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

# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for MetWest High School

**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for MetWest High School.

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for MetWest High School



## 2025-26 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:

<b>Contact:</b> Shalonda Gregory	<b>Position:</b> Principal
<b>Address:</b> 314 East 10th Street Oakland, CA 94606	<b>Telephone:</b> 510-451-5902 <b>Email:</b> shalonda.gregory@ousd.org

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

*The District Governing Board approved this revision of the SPSA on:* 8/13/2025

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** MetWest High School

**Site Number:** 338

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 4/16/2025

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*

*Shalonda Gregory*

Signature

5/30/2025

Date

Courtney Jones

*SSC Chairperson*

*Courtney Jones*

Signature

06/13/2025

Date

*SELLS Representative (optional)*

Signature

Date

Vanessa Sifuentes

*Network Superintendent*

*Vanessa Sifuentes*

Signature

06/13/25

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

5/7/25

Date

## 2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

[illegible]

## 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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### 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).
- **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.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$292,519.71
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$606,319.71

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$68,760
Title I, Part A Parent & Family Engagement (#3010)	\$1,910
21st Century Community Learning Centers (Title IV, Part B #4124)	\$221,850
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$292,520</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$606,319.71</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$18,800
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$25,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CCSPP #6332)	\$270,000
Proposition 28 (Arts & Music in Schools #6770)	\$0
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$313,800</b>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

<b>School Name: MetWest High School</b>		<b>School ID: 338</b>
<b>CDS Code: 1612590100701</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>
<b>School Mission and Vision</b>		
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.		
<b>Resource Inequities</b> (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, 2023-24

% 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.**

<b>School Goal:</b>	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				
<b>Identified School Need:</b>	In order to ensure all students graduate college, career, and community ready the school needs Tier I instructional support and target intervention support.				
<b>English Language Arts Measures &amp; Targets</b>					
<b>Measure</b> *SBAC & CAST exclude 10% penalty, if applicable.	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
SBAC ELA Distance from Standard Met	All Students	-68.3	-83.9	not available until fall 2025	-58.0
SBAC ELA Participation	All Students	91.5%	94.4%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	10.8%	11.4%	not available until fall 2025	15.0%
<b>Mathematics/Science Measures &amp; Targets</b>					
<b>Measure</b> *SBAC & CAST exclude 10% penalty, if applicable.	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
SBAC Math Distance from Standard Met	All Students	-150.8	-180.6	not available until fall 2025	-140.0
SBAC Math Participation	All Students	94.4%	94.4%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	17.8%	8.7%	not available until fall 2025	20.0%
California Science Test (CAST) Participation	All Students	90.1%	95.8%	not available until fall 2025	95.0%
<b>Graduation Measures &amp; Targets</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
Four-Five Year Cohort Graduation Rate	All Students	82.8%	87.7%	not available until fall 2025	90.0%



On Track to Graduate: 9th Grade	All Students	81.4%		not available until fall 2025	85.0%
On Track to Graduate: 11th Grade	All Students	29.2%	42.3%	not available until fall 2025	50.0%
A-G Completion	All Students	75.5%	70.8%	not available until fall 2025	80.0%
College/Career Readiness	All Students	64.1%	73.8%	not available until fall 2025	75.0%

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	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.
<b>Identified School Need:</b>	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	-156.0	not available until fall 2025	-58.0
SBAC ELA Distance from Standard Met	African American Students	-102.7	-121.6	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 2025	15.0%
SBAC Math Distance from Standard Met	Special Education Students	-229.3	-248.0	not available until fall 2025	-140.0
SBAC Math Distance from Standard Met	African American Students	-215.5	-164.5	not available until fall 2025	-205.0

**Reclassification Measures & Targets**

\*Reference [Stages of ELD Data slides](#)

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	16.0%	5.7%	not available until fall 2025	25.0%

LTEL Reclassification	Long-Term English Learners	15.9%	5.9%	not available until fall 2025	25.0%
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
<b>School Goal:</b>	By May 2025, 70% of our students will identify student connectedness to the school as measured by CHKS survey.				
<b>Identified School Need:</b>	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	All Students	100.0%		not available until fall 2025	100.0%
Out-of-School Suspensions	All Students	2.6%	3.8%	not available until fall 2025	2.0%
Out-of-School Suspensions	African American Students	7.5%	7.0%	not available until fall 2025	2.0%
Out-of-School Suspensions	Special Education Students	1.3%	5.6%	not available until fall 2025	1.0%
Chronic Absenteeism	All Students	71.2%	58.4%	not available until fall 2025	60.0%
Chronic Absenteeism	African American Students	80.4%	58.7%	not available until fall 2025	70.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
<b>School Goal:</b>	By June 2025, 80% of our teachers will be retained and be reflective of Oakland's rich diversity.				
<b>Identified School Need:</b>	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%	66.9%	not available until fall 2025	71%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
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>We are on track to meet this goal. We hired a literacy coach and math coach to support teacher development and effectiveness. We are currently above normal growth for i-Ready and showing growth in our Algebra 2 interim assessments.</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>We are on track to meet this goal. We hired a literacy coach and math coach to support teacher development and effectiveness. We are currently above normal growth for i-Ready and showing growth in our Algebra 2 interim assessments.</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>	<i>We do not have our CHKS data yet, we are hopeful we will meet our goal this year. We started affinity groups again this year and students really love them. We also have been listening to students and incorporating more of the events they would like to lead and/or participate. Our staff diversity is closer to reflecting the diversity of our student population.</i>
LCAP Goal 4:	<i>By June 2025, 80% of our teachers will be retained and be reflective of Oakland's rich diversity.</i>	<i>We are on track to hit our goal for teacher retention. We have been intentional about providing professional development for our learning model and teacher practices/strategies. We have also been leaning more into fostering a culture of collaboration through our staff advisory model and lifting up teacher voice. We also find time to celebrate staff. We shout them out for being awesome and great colleagues, we celebrate the class achievement, their birthdays, and provide breakfast and lunch randomly to show appreciations for their work and dedication to students.</i>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><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</i></p> <p><i>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i></p>	<p><i>Our main challenge for this goal is progress tracking and monitoring and ensuring all students are receiving appropriate intervention in both math and ELA. We do provide time for PLC inquiry cycles by department and by grade levels, however, there are some key pieces missing that we are working to get in place such as consistently completing student analysis, and actively tracking and monitoring progress. We will be working with a coach from Marzano to refine our PLC inquiry cycle process. We will also provide PD around data driven practices and inquiry cycles. Title I funds will be used to support LCAP Goal 1 by funding a Counselor at 0.20 FTE, providing professional development for teachers to attend conferences, supplying classroom materials for math and science, covering classified overtime for clerical support, and paying for academic-based field trips (transportation and admissions) to support college and career exploration. Additionally, extended contracts will be provided for teachers offering intervention in reading and math. These investments aim to enhance academic achievement, professional growth, and student engagement.</i></p>
LCAP Goal 2:	<p><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></p>	<p><i>Our main challenge for this goal is using data to guide our instructional shifts and providing math interventions. We realize the math teachers need more training and support around data driven practices and implementation of math interventions to improve student outcomes. Teachers are completing course grade analysis at the end of the marking period so they are aware of who is failing but there is little to no evidence that teachers are implementing action steps to decrease failures.</i></p>
LCAP Goal 3:	<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>A unique challenge we face is that not all the students who attend our school want to be there and they are not bought into our program. Our program is very unique and is designed for all students but some students prefer a more traditional setting. We have spent the past two putting systems in place to center student voice so we can offer more activities, events, clubs, and classes students have shared they want. We have restarted Affinity groups and we have also surveyed the students to see what clubs they want and will participate in after school in an attempt to improve student connectedness.. Title I-Parent funds will be used to pay for a vendor to provide translation services at parent meetings, ensuring greater accessibility and engagement for all families. This initiative aims to foster stronger communication and participation, supporting a more inclusive school community.</i></p>

LCAP Goal 4:	<i>By June 2025, 80% of our teachers will be retained and be reflective of Oakland's rich diversity.</i>	<i>As of now we should meet our goal, however, the current budget cuts have been a big challenge to overcome. I've had to reduce my staff 2 years in row due to budget restraints. This year I will not be able to provide some of the needed professional development and other supports due to above mentioned budget cuts unless I get outside funding.</i>
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## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

**School:** MetWest High School

**SPSA Year Reviewed:** 2024-25

**SPSA Link:** [2024-25 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.

The reunification of students onto one campus has helped aid in the implementation of our SPSA strategies and actions. We have been able to focus more on improving instructional outcomes and implementing our strategies and actions with integrity and fidelity.

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

Per our SBAC data and our i-Ready data, we have seen some growth for students are receiving targeted intervention support. This year we have a Literacy TSA and Math coach who are coaching ELA and math teachers and teachers are meeting in department PLCs weekly. We are using data to inform instructional decisions and needed shifts in practices. We anticipate to see continue growth due the implementation of the strategies and actions identified in our plan.

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.

Our goals will remain the same to until we meet them and we will continue to implement outlined strategies/actions.

### 2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why?  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	Based on this evaluation, what will you change, continue, or discontinue? Why?
4200 - Books-other Than Textbooks	Novels for students	A-G Completion	This supports A-G lesson and learning enhancement and supports of LCAP goal 1.	It is working because it's supports our literacy goals. Based on principal observation we have determined that it's working 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 would like to keep this allocation because it's supports our literacy goals, however, due to budget constraints we are discontinuing this expense.

4304 - Classroom Supplies	Materials needed for class and task assigned by the teacher.	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.	It is working because it provides students with the necessary materials for class.	We would like to keep this allocation because it's supports our literacy goals, however, due to budget constraints we are discontinuing this expense.
5880 - Transportation-contracted	Charter buses for academic field trips	College/Career Readiness	To ensure we eliminate barriers for student to experience learning outside of school. This activity supports A-G completion.	It's working because it allows us to take students off campus to have expanded learning experiences that enrich their understanding of content.	We would like to keep this allocation because it's supports our literacy goals, however, due to budget constraints we are discontinuing this expense.
1120 - Teachers Salaries Stipends	Extended Contract for teachers who working on curriculum development or planning outside of their contracted hours.	A-G Completion	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.	It working because teachers are able make need improvements to lesson plans, allows teachers to collaborate outside of their contractual hours. This additional planning time is helping to improve the quality of lessons and student outcomes.	We are continuing this expenditure because it supports our college, career, and academic readiness.
4399 - Unallocated	Undecided allocations	A-G Completion	The funds were later allocated to support LCAP goals.	The funds were allocated below.	We've allocated all of the funds
5846 - Licensing Agreements	Edmentum, diagnostic and intervention learning platform for math and ELA.	A-G Completion	To ensure students have access to individualized interventions in both literacy and math to increase their likeliness to be successful. This supports A-G completion and our LCAP goal 1 and 2.	We did not need the contract because we switch to district required learning platform for ELA diagnostic.	We discontinued it because we switch to the diagnostic tool the district funded.
5838 - Fingerprinting	Assist parents with fingerprinting to enable them to volunteer or chaperone field trips.	Student Connectedness to School	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.	None of our parents utilized this funding source this year but we always like to provide the as support to our parents. We to ensure fees are not an obstacle for them if they want to volunteer at our school.	We would like to keep this allocation because it's supports our literacy goals, however, due to budget constraints we are discontinuing this expense.

.20 FTE Counselor, Gilmore (\$23,1030) - BT 708147	Split FTE funding for our school counselor	A-G Completion	The counselor provides academic and post-secondary to support to our students. He conducts transcript audits, assist student with concurrent enrollment, and facilitates SEL lessons. The support LCAP goal 1, A-G completion, and college and career readiness.	Our school counselor is effective because he ensures that all of the students are taking the necessary classes and ensures they are recovering missed credit if necessary. This assist students with getting back on track for graduation. He also provides guidance to students who are trying to determine their plans post high school and engages with families to ensure they are knowledgeable about our program as well as supports available to them and their students.	We are continuing this expenditure because its supports our college, career, and academic readiness.
Professional Development - Teachers	Professional development conferences	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.	It's working because it's building teacher capacity to be more effective in the implementation of our learning model and best teaching practices.	We are continuing this expenditure because its supports our college, career, and academic readiness.
Classroom Supplies - Science	Science lab and experiment materials	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.	It is working because it provides students with the necessary materials for class.	We would like to keep this allocation because its supports our literacy goals, however, due to budget constraints we are discontinuing this expense.
Transportation - College & Career Field Trips	Charter buses for college visits and career exploration 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.	It is working because students are able to see potential colleges or industries in person and learn from industry experts.	We are continuing this expenditure because its supports our college, career, and academic readiness.
Admissions - College and Career Field Trips	Admission fees for college and career exploration 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.	It is working because students are able to see potential colleges or industries in person and learn from industry experts.	We are continuing this expenditure because its supports our college, career, and academic readiness.



Contract Services - Translation Services - BT785654	Translators for school events	Student Connectedness to School	To ensure all families could understand what is being shared and they can also participate in the meeting.	It is effective because parents/families are able to get information in their native language to ensure they understand what is being shared and increases connectedness to the school.	We would like to keep this allocation because it supports our literacy goals, however, due to budget constraints we are discontinuing this expense.
Substitute Teachers - BT785654	Substitutes covers teachers class when released for academic support.	One-Year Teacher Retention	To ensure teachers have additional time for collaboration and ensure students have access to content when teachers have to support other students in or out school for learning experiences.	It is effective because it allows us to release teachers to collaborate and take students out for enrich learning experiences.	We would like to keep this allocation because it supports our literacy goals, however, due to budget constraints we are discontinuing this expense.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES					
School:		MetWest High School	SCHOOL ID:	338	
3: SCHOOL STRATEGIES & ACTIVITIES			2025-26 High School SPSA Guidance		
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 Need:		In order to ensure all students graduate college, career, and community ready the school needs Tier I instructional support and target intervention support.			
#	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 Individualized Learning Plan (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
1-4					
LCAP Goal 2: Within three years, 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 in joyful schools.**

<b>School Goal:</b>		By May 2025, 70% of our students will identify student connectedness to the school as measured by CHKS survey.		
<b>Identified Need:</b>		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.**

<b>School Goal:</b>		By June 2025, 80% of our teachers will be retained and be reflective of Oakland's rich diversity.		
<b>Identified Need:</b>		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 initiatives that directly impact them and/or students. We will continue to hold space in ILT and PLCS as designated spaces for distributive leadership.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS		<i>Instructions &amp; resources</i>		
#	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	Active progress monitoring of tiered systems of support specific to black students' data to 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		<i>Stages and Actions for ELD Implementation</i>		
#	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 2025-26 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
The contract outlines expanded learning opportunities for students.	\$196,850	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Build teacher capacity to effectively implement culturally responsive teaching practices.	338-1
The contract outlines expanded learning opportunities for students.	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Build teacher capacity to effectively implement culturally responsive teaching practices.	338-2
The Literacy TSA role supports fostering academic innovation and improved rigor in all classes. The Literacy TSA will provide coaching to teachers to support teachers in alignment to academic core standards, Culturally Responsive Teaching, and building positive learning environments. The Literacy TSA will facilitate professional development to teacher capacity to implement rigorous instruction aligned to core standards, implement Culturally Responsive Teaching pedagogy, and fostering positive learning environments. The Literacy TSA will track and monitor academic data and work collaboratively with other members of the Leadership Team to create actionable next steps and support MTSS literacy system to improve student outcomes.	\$77,763	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 03	11-Month Teacher on Special Assignment (TSA)	0.5			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.	338-3
Extended Contract for teachers who are supporting both academic innovation through planning or events, family engagement, participating on culture and climate team meetings or events that go beyond their contractual hours.	\$5,000	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Build teacher capacity to effectively implement culturally responsive teaching practices.	338-4

**PROPOSED 2025-26 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
CSM Job Duty Statement 25-26. The Community Schools Manager (CSM) role will support fostering a positive school culture, strengthening student and family engagement, and coordinating services that support academic, social-emotional, and physical well-being. By leading multi-tiered interventions, managing community partnerships, and addressing chronic absenteeism, the CSM ensures that all students have equitable access to resources that improve learning outcomes. Funding this position is critical to sustaining a collaborative, data-driven approach that aligns with the school's strategic goals and enhances student success. The CSM will increase alignment among collaborative leadership structures across the site to increase the frequency and impact of shared decision making.	\$86,988	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 02	11-Month Community School Manager	0.5			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.	338-5
Case Manager will support increasing collaboration among multiple teams on site (as a lead or member). Will support increasing engagement with students and families in collaboration with site based staff and partners. Implementation of site PBIS plan to support increasing joy and engagement for the school community.	\$49,967	California Community Schools Partnership Program	2405	Clerical Salaries	10562	Case Manager	0.4			Ensure all students are engaging in targeted intervention to accelerate academic growth.	338-6
Meeting refreshments for student and family engagement events in non-school hours to increase opportunities for meaningful connections and information sharing around community schools, academics, and school culture.	\$2,001	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a			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.	338-7
Travel and Conferences in support of increasing collaboration among leadership teams and deepening understanding of implementing a Big Picture School learning model, build capacity around community building, fostering positive learning communities/environment.	\$3,282	California Community Schools Partnership Program	5220	Conference Expense	n/a	n/a	n/a			Build teacher capacity to effectively implement culturally responsive teaching practices.	338-8

**PROPOSED 2025-26 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
Case Manager will support increasing collaboration among multiple teams on site (as a lead or member). Will support increasing engagement with students and families in collaboration with site based staff and partners. Implementation of site PBIS plan to support increasing joy and engagement for the school community.	\$35,462	California Community Schools Partnership Program Carryover	2405	Clerical Salaries	10432	Case Manager	0.4			Ensure all students are engaging in targeted intervention to accelerate academic growth.	338-9
Admissions for transportation for field trips to expand learning opportunities beyond the classroom.	\$5,000	California Community Schools Partnership Program Carryover	5826	External Work Order Services	n/a	n/a	n/a			Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning.	338-10
Admissions for field trips to expand learning opportunities beyond the classroom.	\$4,538	California Community Schools Partnership Program Carryover	5829	Admission Fees	n/a	n/a	n/a			Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning.	338-11
The contract outlines expanded learning opportunities for students. Build teacher capacity to effectively implement culturally responsive teaching practices.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Build teacher capacity to effectively implement culturally responsive teaching practices.	338-12
Extended Contract for teachers who are supporting both academic innovation through planning or events, family engagement, participating on culture and climate team meetings or events that go beyond their contractual hours.	\$11,200	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Provide collaborative planning time for teachers to ensure vertical and horizontal alignment is happening.	338-13
To provide collaborative planning time for teachers to support increasing rigor, quality of instruction, data analysis, inquiry cycles, etc.	\$2,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a			Provide collaborative planning time for teachers to ensure vertical and horizontal alignment is happening.	338-14
To ensure that all students have acces to materials and supplies this support equitable access in our push increase student achievement	\$2,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Ensure all students are engaging in targeted intervention to accelerate academic growth.	338-15
Provide food for family engagement, student, staff events/activities to promote connectedness and joyful schools.	\$1,000	LCFF Supplemental	4311	Meeting Refreshments	n/a	n/a	n/a			Active progress monitoring of student progress; that includes their ILP (individual learning plans).	338-16
Provide space for student and/or staff events/activites to promote connectedness and joyful schools.	\$2,000	LCFF Supplemental	5624	Rentals: Facility	n/a	n/a	n/a			Build teacher capacity to effectively implement culturally responsive teaching practices.	338-17

**PROPOSED 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
To support communication to stakeholders to promote family and student engagement.	\$600	LCFF Supplemental	5910	Postage	n/a	n/a	n/a			Build teacher capacity to effectively implement culturally responsive teaching practices.	338-18
The TSA supports Advisors, students, and mentors with our Learning Through Interest work. These opportunities enable students to access experiential learning, learn about careers, and interact with professionals in different organizations aligned with our social entrepreneurship theme. Anticipated outcomes: Increase the number of students on track for A-G completion. Increase the number of students who are career and college-ready. All students will have completed the Career Interest Survey.	\$116,897	Measure H: College & Career Readiness for All	1119	Certificated Teachers on Special Assignment Salaries	10571	10-Month Teacher on Special Assignment (TSA)	1.0			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.	338-19
Teacher Substitutes: Funds to hire teacher substitutes to provide our pathway teachers with additional prep time for A-G courses to allow for unpacking curriculum, planning, data analysis, student progress tracking and monitoring, etc.. Substitutes will cover teachers classes to allow for them to engage structured work time.	\$2,247	Measure H: College & Career Readiness for All	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a			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.).	338-20
Pupil Support Salaries/Counselors: Hire a counselor at .30 FTE. The Counselor advises students in career and college planning, develops programmatic support for A-G supports and college instruction, creates student support and intervention structures for all A-G courses and creates academic intervention plans for students who need course recovery. The Counselor also ensures that have postsecondary plans upon graduation. The Counselor will also engage in additional Linked Learning anchor standards duties. Anticipated outcomes: all students will have internships marking period grades-decrease of Ds and Fs in all related classes, decrease chronic attendance, and increase career exploration.	\$48,306	Measure H: College & Career Readiness for All	1205	Certificated Pupil Support Salaries	8324	Counselor	0.3			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.	338-21



[illegible]



## School-Parent-Student Compact

### 2024-2025

*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 2024 - 2025 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 i-Ready diagnostic for ELA 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.**

- *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 (i-Ready 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 October 2, 2024, and will be in effect for the period of Oct. 2, 2024.to May 29, 2025.

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 Oct. 2, 2024.

### **Signature of Principal**

***Shalonda Gregory***

**Date: 10/2/2024**



**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.*
- *Family meetings 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 Oct.2, 2024 through May 29, 2025.

This Policy was adopted and distributed by the MetWest High School on or before Oct. 2, 2024.

#### **Signature of Principal**

***Shalonda Gregory***

**Date: 10/2/2024**

*Please attach the School-Parent Compact to this document.*



## School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Courtney Jones
Vice Chairperson:	Jaden
Secretary:	

### 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
Ri'Jai	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Courtney Jones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Jaden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Quaylin Wesley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Malik Edwards	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
	<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"/>	
	<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"/>	
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)

10/24/2024

**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.

