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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for MetWest High School

Ask of the Board Approval by the Board of Education of the 2023-2024 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for MetWest High School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: MetWest High School
CDS Code: 1612590100701
Principal: Shalonda Gregory
Date of this revision:

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: Shalonda Gregory

Position: Principal

Address: 314 East 10th Street
Oakland, CA 94606

Telephone: 510-451-5902

Email: shalonda.gregory@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 6/26/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & 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 checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program | <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"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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

Date(s) plan was approved: 6/26/2023

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, ParentSquare blasts, etc.) |
|---|---|---|

Signatures:

Shalonda Gregory <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Principal</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 6/26/2023 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Alexia Maciel <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>SSC Chairperson</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 6/30/2023 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Vanessa Sifuentes <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Network Superintendent</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 6/27/23 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 6/27/2023 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/9/2022	SSC	Reviewed and discussed the SPSA
2/26/2022	Leadership Team	Reviewed and discussed the SPSA and completed root cause analysis
2/26/2022	SSC	Reviewed and discussed the SPSA and completed root cause analysis

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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. 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 California 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. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **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.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$296,360.00
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	\$506,508.00

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)	\$70,875	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$28,200	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,890	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$202,530	TBD
21st Century Community Learning Centers (Title IV #4124)	\$218,870	TBD	After School Education and Safety Program (ASES #6010)	\$0	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$4,725	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$159,800	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$115,978	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$390,530	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$506,508
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
53.8%	46.2%	19.0%	0.4%	0.7%	0.0%	96.8%	23.3%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
16.1%	6.1%	64.2%	7.5%	0.7%	0.0%	0.4%	3.2%

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal for College, Career & Community Readiness:
80% of students will demonstrate college, career, and community readiness.

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target

SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-53	n/a	-22.5	<i>not available until Fall 2023</i>	-32.0
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	9.5%	16.4%	<i>not available until Fall 2023</i>	20.1%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-136.4	n/a	-130.8	<i>not available until Fall 2023</i>	-73.6
CAST (Science) at or above Standard	All Students	5.9%	n/a	19.0%	<i>not available until Fall 2023</i>	5.9%

Graduation Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Four-Year Cohort Graduation Rate	All Students	90.5%	97.6%	95.2%	<i>not available until Fall 2023</i>	98%
On Track to Graduate: 9th Grade	All Students	69.5%	41.5%	76.6%	<i>not available until Fall 2023</i>	80%
On Track to Graduate: 11th Grade	All Students	67.4%	71.4%	58.1%	<i>not available until Fall 2023</i>	85%
A-G Completion	All Students	92.3%	62.5%	92.7%	<i>not available until Fall 2023</i>	95%
College/Career Readiness <i>*2018-19 baseline</i>	All Students	64.9%	n/a	n/a	<i>not available until Fall 2023</i>	75%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for Targeted Supports for Focal Student Groups: 60% of our students will demonstrate accelerated growth in reading and math to close the equity growth.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-40.6	n/a	-89.6	<i>not available until Fall 2023</i>	-30.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-22.4	n/a	-73.5	<i>not available until Fall 2023</i>	-10.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	7.1%	24.1%	<i>not available until Fall 2023</i>	5.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-155.9	n/a	-225.6	<i>not available until Fall 2023</i>	-135.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-132.7	n/a	-210.0	<i>not available until Fall 2023</i>	-120.0
Reclassification Measures & Annual Targets		<i>*Complete Part 1 of ELD Reflection</i>				
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	6.3%	7.0%	12.0%	<i>not available until Fall 2023</i>	7.0%
LTEL Reclassification	Long-Term English Learners	3.3%	7.7%	14.0%	<i>not available until Fall 2023</i>	7.7%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for Student & Family Engagement: 70% of our students will identify student connectedness to the school.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	50.1%	69.0%	100.0%	<i>not available until Fall 2023</i>	70.0%

Out-of-School Suspensions	All Students	5.2%	n/a	1.7%	<i>not available until Fall 2023</i>	5.0%
Out-of-School Suspensions	African American Students	2.6%	n/a	1.7%	<i>not available until Fall 2023</i>	2.0%
Out-of-School Suspensions	Special Education Students	10.0%	n/a	1.7%	<i>not available until Fall 2023</i>	5.0%
Chronic Absenteeism	All Students	n/a	n/a	36.7%	<i>not available until Fall 2023</i>	25.0%
Chronic Absenteeism	African American Students	n/a	n/a	34.7%	<i>not available until Fall 2023</i>	20.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal for High-Quality Staff: 80% of our teachers will be retained and be reflective of Oakland's rich diversity.

Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	82.4%	76.9%	74.0%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Internship program provides real world learning and career readiness for all students over all four years 1:1 supports for college process through advisors and EBC counselors High FAFSA completion COncurrent enrollment prepares students for college - Title I funds will be used to support .40 FTE counslor.	"Need for vertical alignment and development of school-wide rubrics Need for more coaching and new teacher supports Development and rebuilding of Science and Math program at MetWest"

<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<ul style="list-style-type: none"> - 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 - COST meetings are effective and consistent - Committed Restorative Practice (RP) Coordinators who support all students and staff - SEL work is infused in all we do 	<ul style="list-style-type: none"> -Advisors work closely with 25 students and loop with them so there is a consistent adult who works with the students and family toward goals - Internship program brings in support from internship mentors -Partnership with mental health providers through Lincoln and Youth Heart support our MTSS interventions
<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<ul style="list-style-type: none"> -Family meetings, Family assistance via staff and donor funded funds, La Clinica, Restorative Practice 	<p>Help provided needed assistance to families who needed additional resources provided directly from our school to our families</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<ul style="list-style-type: none"> - Staff leadership through Instructional Leadership Team, Faculty Council, ample time for co-planning on grade level and department teams 	<ul style="list-style-type: none"> "-Staff are committed to partnering with families - Case manager supports with family meetings -Internship members are included in team meetings to create a support network around each student"
Focus Area:	Priority Challenges	Root Causes of Challenges
<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<ul style="list-style-type: none"> "-Stronger tiered support system needed for reading, math, and academic language development -Increase opportunities for students to engage in CTE classes at Laney -Increase data collection and analysis to understand the challenges that alum face in higher education" 	<ul style="list-style-type: none"> "- lack of clear system to track alumni - need more consistent benchmark assessments to track progress in math - scheduled time for tiered interventions "
<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<ul style="list-style-type: none"> - Lack of structured academic supports for tier 2 and 3 interventions - Title I Funds will be used to impact focal student groups by providing extended contracts for teachers, hardware for the classroom, field trips to support STEM, instructional materials and supplies, and books other than texts. 	<ul style="list-style-type: none"> -This year was our first year implementing ELA and Math diagnostic testing and targeted intervention -Lack of buy in from all staff -Increased need for professional development to build teacher's capacity to implement tier 2 and 3 interventions -Increased need to improve quality core instruction

<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>College supports are limited to 12th grade, MTSS system specifically for academic intervention, awareness around communities resources, and engaging families. Title I Parent Funds will be used to increase parent engagement by providing translation services for meetings, parent workshops, and fingerprinting for families.</p>	<ul style="list-style-type: none"> -Limited capacity in regards to human resources of our partner EBC -We are in the beginning phases of developing this system. This year was our first year receiving the CSPP Grant and a community school manager. -Lack of participation from families in our family engagement events -Ensuring all families received school community information via multiple communication avenues -Staff support of family engagement events
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Need for vertical alignment of core content Development of school-wide rubrics Instructional coaching Lack of Big Picture Learning model coaching directly from Big Picture Learning Staff Lack of teachers taking advantages of professional development opportunities provided by the school, district, and/or outside of the school and applying new learning to shift their practices</p>	<ul style="list-style-type: none"> -Lack of consistent structured collaborative planning time due to the structure of the master schedule -Delay in establishing Big Picture Learning Contract -Awareness of the professional learning opportunities and the implication of the benefits to improving teaching and learning

1D: IDENTIFIED NEED

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

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. In order to continue our successes, we will use Title 1 funds to maintain our low student to teacher ratio by funding a teacher in our Gateway Institute (9th and 10th grade). We will also use funds to support extended contract work for teachers working beyond the contract to meet student and family needs as well as for providing translation and refreshments for family engagement events so that we can encourage family engagement at the school.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: MetWest High School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

We are still working to expand college access to all students across both campuses. We are still building systems of support around equitable college access for all students. We have also been able to identify some areas of improvements to ensure this is a more systematic approach next year. We believe the shift in campus redesign will significantly help to support this work. For the past few years, both campuses housed multiple grades, however, next we are launching our Freshman Academy. All freshmen will be housed at our Ericka Huggins Campus and all upper classmen will be our main campus, Dolores Huerta Campus. The current structure of the school (being divided into two campuses) is still created challenges and inequities due to having shared math and science teachers across both campuses and the lack of systems in place to establish consistent norms around instructional practices to ensure all students making appropriate academic progress. This will no longer be an issue. This school year we implemented full ELD classes and that has an impact on the development of students who receive ELL services. Some teachers have implemented ELL strategies within their classes to better support students who receive ELL services. This is a continued area of growth.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Per our Exact Path diagnostic, we have seen some growth for students are receiving targeted intervention support. This was a new instructional support this and we didn't have strong staff support but we are moving forward to continue implementing this target intervention. We have identified ways to build teacher capacity around implementing intervention. We also initiated a few new initiatives to increase student and family engagement this year to support our goals and we have had some successes with that and are identifying ways to continue to meet our goals.

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

We are going to continue to work to meet our goals and we have not made any changes.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?

Academic based field trip	A-G Completion	These field trips allow for students to expand their learning experiences and sometimes obtain access to authentic artifacts.	Based on principal observation we have determined that it's working and we will continue to encourage to take students out to learn outside of the classroom. Students have been able to connect their learning from the classroom to that of which they learned outside of the classroom.	We will continue to fund field trips because it shapes how our students experience school.
Extended Contract for core content intervention support after school	A-G Completion	Extended contract pay was provided to teachers who provide intervention support for students after school.	Based on principal observation we have determined that it's working, it's working. We have teachers that work with students before and after school to provide support and we teachers who work to support other teachers with instructional needs. The new teacher support was helpful to the new teachers. New teacher support met bi-weekly at each campus and the new teachers participated.	We will continue to provide extended contract for those teachers who are willing to work beyond their hours to facilitate professional development that helps to build other teachers capacity and/or to work collectively to lesson plan.
Classroom Library	College/Career Readiness	Classroom libraries allows student access to diverse novels within their classrooms.	Based on principal observation we have determined that it's working it's working because students do utilize the in case library.	We will continue to purchase novels to build and maintain classroom libraries because it's important to ensure all students have access to books other than textbooks.
Consultant PD (technology)	College/Career Readiness	Consultant would have provided supported professional development to ensure that teachers have the capacity to implement technology in their classrooms in order to enrich student learning.	We did not hire a consultant this year to provide coaching around using technology this year.	We will continue providing professional development for effective use of technology to ensure to teachers have the capacity to effectively implement technology to enhance instruction

Extend Contract to support school readiness and academic success	A-G Completion	Extended contract pay was provided to teachers to collaboratively plan activities for the start of the school and lesson plans.	Based on principal observation we have determined that this is working because it provided funding for teachers that worked during the Summer to prepare for the start of school and during the school year to build their capacity.	We will continue to provide extended contract for those teachers who are willing to work beyond their hours to facilitate professional development that helps to build other teachers capacity and/or to work collectively to lesson plan.
Translation (family meetings/SSC meetings)	Student Connectedness to School	To ensure all families could understand what is being shared and they can also participate in the meeting.	We have not used translation for these meetings this year. We have had very few families to attend these meetings and when we have had and a parent need translation one of our members translated. However, next year we need to request translators for top 3 languages spoken outside of English at a minimum in effort to increase family attendance in these meetings and to be equitable.	We are going to seek out translation services more frequently to accommodate all of our families need.
Instructional Supplies/intervention	A-G Completion	To ensure students have all the needed supplies and interventions to increase their likelihood to be successful.	Based on principal observation we have determined that it's working because it's important that each class and student have any necessary materials for class.	We will continue to provide needed instructional supplies and interventions to increase our students likelihood to be well prepared for college and career readiness.
Meeting Refreshments	Student Connectedness to School	We did not use.	The options are very limited and would not be of any extra incentive for families to attend SSC meetings.	We are not going to continue to this because we want to offer more than what's allowed to purchase.
Parent Workshops	Student Connectedness to School	We did not have this year.	We would like to strategically plan these out to ensure we offering workshops that would be great interest to families.	We will offer parent workshops because we want to increase parental involvement and engagement.
Student Incentives	A-G Completion	To incentivize students through school initiatives.	We have not purchase any incentives yet due to the very limiting options we are provided. We want to make sure we can get things student can use.	We will not offer student incentives using this funding source due to the restrictions.

Technology	A-G Completion	To enhance instruction.	In the process of purchasing, does not have data.	We will continue to increase the amount technology available to enhance our student's learning experience.
Transportation for field trips	A-G Completion	To ensure there would be no hardship for learning opportunities outside of the school.	Based on principal observation we have determined that it's working because it ensure students and teachers have proper transportation to their field trips.	We will continue to provide transportation for field trips because it provides additional learning experiences for our students.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: MetWest High School

School ID: 338

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

LCAP Goal 1: All students graduate college, career, and community ready.

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.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	structure time for collaboration with clear expectations for school wide curricular arc. Instructional Leadership Team to drive this work.	Lesson plans, agendas		Tier 1
1-2	Co-Create SLO-aligned rubrics	Plan professional development to support this work	SLO-aligned rubrics		Tier 1
1-3	Co-Create SLO-aligned rubrics	Support with PD time, resources, and time for planning Internship Coordinator supports grade level teams with this work	SLO-aligned rubrics		Tier 1

1-4	Re-engage with internship mentors and community partners to support our growing school population	Internship coordinator leads this effort and offers teacher support	Agenda, LTI confirmed data base, imBlaze data		Tier 1
1-6		Complete and submit School Site Safety Response Plan and Discipline Marix	School Site Safety Response Plan	None	Tier 1

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority:	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.				
School Theory of Change:	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.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	TSA dedicated to college and career will partner with teachers in all grade levels to support a college going culture in grades 9-12 at both campuses	Admin works with TSA to create a year-long action plan, with clear deliverable and outcomes that are documented	We do not have a TSA dedicated to this work. However, our school counselor, expanded learning counselor, and EBC support this work. Calendared events and fliers.		Tier 1

2-2	Utilize school counselor to support students in maintainign progress in recovering credit when needed and supporting with clear graduation plans for each student at ALL grade levels.	Admin works with counselor to create a year-long action plan, with clear deliverable and outcomes that are documented	Transcript audits, course recovery credits earned data, calendared events.		Tier 1
2-3	Case manager supports students who are struggling with SEL needs and attendance. Support is both proactive and reactive. Case manager leads RP team and analyzes schoolwide data.	Admin works with case manager to create a year-long action plan, with clear deliverable and outcomes that are documented	RP logs, Aeries intervention logs		Tier 2
2-4	COST team meets weekly to connect students with services including but not limited to mental health services, family services, SSTs, and health services.	Admin works with case manager to create a year-long action plan, with clear deliverable and outcomes that are documented	COST agendas and notes		Tier 3

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority:	Restructure school program (Internship Program, weekly class schedule), staffing structure, clearly define roles and expectations, 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
School Theory of Change:	If we increase supports including a counselor, case manager, and TSA focused on college and career, we will have multiple ways to reach students and support them in graduating ready of college and career.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	structure time for collaboration with clear expectations for school wide curricular arc. Instructional Leadership Team to drive this work.	PD calendar and PD agendas	80% of students will demonstrate college, career, and community readiness.	Tier 1
3-2	Co-Create SLO-aligned rubrics	Plan professional development to support this work	Rubrics and PLC agendas	80% of students will demonstrate college, career, and community readiness.	Tier 1
3-3	Co-Create SLO-aligned rubrics	Support with PD time, resources, and time for planning Internship Coordinator supports grade level teams with this work	Rubrics and PLC agendas	80% of students will demonstrate college, career, and community readiness.	Tier 1
3-4	Re-engage with internship mentors and community partners to support our growing school population	Internship coordinator leads this effort and offers teacher support	LTI PD agendas	80% of students will demonstrate college, career, and community readiness.	Tier 1

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Priority:	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
School Theory of Change:	If our discipline and restorative practice process is more effective, then our students are in class more better engaged in learning
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers are using shared strategies about re-direction and de-escalation in the classrooms	RP team offers PD for all staff and teachers are coached and held accountable to implementing strategies	PD agendas, PD feedback form, and walk-thru data	70% of our students will identify student connectedness to the school.	Tier 1
4-2	Revitalize the schoolwide behavior/discipline/restorative practice plan and model that is used consistently throughout the school by all staff.	Admin works with RP team to create a year-long action plan, with clear deliverable and outcomes that are documented	Staff handbook, Discipline Matrix, Ops team agendas	70% of our students will identify student connectedness to the school.	Tier 1
4-3	Case manager supports students who are struggling with SEL needs and attendance. Support is both proactive and reactive. Case manager leads RP team and analyzes schoolwide data.	Admin works with case manager to create a year-long action plan, with clear deliverable and outcomes that are documented	COST agendas, OPS team agenda, attendance team agendas, attendance team plan, behavior and attendance data.	70% of our students will identify student connectedness to the school.	Tier 2

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	All staff will utilize a culturally responsive teaching and best practices to ensure academic readiness, accelerate learning, decrease academic inequities, and close the our equity gap.
School Theory of Change:	If teachers create a culture of academic courage and use culturally responsive text that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students ... then all African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	IP2.1 Rigor and Relevance: Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	Lesson plans and curriculum	70% of our students will identify student connectedness to the school.	Tier 2
5-2	IP2.2 MTSS: Share learning targets and set goals with Black students; analyze formative assessments and other data to differentiate instruction for Black student needs.	LP2.2 MTSS: Manage systems of tiered support including master schedules, assessment calendars, staffing, and data analysis and monitoring in teams.	Formative and summative data, and intervention data	60% of our students will demonstrate accelerated growth in reading and math to close the equity growth.	Tier 2
5-3	IP4.2 Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence-based collaboration	PLC agenda, PD calendar, PD Feedback surveys	70% of our students will identify student connectedness to the school.	Tier 2

5-4	Connecting students to post-secondary opportunities, highlighting HBCU's and black owned businesses (internships)	Invite more Black business to be a part of our Internship/Mentoring program, Providing funding and/or their resources for college expos and/or college tours	Internship data	80% of students will demonstrate college, career, and community readiness.	Tier 2
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

(see [Stages of ELD instructions and resources](#))

School Priority:	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
School Theory of Change:	If we prioritize a staffing structure that maintains low teacher to student ratio then we can implement individualized plans to support each student and their unique interests, passions, and needs. We can also use data to inform tier 2 and 3 interventions for academic language support and development as well as social emotional supports. If we offer targeted tier two support for our students who are designated as language learners, we can support their academic growth and process toward biliteracy.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	ILT partners with ELLMA office to determine language development foci for the year and will implement through PD cycles.	Admin partners with ILT to ensure PD plan is aligned with SPSA goals	PD agendas	80% of students will demonstrate college, career, and community readiness.	Tier 2
6-2	Offer small group instruction to long term ELLs to support in academic language development	Support in identifying students in need of tier 2 support and scheduling instruction time for this	ELPAC data, reading and math diagnostics, intervention group data	80% of students will demonstrate college, career, and community readiness.	Tier 2

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher Stipends	\$2,000	21st Century Community Learning Centers (Title IV, Part B)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration	338-1
Materials and Supplies	\$3,000	21st Century Community Learning Centers (Title IV, Part B)	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-2
Subagreement for Services	\$186,870	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Re-engage with internship mentors and community partners to support our growing school population	338-3
Consultant Services/Contracts	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Re-engage with internship mentors and community partners to support our growing school population	338-4
Admission Fees	\$2,000	21st Century Community Learning Centers (Title IV, Part B)	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Re-engage with internship mentors and community partners to support our growing school population	338-5
Extended contract for parent engagement	\$2,000	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-6
12-Month Community School Manager	\$130,000	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9326	12-Month Community School Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Case manager supports students who are struggling with SEL needs and attendance. Support is both proactive and reactive. Case manager leads RP team and analyzes schoolwide data.	338-7

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
School Supplies for students	\$2,000	California Community Schools Partnership Program	4304	Classroom Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-8
Materials and Supplies	\$1,000	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-9
Meeting Refreshment	\$4,000	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-10
PBIS materials supplies	\$2,000	California Community Schools Partnership Program	4318	Central Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers are using shared strategies about re-direction and de-escalation in the classrooms	338-11
To be allocated in Fall 2023.	\$7,135	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a	A-G Completion	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-12
Professional development	\$3,000	California Community Schools Partnership Program	5200	Travel And Conferences	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Admin partners with ILT to ensure PD plan is aligned with SPSA goals	338-13
Consulant services	\$20,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Participation in Foundational Professional Learning	LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration	338-14

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Field Trips (whole student & Academics)	\$5,000	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-15
Student Retreat/Field Trips	\$56,000	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Case manager supports students who are struggling with SEL needs and attendance. Support is both proactive and reactive. Case manager leads RP team and analyzes schoolwide data.	338-16
Extended Contract	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration	338-17
STIP Teacher	\$83,169	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-18
Supplies and materials	\$24,200	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-19
Copy machine	\$4,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-20

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$87,634	LCFF Supplemental	1105	Certificated Teachers' Salaries	7061	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-21
Teacher, Structured English Immersion	\$91,158	LCFF Supplemental	1105	Certificated Teachers' Salaries	4787	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-22
Meeting Refreshments	\$10,000	LCFF Supplemental	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence-based collaboration	338-23
Dues and Memberships	\$2,890	LCFF Supplemental	5300	Dues & Memberships	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence-based collaboration	338-24
Rental and Facilities	\$9,348	LCFF Supplemental	5624	Rentals: Facility	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	LP2.2 MTSS: Manage systems of tiered support including master schedules, assessment calendars, staffing, and data analysis and monitoring in teams.	338-25
Postage	\$1,500	LCFF Supplemental	5910	Postage	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-26

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Library Technician	\$42,792	Measure G, Library Support	2205	Classified Support Salaries	7553	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	A-G Completion	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-27
Teacher, Structured English Immersion	\$18,514	Measure N	1105	Certificated Teachers' Salaries	9183	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-28
Teacher, Structured English Immersion	\$112,642	Measure N	1105	Certificated Teachers' Salaries	2682	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-29
Extended Contracts	\$5,844	Measure N	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Support with PD time, resources, and time for planning Internship Coordinator supports grade level teams with this work	338-30
College textbooks & materials	\$2,800	Measure N	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-31
AC/Bart Tickets for Internships	\$5,000	Measure N	5213	Student Public Transportation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Internship coordinator leads this effort and offers teacher support	338-32
College and Career exploration Transpo	\$15,000	Measure N	5880	Transportation (Contracted)	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Connecting students to post-secondary opportunities, highlighting HBCU's and black owned businesses (internships)	338-33

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Consultants	\$1,000	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-34
Translators	\$540	Title I, Part A Parent & Family Engagement	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-35
Finger prints for parent volunteers	\$350	Title I, Part A Parent & Family Engagement	5838	Fingerprinting	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Complete and submit School Site Safety Response Plan and Discipline Matrix	338-36
Extended contracts	\$9,467	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	338-37
Counselor	\$44,260	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	8324	Counselor	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	Utilize school counselor to support students in maintaining progress in recovering credit when needed and supporting with clear graduation plans for each student at ALL grade levels.	338-38
Books other than textbooks	\$600	Title I, Part A Schoolwide Program	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	IP2.1 Rigor and Relevance: Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	338-39

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Technology	\$10,048	Title I, Part A Schoolwide Program	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-40
Materials and Supplies	\$500	Title I, Part A Schoolwide Program	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-41
Field Trips	\$6,000	Title I, Part A Schoolwide Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-42
Professional development	\$2,225	Title IV, Part A Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Increase vertical and horizontal alignment by prioritizing grade level collaboration and cross-team calibration.	338-43
Field trips	\$2,500	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	338-44



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

MetWest

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- *The staff at MetWest are dedicated to providing quality instruction for the students.*
- *Rather than training students to follow a particular career path, the internship structure is designed to foster students' intellectual development through first-hand experience and to develop habits of initiative-taking in their education. Our students spend two days a week working with a mentor at an internship of their choosing, learning professional expectations, communicating effectively with adults from different backgrounds, and producing real world work.*
- *We will teach using the Common Core Standards .*
- *We will use the adopted curricula in ELA and Math for grades 9-12 in order to ensure we are aligned to the Common Core State Standards. We plan and implement a multi-disciplinary social justice curriculum. We build capacity as we share best practices and teaching dilemmas in a creative, collaborative, supportive environment.*
- *Students will take ExactPath diagnostic for ELA and Math 3 times a year to identify each student's current level of proficiency and provide targeted intervention and/or enrichment.*
- *Providing students immediate feedback on standards aligned assignments.*
- *We use authentic assessments (formative and summative) to assess student growth along with data from our diagnostics and SBAC. Students will be responsible for monitoring their own growth along with their teachers via their Individual Learning Plans.*

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- *We host family meetings throughout the school year to provide opportunities for students to share their learning experience and progress updates. Family meetings are student-led. Parents work collaboratively with the student and their teacher to create goals for their individual learning plans (ILP) and to provide feedback. Our family meetings are our version of teacher parent conferences.*

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the school's Title I, Part A programs by:

- *Including summary of Title 1 meeting and activities in our newsletter which will be sent our via Parent Square*

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- *Holding parent workshops in Parent Academy on Interim Assessments, the SBAC testing, Reading inventory and the ELPAC.*
- *Holding optional parent observations of classes each fall and spring so that parents can be welcomed into classrooms and learn some of the lenses used to observe and give feedback to teachers on their practice.*
- *Hold family meetings each semester. Family meetings provide space for parents to hear about their students progress and it allows space for them to provide input and feedback.*

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- *Sending information on Parent Square and when appropriate, through direct communication from advisors.*

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- *Inviting families to take part in classroom observations*

- *Inviting families to Parent Academy workshops, all of which have translation offered*
- *Inviting families and parents to Beautification Day: Day highlighted to beautify our school garden.*

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- *Holding quarterly workshops via Parent Academy on a variety of topics that will support families in supporting their children.*

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- *Involving parents in reviewing our Strategic Plan and offering MetWest feedback as to how to advance towards our academic and SEL goals for students*

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- *Weekly Parent Academy workshops and other after school workshops on specific, relevant topics.*
- *Parent Conferences held twice per year, scheduled around the family needs.*

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- *Involving parents in reviewing our Strategic Plan and offering feedback as to how to advance towards our academic and SEL goals for students*

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- *Offering families the opportunity to engage with the SELLS, SSC and Parent Academy, all of which are offered to families in their home language*

The school provides support for parent and family engagement activities requested by parents by:

- *Using Title 1 Parent funds for specific requested workshops and activities.*

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- *Using Title 1 Parent funds for specific requested workshops and activities.*

- *Providing translation into Spanish and Arabic of all family oriented meetings.*

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was jointly developed and adopted by the MetWest effect for the period August 9, 2022 through May 25, 2023.

Name of Principal: Dr. Shalonda Gregory

Signature of Principal: *Shalonda Gregory*

Date: 8/31/2022

Please attach the School-Parent Compact to this document.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

School-Parent-Student Compact

2022-2023

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2022 - 2023 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - *Providing quality instruction for the students.*
 - *Ensure we have qualified teachers.*
 - *Foster students' intellectual development through first-hand experience and to develop habits of initiative-taking in their education. Our students spend two days a week working with a mentor at an internship of their choosing, learning professional expectations, communicating effectively with adults from different backgrounds, and producing real world work.*
 - *Assist students with securing internships that align with their passions and interests.*
 - *Teach using the Common Core Standards .*
 - *Use the adopted curricula in ELA and Math for grades 9-12 in order to ensure we are aligned to the Common Core State Standards. We plan and implement a multi-disciplinary social justice curriculum. We build capacity as we share best practices and teaching dilemmas in a creative, collaborative, supportive environment.*
 - *Administer the ExactPath diagnostic for ELA and Math 3 times a year to identify each student's current level of proficiency and provide target intervention and/or enrichment.*
 - *Provide opportunities for unit, semester, and/or course recovery for students who need it.*
 - *Providing students immediate feedback on standards aligned assignments.*
 - *We use authentic assessments (formative and summative) to assess student growth along with data from our diagnostics, Reading Index, SBAC, and CAST.*

2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

- *We host family meetings throughout the school year to provide opportunities for students to share their learning experience and progress updates. Family meetings are student-led. Parents work collaboratively with the student and their teacher to create goals for their individual learning plans (ILP) and to provide feedback. Our family meetings are our version of teacher parent conferences.*

3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- *Progress reports are sent out 3 weeks into the grading period.*
- *Family meetings are also used as a means to provide necessary information in regard to student progress. Students walk parents through grading reports, on track to graduate status, etc.*
- *Instructors will provide evidence of student learning and growth with student work and relevant data points (ExactPath diagnostic, RI, ELPAC, etc)*

4) Provide parents reasonable access to staff.

- *Teachers build relationships with parents and families via family meetings. They are the 1st line of communication for parents and students. Teachers make themselves available via email and phone.*
- *Parents are encouraged to reach out to any of the needed staff when they have a question or want to meet.*

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

- *All parents are welcome to visit their students' classes.*
- *All parents can sign-up to be a part of our parent volunteer committee.*
- *Parents with students who receive ELL services are encouraged to participate in the SELL and SSC committee elections.*

6) Provide parents with materials and training to help them improve the academic achievement of their children.

- *We have regular family engagement meetings throughout the year to provide parents with information about resources, materials, and other support that are available to them, students, and/or families. Each family engagement meeting has a specific focus and topic.*

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

- *Our Parent Volunteer Committee will serve as a way to educate parents about the value of their participation and provide opportunities for them to support the school.*

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

- *We translate shared documents and fliers and we always try to have translators available for school events.*

Teacher Responsibilities

- *Teach content-specific*
- *Build strong and real relationships with students and leverage those relationships in your teaching.*
- *Teach and implement Social Emotional Learning (SEL) and Culturally Responsive Teaching (CRT) strategies*
- *Create and maintain a safe and inclusive learning environment*
- *Seek out and engaged in professional development opportunities*
- *Provide differentiated instruction to all students who have a variety of needs (IEP, 504, ELL, and others).*
- *Maintain clear organizational systems around attendance and grades.*
- *Utilize a fair and clear grading and assessment plan keeping students, families, and staff up to date on grade progress.*
- *Collaborate with all staff in helping to support students to learn and succeed.*
- *Support students in securing internships that fulfill their passions and develop individualized and rigorous internship projects.*
- *Build relationships with your students' adult mentors at student's internship sites around the East Bay.*
- *Meet with mentors and students at internship sites at regular intervals*
- *Build close relationships with students' families and communicate with them regularly through text, email, phone and in person.*
- *Engage in restorative practice work with students and staff.*
- *Collect and analyze data to inform and guide your instructional practice.*
- *Any other duties assigned*

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- *Volunteer in my child's classroom if possible. Participate in decisions related to the education of my child.*
- *Promote positive use of my child's extracurricular time.*
- *Attend family meetings on a consistent basis.*

- *Provide input and feedback to my child's Individual Learning Plan and their educational process.*

Student Responsibilities

As a student I agree to carry out the following responsibilities to the best of my ability:

- Get to school and my internship on time each day.
- Do all assignments assigned every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times
- Secure an internship. Internships are a mandatory part of our school program requirements.

This Compact was adopted by the MetWest High School

Signature of Principal

Shalonda Gregory

Date: 8/31/2022



Strategic Resource Planning (SRP)

(Secondary School Name Here)
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Alexia Maciel
Vice Chairperson:	Jenelle Marshall
Secretary:	Gabrielle Willson

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Dr. Shalonda Gregory	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	DEFACTO
Alexia Maciel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Malik Edwards	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Mara Benitez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Fernando Barrera Ramírez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Ximena Santan Aguilar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Jenelle Marshall	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Gabrielle Willson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

4 Parents/Community Members

1 Student (at least)