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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for MetWest High School

Ask of the Board Approval by the Board of Education of the 2024-2025 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for MetWest High School



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

2024-25 School Plan for Student Achievement (SPSA)

School: MetWest High School
CDS Code: 1612590100701
Principal: Shalonda Gregory
Date of this revision: 5/9/2024

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: 5/9/2024
The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 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 | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 § 6500.
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: May 9, 2024

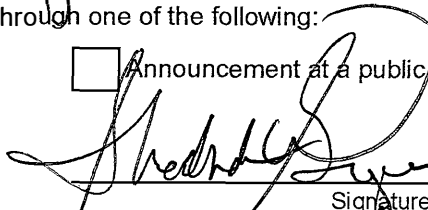
6. The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, ParentSquare blasts, etc.)

Signatures:

Shalonda Gregory

Principal


Signature

5/9/2024
Date

Jenell Marshall


SSC Chairperson


Signature

5/9/2024
Date

Vanessa Sifuentes

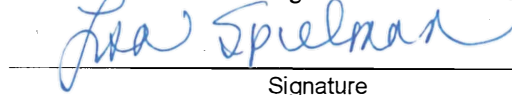
Network Superintendent


Signature

5/10/24
Date

Lisa Spielman

Director, Strategic Resource Planning


Signature

5/10/24
Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/13/2023	SSC	Mid-year Eval
1/30/2024	School Community	School-wide Town Hall Meeting, review the budget and SPSA goals, etc.

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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$305,461.00
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	\$919,923.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$77,040	LCFF Discretionary (General Purpose Discretionary #0000)	\$16,080
Title I, Part A Parent & Family Engagement (Title I #3010)	\$2,140	LCFF Supplemental (LCFF Supplemental #0002)	\$128,925
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$220,931	LCFF Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$5,350	After School Education & Safety (ASES) (ASES #6010)	\$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$225,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$43,007
		Measure H (Measure H #9339)	\$201,450
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$305,461		\$614,462

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$919,923.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: MetWest High School

School ID: 338

CDS Code: 1612590100701

SSC Approval Date: 5/9/2024

Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- None

The purpose of this schoolwide plan is to improve academic achievement so that all students, particularly the lowest-achieving students, meet state standards. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each low-performing student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
49.8%	15.8%	58.3%	0.0%	5.0%	24.7%	91.5%	21.2%	19.7%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.8%	5.4%	12.0%	0.8%	0.4%	0.0%	74.5%	0.0%	84.1%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments
Identified School Need:	In order to ensure all students graduate college, career, and community ready the school needs Tier I instructional support and target intervention support.

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-68.3	not available until fall 2024	not available until fall 2025	-58.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	10.8%	not available until fall 2024	not available until fall 2025	15.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-150.8	not available until fall 2024	not available until fall 2025	-140.0
California Science Test (CAST) Standard Met or Exceeded	All Students	17.8%	not available until fall 2024	not available until fall 2025	20.0%

Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Year Cohort Graduation Rate	All Students	82.8%	not available until fall 2024	not available until fall 2025	90.0%
On Track to Graduate: 9th Grade	All Students	81.4%	not available until fall 2024	not available until fall 2025	85.0%
On Track to Graduate: 11th Grade	All Students	29.2%	not available until fall 2024	not available until fall 2025	50.0%
A-G Completion	All Students	75.5%	not available until fall 2024	not available until fall 2025	80.0%
College/Career Readiness	All Students	64.1%	not available until fall 2024	not available until fall 2025	75.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal:	By May 2025, 60% of our African American students will demonstrate accelerated growth in math to close the achievement gap as measured by math interim assessments.
Identified School Need:	In order to ensure African-American students are mastering skills in math the school needs support with tier 2 & 3 targeted intervention.

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-129.1	not available until fall 2024	not available until fall 2025	-119.0
SBAC ELA Distance from Standard Met	African American Students	-102.7	not available until fall 2024	not available until fall 2025	-
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	23.8%	not available until fall 2024	not available until fall 2025	15.0%
SBAC Math Distance from Standard Met	Special Education Students	-229.3	not available until fall 2024	not available until fall 2025	-219.0
SBAC Math Distance from Standard Met	African American Students	-215.5	not available until fall 2024	not available until fall 2025	-205

Reclassification Measures & Targets		*Complete Part 1 of ELD Reflection			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	16.0%	not available until fall 2024	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	15.9%	not available until fall 2024	not available until fall 2025	25.0%

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

School Goal:	By May 2025, 70% of our students will identify student connectedness to the school as measured by CHKS survey.
Identified School Need:	In order to increase the percentage of students who feel connected to the school when need support with MTSS and SEL resources and implementation.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School *2021-22 baseline data	All Students	100.0%	not available until fall 2024	not available until fall 2025	100.0%
Out-of-School Suspensions	All Students	2.6%	not available until fall 2024	not available until fall 2025	2.0%
Out-of-School Suspensions	African American Students	7.5%	not available until fall 2024	not available until fall 2025	2.0%
Out-of-School Suspensions	Special Education Students	1.3%	not available until fall 2024	not available until fall 2025	1.0%
Chronic Absenteeism	All Students	71.2%	not available until fall 2024	not available until fall 2025	60.0%
Chronic Absenteeism	African American Students	80.4%	not available until fall 2024	not available until fall 2025	70.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	By June 2025, 80% of our teachers will be retained and be reflective of Oakland's rich diversity.				
Identified School Need:	In our order to retained staff and be reflective of Oakland's rich diversity we need in house instructional coaching and appropriate programatic support.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	70.4%	not available until fall 2024	not available until fall 2025	71.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths and Root Causes
<i>LCAP Goal 1:</i>	<i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</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 purchase books other than text books, classroom supplies, field trips, software to support A-G completion, extended contract for teachers supporting college and career readines and academic. The Senior Thesis Project is college level research and oral presentation preparing students for college and career. Department teams and vehicles for vertical alignment. Subject areas can focus on standards alignment and development. STP Senior supports partnering with Safe Passages and Resource team. Ana led multiple trades fairs in the Fall and Spring semester
<i>LCAP Goal 2:</i>	<i>By May 2025, 60% of our African American students will demonstrate accelerated growth in math to close the achievement gap as measuered by math interim assessments.</i>	<i>We offer math and reading diagnostic with targeted intervention personalized to me each individual's needs based on the their diagnostic. Students have access to their targert interventon 24 hours and can work on building their mastery of skills at their leisure outside school. We built in an intervention block in our master schedule to ensure teachers and students have a dedicated time in which additional support and interventions can be provided. Title I funds are used to purchase software licenses for our diagnostic and target intervention software, purchase books (novels) other than textbooks, classroom supplies, pay for academic based field trips and college and/or career exploration , and extend contacts for teachers providing intervention to students in the area of reading and math.</i>

LCAP Goal 3:	<i>By May 2025, 70% of our students will identify student connectedness to the school as measured by CHKS survey.</i>	<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 We have a student council which gives student voice, Advisory, leadership listens to student concerns and is responsive to their concerns they lift, and students are encouraged and empowered to leadership roles.
LCAP Goal 4:	<i>By June 2025, 80% of our teachers will be retained and be reflective of Oakland's rich diversity.</i>	<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, PD, district instructional coaches
Goal Area:	School Goal:	Priority Challenges & Root Causes
LCAP Goal 1:	<i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i>	<i>Stronger tiered support system needed for reading, math, and academic language development; CTE classes and other apprenticeships at Laney, the fill really fast. We need a school wide thing around sign ups and big push for clear tracking and communication around this. -Increase data collection and analysis to understand the challenges that alum face in higher education" CHALLENGE: need a alumni liaison</i>
LCAP Goal 2:	<i>By May 2025, 60% of our African American students will demonstrate accelerated growth in math to close the achievement gap as measured by math interim assessments.</i>	<i>Working towards accelerated math and literacy growth in our department meetings in only 2 hours and 50 minutes so we need strategies to use this in the LTI curriculum and the Pathway seminar (one way is to use Exact Path during seminar, what are others?). We don't have math intervention and reading interventions courses but some students really do need it. Better scheduling of these based on levels. Not enough courses of ELD needed by level so mixed grades. Math Lab was really useful and need a dedicated space for those way below grades.</i>

<p><i>LCAP Goal 3:</i></p>	<p><i>By May 2025, 70% of our students will identify student connectedness to the school as measured by CHKS survey.</i></p>	<p><i>Two campuses have made this a challenging because students at the Ericka Huggins have expressed their struggle with feeling connected to the larger community because of the distance despite our efforts to bring the both campuses together throughout the school year.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>By June 2025, 80% of our teachers will be retained and be reflective of Oakland's rich diversity.</i></p>	<p><i>Teacher retention is going to be a challenge due to budget limitations. We will use Title I funds to cover cost associated with professional development for core content and/or college and career readiness and extended contract for teachers support above mentioned instruction.</i></p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: MetWest High School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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. For the past few years, both campuses housed multiple grades, however, this year we launched our 9th Grade Academy. All freshmen were housed at our Ericka Huggins Campus and all upper classmen were housed at our main campus, Dolores Huerta Campus. The current structure of the school (being divided into two campuses) is still creating challenges and inequities due to not having adequate human resources across both campuses. It is also a challenge to establish and maintain consistent norms, setting high expectations around instructional practices to ensure all students making appropriate academic progress. This is a continued area of growth.

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

Our partnership with both EBC and Trio helped us with providing post-secondary counseling to our students. Per our SBAC data and 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 are still working to increase the fidelity and integrity of teacher implementation across both campuses. 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? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Counselor	A-G Completion	The support LCAP goal 1, A-G completion, and college and career readiness.	This is working. The counselor has provided A-G and postsecondary support to students, especially the seniors. She partners with EBC and Trio to provide space for college and career readiness and exploration. She coordinated grade level meetings to provide space to celebrate the accomplishments, review A-G requirements, graduation requirements, and postsecondary exploration opportunities.	We will continue to provide funding for the counselor to ensure of students have support with postsecondary exploration and access as well as support A-G completion.
Books other than textbooks	A-G Completion	This supports A-G lesson and learning enhancement and supports of LCAP goal 1.	Based on principal observation we have determined that it's working because students do utilize the in class library and teachers also use a variety of novels as a part of their instruction. Students are provided access to a variety of text that are culturally diverse.	We will continue to provide funding for books other than textbooks. This allows us to provide novels to accompany teacher's lessons.
Materials and Supplies	A-G Completion	To ensure students have all the needed supplies and interventions to increase their likeliness to be successful. This supports A-G completion and our LCAP goal 1 and 2.	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 likeliness to be well prepared for college and career readiness.

Extended Contract	College/Career Readiness	Extended contract pay was provided to teachers who provide intervention support for students after school. This activity supports A-G completion and LCAP goal 1, 2, and 4.	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.
Field Trips	College/Career Readiness	These field trips allow for students to expand their learning experiences and sometimes obtain access to authentic artifacts. This supports A-G completion and postsecondary readiness.	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 provide transportation for field trips because it provides additional learning experiences for our students.
Consultant	A-G Completion	To provide training and support for teachers.	We did not hire a consultant this year to provide coaching around using technology this year.	We will not continue this consultant contract because we are using a different funding source.
Translators	A-G Completion	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 continue utilizing translation services to accommodate all of our families need.

Finger prints for parent volunteers	A-G Completion	To ensure we eliminate barriers for parents/guardians who want to volunteer at the school and promote parent/guardian engagement, This activity supports A-G completion.	We did not have any parents who needed to utilize fingerprinting. Our goal for next school year is to advertise this as an offering to parents to be proactive in getting more parent volunteers.	We will continue to cover the fingerprint fee for parents/guardians.
Teacher Stipended and Salary: Left in place to cover possible salary increases per financial analyst.	A-G Completion	Extended contract pay was provided to teachers who provide intervention support for students after school. This activity supports A-G completion.	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.
Conference Expenses: All four MetWest ELA teachers will attend California Association of Teachers of English Conference on March 1-3 in Los Angeles	A-G Completion	To provide professional development opportunities for our teachers that build their capacity to effectively teach A-G courses and provided necessary intervention. This supports LCAP goal 1, 2, and 4.	Based on principal observation we have determined that teachers find having professional development opportunities to be valuable. It's support their professional growth and provides strategies to teach students.	We will continue provide funding for conferences to build teacher capacity and to improve practices around instruction for improved student outcomes.
Classroom Supplies: Supplies for Science Labs	A-G Completion	To ensure students have all the needed supplies and interventions to increase their likelihood to be successful. This supports A-G completion and our LCAP goal 1 and 2.	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.

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	MetWest High School	SCHOOL ID:	338
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3: SCHOOL STRATEGIES & ACTIONS	Click here for guidance on SPSA practices
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LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments
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Identified Need:	In order to ensure all students graduate college, career, and community ready the school needs Tier I instructional support and target intervention support.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	ELA teachers, math teachers, and advisors actively monitor student progress via 1-on-1 student check ins. All students have an ILP that outlines academic goals, work-based goal, and postsecondary goals.	All Students	Academic	Tier 1 - Universal
1-2	Professional learning on how to use data to drive instructional shifts and to accelerate academic learning.	All Students	Academic	Tier 1 - Universal
1-3	Ensure all students are engaging in targeted intervention to accelerate academic growth.	All Students	Academic	Tier 2 - Supplemental

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

School Goal: By May 2025, 60% of our African American students will demonstrate accelerated growth in math to close the achievement gap as measured by math interim assessments.

Identified Need: In order to ensure African-American students are mastering skills in math the school needs support with tier 2 & 3 targeted intervention.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Build teacher capacity to effectively implement culturally responsive teaching practices.	African American Students	Academic	Tier 1 - Universal
2-2	Hire a math consultant to support math teachers in improving tier 1 instruction as well as implementing targeted intervention for students.	African American Students	Academic	Tier 2 - Supplemental
2-3	Provide collaborative planning time for teachers to ensure vertical and horizontal alignment is happening.	African American Students	Academic	Tier 1 - Universal
2-4	Active progress monitoring of student progress; that includes their ILP (individual learning plans).	African American Students	Academic	Tier 2 - Supplemental

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

School Goal: By May 2025, 70% of our students will identify student connectedness to the school as measured by CHKS survey.

Identified Need: In order to increase the percentage of students who feel connected to the school when need support with MTSS and SEL resources and implementation.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	We are going to continue to implement Sown to Grow to provide weekly check-ins with students. We have a goal of 100% read rate and response rate for teachers. We will also provide time during staff meetings to respond to students.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Teachers consistently do 1-on1 check in with their advisory students weekly. During these check-ins teachers will review Sown to grow data as well as review their ILP progress.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Community School Manager will follow up with students who have been flagged as needing a check in by Sown to Grow by the end of the school when alerted. This to ensure student needs are being addressed in a timely fashion and appropriate next steps are taken.	All Students	SEL / Mental Health	Tier 3 - Intensified
3-4	We will continue to provide space for distributive leadership via student council to ensure student voice is being lifted up, concerns are being addressed, and to also be included in decision making.	All Students	SEL / Mental Health	Tier 2 - Supplemental

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

School Goal: By June 2025, 80% of our teachers will be retained and be reflective of Oakland's rich diversity.

Identified Need: In our order to retained staff and be reflective of Oakland's rich diversity we need in house instructional coaching and appropriate programatic support.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Provide instructional coaching and support to all teachers. We will hire a Literacy TSA/interventionist to provide coaching and support to all teachers around literacy implementation, support with improving tier 1 instruction, and provide intervention to tier 3 students. We will hire a Math coach/interventionist to consultant and support both math teachers and provide tier 3 support to students.	All Students	Academic	Tier 2 - Supplemental
4-2	Provide space for distributive leadership to ensure teacher voice and inclusion in decision making for whole school initiatives and initives that directly impact them and/or students. We will continue to hold space ILT and PLCS as designated spaces for distributive leadership.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS [*Instructions & resources*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning.	African American	Academic	Tier 2 - Supplemental
5-2	Actively progress monitoring of tiered systems of support specific to black students' data ensure students are experiencing academic growth and receiving necessary interventions (i.e academic, behavior, SEL/mental health, focal lunch bunch, affinity space, black student union, specifically engaging black families, etc.).	African American	Academic	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS [*Stages of ELD Implementation Self-Assessment*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Embed ELA standards and strategies in all core content classes.	English Learner Students	Academic	Tier 2 - Supplemental
6-2	Provide coaching and support to all teachers around literacy and ELL standard implementation. We will partner with ELLMA to determine language development foci and our Literacy TSA will design PD to support this goal.	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$4,000	LCFF Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Identified Student Need - LCAP Goal 1	Provide collaborative planning time for teachers to ensure vertical and horizontal alignment is happening.	338-1
4310 - Materials and Supplies	\$12,080	LCFF Discretionary	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	A-G Completion	Build teacher capacity to effectively implement culturally responsive teaching practices.	338-2
5910 - Postage	\$500	LCFF Supplemental	5910	Postage		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Active progress monitoring of tiered systems of support to ensure students are experiencing academic growth and receiving necessary interventions (i.e academic, behavior, SEL/mental health).	338-3
5300 - Dues & Memberships	\$2,900	LCFF Supplemental	5300	Dues & Memberships		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Embed ELA standards and strategies in all core content classes.	338-4
2928 - Otherclass Salaries Hourly	\$3,000	LCFF Supplemental	2928	Other Classified Salaries: Hourly		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Professional learning on how to use data to drive instructional shifts and to accelerate academic learning.	338-5
4311 - Meeting Refreshments	\$5,000	LCFF Supplemental	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	A-G Completion	Professional learning on how to use data to drive instructional shifts and to accelerate academic learning.	338-6
5624 - Rentals - Facility	\$9,400	LCFF Supplemental	5624	Rentals: Facility		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	ELA teachers, math teachers, and advisors actively monitor student progress via 1-on-1 student check ins. All students have an ILP that outlines academic goals, work-based goal, and postsecondary goals.	338-7

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$11,424	LCFF Supplemental	1105	Certificated Teachers' Salaries	9183	Teacher, Structured English Immersion	0.10	Goal 1: All students graduate college, career, and community ready.	A-G Completion	ELA teachers, math teachers, and advisors actively monitor student progress via 1-on-1 student check ins. All students have an ILP that outlines academic goals, work-based goal, and postsecondary goals.	338-8
4399 - Unallocated	\$41,979	LCFF Supplemental	4399	Unallocated		n/a		n/a	A-G Completion	ELA teachers, math teachers, and advisors actively monitor student progress via 1-on-1 student check ins. All students have an ILP that outlines academic goals, work-based goal, and postsecondary goals.	338-9
Teacher Structured Eng Immersn	\$54,722	LCFF Supplemental	1105	Certificated Teachers' Salaries	8289	Teacher, Structured English Immersion	0.60	Goal 1: All students graduate college, career, and community ready.	A-G Completion	ELA teachers, math teachers, and advisors actively monitor student progress via 1-on-1 student check ins. All students have an ILP that outlines academic goals, work-based goal, and postsecondary goals.	338-10
4200 - Books-other Than Textbooks	\$600	Title I, Part A Schoolwide Program	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning.	338-11
4304 - Classroom Supplies	\$5,000	Title I, Part A Schoolwide Program	4304	Classroom Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning.	338-12
5880 - Transportation-contracted	\$10,000	Title I, Part A Schoolwide Program	5880	Transportation (Contracted)		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	A-G Completion	Ensure all students are engaging in targeted intervention to accelerate academic growth.	338-13
1120 - Teachers Salaries Stipends	\$10,000	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning.	338-14

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4399 - Unallocated	\$21,440	Title I, Part A Schoolwide Program	4399	Unallocated		n/a		n/a	A-G Completion	Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning.	338-15
.2 FTE-Counselor	\$23,103	Title I, Part A Schoolwide Program	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Active progress monitoring of student progress; that includes their ILP (individual learning plans).	338-16
5838 - Fingerprinting	\$500	Title I, Part A Parent & Family Engagement	5838	Fingerprinting		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Teachers consistently do 1-on1 check in with their advisory students weekly. During these check-ins teachers will review Sown to grow data as well as review their ILP progress.	338-17
5826 - Prof-Services Non-Contract	\$500	Title I, Part A Parent & Family Engagement	5826	External Work Order Services		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Teachers consistently do 1-on1 check in with their advisory students weekly. During these check-ins teachers will review Sown to grow data as well as review their ILP progress.	338-18
5825 - Consultants	\$1,140	Title I, Part A Parent & Family Engagement	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Teachers consistently do 1-on1 check in with their advisory students weekly. During these check-ins teachers will review Sown to grow data as well as review their ILP progress.	338-19
5829 Admission Fees	\$5,000	21st Century Community Learning Centers (Title IV, Part B)	5829	Admission Fees		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	A-G Completion	ELA teachers, math teachers, and advisors actively monitor student progress via 1-on-1 student check ins. All students have an ILP that outlines academic goals, work-based goal, and postsecondary goals.	338-20
4310 - Materials and Supplies	\$10,000	21st Century Community Learning Centers (Title IV, Part B)	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	ELA teachers, math teachers, and advisors actively monitor student progress via 1-on-1 student check ins. All students have an ILP that outlines academic goals, work-based goal, and postsecondary goals.	338-21

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$12,000	21st Century Community Learning Centers (Title IV, Part B)	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	ELA teachers, math teachers, and advisors actively monitor student progress via 1-on-1 student check ins. All students have an ILP that outlines academic goals, work-based goal, and postsecondary goals.	338-22
5100 - Subagreements For Services	\$193,931	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning.	338-23
5829 - Admission Fees	\$2,500	Title IV, Part A Student Support & Academic Enrichment	5829	Admission Fees		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	A-G Completion	Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning.	338-24
5220 - Conference Expense	\$9,747	Title IV, Part A Student Support & Academic Enrichment	5220	Conference Expense		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	ELA teachers, math teachers, and advisors actively monitor student progress via 1-on-1 student check ins. All students have an ILP that outlines academic goals, work-based goal, and postsecondary goals.	338-25
5825 - Consultants	\$5,000	Educator Effectiveness Grant	5825	Consultants		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	ELA teachers, math teachers, and advisors actively monitor student progress via 1-on-1 student check ins. All students have an ILP that outlines academic goals, work-based goal, and postsecondary goals.	338-26
1120 - Teachers Salaries Stipends	\$10,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Ensure all students are engaging in targeted intervention to accelerate academic growth.	338-27

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$2,000	California Community Schools Partnership Program	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	We will continue to provide space for distributive leadership via student council to ensure student voice is being lifted up, concerns are being addressed, and to also be included in decision making.	338-28
4310 PBIS Incentives	\$2,000	California Community Schools Partnership Program	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	A-G Completion	We are going to continue to implement Sown to Grow to provide weekly check-ins with students. We have a goal of 100% read rate and response rate for teachers. We will also provide time during staff meetings to respond to students.	338-29
4311 - Meeting Refreshments	\$5,000	California Community Schools Partnership Program	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	A-G Completion	We will continue to provide space for distributive leadership via student council to ensure student voice is being lifted up, concerns are being addressed, and to also be included in decision making.	338-30
2405-Case Manager	\$25,000	California Community Schools Partnership Program	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Professional learning on how to use data to drive instructional shifts and to accelerate academic learning.	338-31
5829? Student Retreat	\$9,013	California Community Schools Partnership Program	5829	Admission Fees		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning.	338-32
5200 - Travel And Conferences	\$10,000	California Community Schools Partnership Program	5200	Travel And Conferences		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Staff Satisfaction with Professional Development	Provide space for distributive leadership to ensure teacher voice and inclusion in decision making for whole school initiatives and initiatives that directly impact them and/or students. We will continue to hold space ILT and PLCS as designated spaces for distributive leadership.	338-33

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Program Mgr Community School	\$173,987	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9326	12-Month Community School Manager	0001	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Community School Manager will follow up with students who have been flagged as needing a check in by Sown to Grow by the end of the school when alerted. This to ensure student needs are being addressed in a timely fashion and appropriate next steps are taken.	338-34
4399 - Surplus	\$43,007	Proposition 28 (Arts & Music in Schools)	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	A-G Completion	Active progress monitoring of tiered systems of support to ensure students are experiencing academic growth and receiving necessary interventions (i.e academic, behavior, SEL/mental health).	338-35
4399 - Unallocated	\$45,992	Measure N	4399	Unallocated		n/a		n/a	College/Career Readiness	ELA teachers, math teachers, and advisors actively monitor student progress via 1-on-1 student check ins. All students have an ILP that outlines academic goals, work-based goal, and postsecondary goals.	338-36
5820 - Bart & Bus Passes	\$1,000	Measure H	5820	Bus Passes		n/a		n/a	College/Career Readiness	ELA teachers, math teachers, and advisors actively monitor student progress via 1-on-1 student check ins. All students have an ILP that outlines academic goals, work-based goal, and postsecondary goals.	338-37
4200 - Books-other Than Textbooks	\$2,800	Measure H	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning.	338-38
4399 - Unallocated	\$7,114	Measure H	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	ELA teachers, math teachers, and advisors actively monitor student progress via 1-on-1 student check ins. All students have an ILP that outlines academic goals, work-based goal, and postsecondary goals.	338-39

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$15,000	Measure H	1120	Certificated Teachers' Salaries: Stipends		n/a		n/a	College/Career Readiness	ELA teachers, math teachers, and advisors actively monitor student progress via 1-on-1 student check ins. All students have an ILP that outlines academic goals, work-based goal, and postsecondary goals.	338-40
5880 - Transportation-contracted	\$15,000	Measure H	5880	Transportation (Contracted)		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	ELA teachers, math teachers, and advisors actively monitor student progress via 1-on-1 student check ins. All students have an ILP that outlines academic goals, work-based goal, and postsecondary goals.	338-41
5200 Conferences/Travel	\$45,000	Measure H	5200	Travel And Conferences		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	ELA teachers, math teachers, and advisors actively monitor student progress via 1-on-1 student check ins. All students have an ILP that outlines academic goals, work-based goal, and postsecondary goals.	338-42
Teacher Structured Eng Immersn	\$115,536	Measure H	1105	Certificated Teachers' Salaries	2682	Teacher, Structured English Immersion	0001	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Active progress monitoring of student progress; that includes their ILP (individual learning plans).	338-43
Library Technician	\$42,784	Measure G, Library Support	2205	Classified Support Salaries	7553	Library Technician	0001	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning.	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 out 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 SchoolWide 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 2, 2023 through May 23, 2024.

This Policy was adopted and distributed by the MetWest High School on or before August 2, 2023.

Signature of Principal

Shalonda Gregory

Date: 8/2/2023

Please attach the School-Parent Compact to this document.



School-Parent-Student Compact 2023-2024

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 2023 - 2024 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 MetWest on December 15, 2022, and will be in effect for the period of August August 2, 2023.to May 23, 2024.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 2, 2023.

Signature of Principal

Shalonda Gregory

Date: 8/2/2023



School Site Council Membership Roster
2023-2024

SSC - Officers

Chairperson:	Jenelle Marshall
Vice Chairperson:	Alexia Maciel
Secretary:	Jaden [REDACTED]

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
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Alexia Maciel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Courtney Jones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Jaden [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Jenelle Marshall	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Malik Edwards	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MetWest is a small school SSC. Enrollment below	<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.

