</b>	All staff will utilize a school-wide clear behavior/discipline/restorative practice plan and model, which is rooted in equitable systems and structures held by school leadership			
<b>School Theory of Change:</b>	If our discipline and restorative practice process is more effective, then our students are in class more better engaged in learning			
<b>Related School Goal:</b>	Improve student learning outcomes by reducing the amount of time that students are out of class by updating systems and structures for documenting student referrals and restorative practices in order to analyze and disrupt patterns of inequity based on race, gender, and disability - WASC Goal #2			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Teachers will be responsible for initiating written referrals from issues that arise in the classroom and throughout school	Leadership team analyzes needed systems and structures that will support increased documentation that leads to data analysis of root causes of barriers to student success as it relates to engagement and connection	Rollout of newly revised systems and structures that support student engagement and referral data from teachers and staff	

4-2	Teachers will participate in PD and revise behavior plan and teaching strategies as needed to support this work	Create a revised clear school-wide behavior/discipline/restorative practice plan that addresses classroom structures and norms and whole school structures and norms that are aligned with our SLOs	Increased alignment of classroom behavioral systems and structures	
4-3	Teachers will participate in PD and share challenges, successes, and best practices	Leadership team and RP team will create whole staff and differentiated PD around restorative practice in our school	Observations, coaching notes, meeting agenda	
4-4	Teachers will participate in cycles of inquiry	Create cycles of inquiry in PD based on data to analyze around race, gender, disability and make priority goals	Priority goals based in data; observation based in goals	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS				
<b>School Priority:</b>		Increase reclassification rate by 10% for our ELLs through strong reading growth (as measured by the SRI) and attention to the writing, speaking and listening skills required for reclassification.		
<b>School Theory of Change:</b>		If instructional leadership team continue to partner with the ELLMA office and provide professional development and coaching for all MetWest teachers related to the district's big three (academic talk, complex text, and evidence based writing) and staff conduct cycles of inquiry around these strategies, our ELL students will make greater gains in academic language fluency and the reclassification rates will increase.		
<b>Related Goal(s):</b>		English Learner students continuously develop their language, reaching English fluency in six years or less.		
<b>Students to be served by these actions:</b>		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	All teachers will partner in a EL Shadow/EL Observation tool	ILT members will partner with ELLMA office to develop useful PD	Use of the EL tool from ELLMA	

5-2	All staff will implement the big three in their instruction	ILT will lead PD focused on this	Lesson plans and observations	
5-3	Advisors will work with families during family meetings to inform them of their reclassification status and will incorporate a plan in student's ILP	Leadership team will support teachers in understanding reclassification process	Individual learning plans for students and exhibition notes	
5-4	All staff will participate in cycles of inquiry around EL data	Provide coaching and support	PD plans	

**PROPOSED 2020-21 SCHOOL SITE BUDGET**
**Site Number: 338**
**School: MetWest High School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Consultant fees for additional enrichment services to support student achievement	\$214,856	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	All staff will implement the big three in their instruction	338-1
Basic supplies needed for school operation	\$16,100	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	N/A	338-2
Copier at Huerta campus	\$9,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	N/A	338-3
Salaries for teachers	\$92,185	LCFF Supplemental	1105	Certificated Teachers' Salaries	2682	Teacher, Structured English Immersion	0.90	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will collaborate in grade level and department teams to provide standards aligned curricula that reflect and drive out schoolwide learner outcomes. Teachers will co-create a curricular map that is vertically and horizontally aligned and includes common rubrics.	338-4
Salaries for teachers	\$7,308	LCFF Supplemental	1105	Certificated Teachers' Salaries	3103	Teacher, Structured English Immersion	0.10	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will collaborate in grade level and department teams to provide standards aligned curricula that reflect and drive out schoolwide learner outcomes. Teachers will co-create a curricular map that is vertically and horizontally aligned and includes common rubrics.	338-5
Salaries for teachers	\$17,392	LCFF Supplemental	1105	Certificated Teachers' Salaries	4787	Teacher, Structured English Immersion	0.10	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will collaborate in grade level and department teams to provide standards aligned curricula that reflect and drive out schoolwide learner outcomes. Teachers will co-create a curricular map that is vertically and horizontally aligned and includes common rubrics.	338-6
Salaries for teachers	\$7,733	LCFF Supplemental	1105	Certificated Teachers' Salaries	6611	Teacher, Structured English Immersion	0.10	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will collaborate in grade level and department teams to provide standards aligned curricula that reflect and drive out schoolwide learner outcomes. Teachers will co-create a curricular map that is vertically and horizontally aligned and includes common rubrics.	338-7

Stipends to pay for teachers on ILT and Lead TEam	\$28,957	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ILT will lead PD focused on this	338-8
Supplies needed for school operation	\$26,306	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	N/A	338-9
Copier at Huggins campus	\$9,000	LCFF Supplemental	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	N/A	338-10
Salaries for teachers	\$9,219	Low-Performing Students Block Grant	1105	Certificated Teachers' Salaries	2682	Teacher, Structured English Immersion	0.10	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ILT members will partner with ELLMA office to develop useful PD	338-11
Supplies for student supplies for students who need extra support	\$1,352	Low-Performing Students Block Grant	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	N/A	338-12
Salaries for teachers for doing additional internship/pathway work	\$42,961	Measure N	1105	Certificated Teachers' Salaries	4787	Teacher, Structured English Immersion	0.50	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Scaffold the CTE standards and incorporate in the curricular arc from 9-12th garde to deepen the LTI work.	338-13
Salaries for teachers for doing additional internship/pathway work	\$69,594	Measure N	1105	Certificated Teachers' Salaries	6611	Teacher, Structured English Immersion	0.90	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Scaffold the CTE standards and incorporate in the curricular arc from 9-12th garde to deepen the LTI work.	338-14
Additional materials and staff stipends to be used for improvement of Internship Program	\$27,263	Measure N	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing	Scaffold the CTE standards and incorporate in the curricular arc from 9-12th garde to deepen the LTI work.	338-15
Additional staff to support student achievement	\$36,569	Title I: Basic	1105	Certificated Teachers' Salaries	4787	Teacher, Structured English Immersion	0.40	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers particpate in equity-focused coaching cycles	338-16



Stipends for teachers to provide additional supports to students	\$10,072	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	All staff will participate in cycles of inquiry around EL data	338-17
Substitutes to support while teachers complete instructional rounds and EL shadow days to improve instruction and analyze data.	\$4,229	Title I: Basic	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Continue our implementation of cycle of inquiry to examine student work and achievement and disaggregate student achievement data.	338-18
Provide extra support for students and families	\$3,148	Title I: Basic	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	All staff will participate in cycles of inquiry around EL data	338-19
Materials and supplies needed for students needed extra support and materials for engaged learning	\$1,889	Title I: Basic	4300	Materials & Supplies	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	N/A	338-20
Refreshments for parent meetings that support student success	\$1,272	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Create expansion growth plan and re-establish expansion design team. Redesign master schedule to support key program elements while aligning with current budget reality and expansion needs.	338-21
Supplies to support instruction	\$3,975	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will collaborate in grade level and department teams to provide standards aligned curricula that reflect and drive out schoolwide learner outcomes. Teachers will co-create a curricular map that is vertically and horizontally aligned and includes common rubrics.	338-22

# **MetWest High School**

## **Parent Involvement Policy**

### **2019-2020**

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#### **Part 1. General Expectations**

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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, to 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
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<b>Part 2. Description of How the School will implement required School Parental Involvement Policy Components</b>
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- Met West 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 school wide 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
  - >- Solicit both written and oral input from families via surveys and one on one meetings between families and Met West teachers
  - >- Share student achievement data with families via newsletters and family meetings
- Met West 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 Meetings at exhibitions.
- Met West High School will periodically update its School Parental Involvement Policy to meet the changing needs of parents and the school:
  - >- Met West 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.
- Met West 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
  - >- Met West High School formally meets with parents three 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.

- Met West 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.
- Met West 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:
- Met West 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 practicably possible:
  - > Met West teachers hold frequent family conferences to discuss student progress. They also regularly communicate by phone with families.
- Met West High School will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of the participating children.

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### **Part 3. Shared Responsibilities for High Student Academic Achievement**

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- Met West 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 monthly SSC meeting, that includes parents. The principal and other staff attend to communicate with parents. Parents are invited to attend the regular meeting, volunteer at the school, and attend their child's classes. The MetWest principal is also available for any meetings to discuss questions and concerns.
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- 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 1
  - › How we 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 :
  - › Providing translators at all meetings & student presentations
  - › Translating appropriate materials
  - › Providing support for parents 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

- 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 meetings with student and staff and internship mentors
  - Host whole-school evening events where students present their learnings
  - 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

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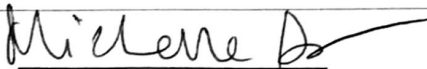
#### j Part 4. Adoption

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This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs.

This policy was adopted by the Met West High School Site Council on March 21, 2019 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before October 1, 2019. It will be made available to the local community on or before August 12, 2019. Met West 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.

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Principal's Signature

8/28/2019  
Date

# MetWest High School

## 2019-2020

### School Parent Compact

#### MetWest Staff Pledge

We believe every student can engage and learn in school, and we will do the following to ensure every MetWest student's success:

- We will set and hold high academic and behavior standards for all.
- We will welcome students and families 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 created 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.

#### Parent Pledge

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:

- I will stay in contact with my student's 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.

#### Student Pledge

I believe that I can be successful at MetWest and will show it by doing the following:

- 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 everyday.
- 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.



**2019-20**

**School Site Council Membership Roster – Secondary**

School Name: **MetWest High School**

**Chairperson :** Leticia Rivera

**Vice Chairperson:** Dylan Kelly

**Secretary:** Israel Mora

*Place "X" in Appropriate Column*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Michelle Deiro	x				
Israel Mora			x		
Leticia Rivera				x	
Shandell Aguilar				x	
Dylan Kelly				x	
Cherisse Gash				x	
Alma Ortega				x	
Angel Ortega					x
Iris Vasquez					x
Angeles Vasquez					x
Whitney Dwyer		x			
Nhi Truong		x			
Daniel Harbarger		x			

Meeting Schedule  
(day/month/time)

**3rd Thursday of each Month**

**SSC Legal Requirements (EC Sections 65000-65001):**

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. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
4. **High School SSCs MUST have student members; and**
5. Parents/community members cannot be OUSD employees at the site.

1 Principal  
 3 Classroom Teachers  
 1 Other Staff  
**AND**  
 5 Parents/Community  
 Members (*middle schools only*)  
**OR**  
 5 Parents/Community  
 Members/Students  
 (*middle or high schools*)