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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for MetWest High School

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for MetWest High School

2026-27 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: 3/12/2026

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 <hr/> <i>Principal</i> |  <hr/> Signature | <hr/> 5/5/2026 <hr/> Date |
| India Wodland <hr/> <i>SSC Chairperson</i> |  <hr/> Signature | <hr/> 5/5/26 <hr/> Date |
| <hr/> <i>SELLS Representative (optional)</i> | <hr/> Signature | <hr/> Date |
| Vanessa Sifuentes <hr/> <i>Network Superintendent</i> |  <hr/> Signature | <hr/> 04/24/2026 <hr/> Date |
| Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i> |  <hr/> Signature | <hr/> 4/17/26 <hr/> Date |

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|-----------|-------------------|---|
| 8/6/2025 | Faculty | Reviewed SPSA goals and strategies, Reflected on progress and challenges, Discussed proposed expenditures and priorities, Facilitated group feedback on SPSA sections |
| 3/12/2025 | SSC & SELLS | |
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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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$202,720.00 |
| 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 | \$757,174.99 |

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 Resource 3010 | \$199,100 |
| Title I Parent & Family Engagement Resource 3010 | \$3,620 |
| 21st Century Community Learning Centers (Title IV, Part B) Resource 4124 | \$0 |
| Comprehensive Support & Improvement (CSI) Grant Resource 3182 | \$0 |
| | |
| SUBTOTAL OF FEDERAL FUNDING: | \$202,720 |

| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: |
|---|
| \$757,174.99 |

| State and Select Local Resources | Allocation |
|---|------------------|
| LCFF Supplemental Resource 0002 | \$17,200 |
| LCFF Equity Multiplier Resource 7399 | \$228,314 |
| Expanded Learning Opportunities Program (ELO-P) Resource 2600 | \$100,000 |
| After School Education & Safety (ASES) Resource 6010 | \$0 |
| Community Schools Grant (CCSPP) Resource 6332 | \$168,750 |
| Proposition 28 (Arts & Music in Schools) Resource 6770 | \$40,191 |
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| | |
| SUBTOTAL OF STATE & LOCAL FUNDING: | \$554,455 |

2026-27 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: | Board Approval Date: |

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.

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, 2024-25

| % Male | % Black/African American | % Latino | % Pacific Islander | % White | % Students with Disabilities | % Unduplicated Pupil Percentage | % English Learners | % LTEL |
|----------|--------------------------|----------|--------------------|-----------------------------------|------------------------------|-----------------------------------|--------------------|-----------------------|
| 49.3% | 24.6% | 48.2% | 0.0% | 10.1% | 22.1% | 96.5% | 17.1% | 16.6% |
| % Female | % Multiracial | % Asian | % Filipino | % American Indian/ Alaskan Native | % Foster Youth | % Socioeconomically Disadvantaged | % Newcomers | School Stability Rate |
| 50.3% | 6.5% | 6.5% | 0.5% | 0.5% | 0.5% | 95.0% | 0.5% | 72.9% |

1B: GOALS & IDENTIFIED NEEDS

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

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|--------------------------------|---|
| School Goal: | By June 2027, 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 <small>*SBAC & CAST data exclude participation penalty, if applicable.</small> | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target | 2026-27 New Target |
|--|-----------------------------|-------------------------|------------------------|------------------------|-----------------------|---------------------------|
| SBAC ELA Distance from Standard Met | All Students | -68.3 | -83.9 | -41.3 | -58.0 | -35.0 |
| SBAC ELA Participation | All Students | 91.5% | 94.4% | 94.1% | 95.0% | 95.0% |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12) | All Students | 10.8% | 11.4% | 50.0% | 52.8% | 55.0% |

Mathematics/Science Measures & Targets

| Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small> | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target | 2026-27 New Target |
|--|-----------------------------|-------------------------|------------------------|------------------------|-----------------------|---------------------------|
| SBAC Math Distance from Standard Met | All Students | -150.8 | -180.6 | -138.5 | -140.0 | -140.0 |
| SBAC Math Participation | All Students | 94.4% | 94.4% | 94.1% | 95.0% | 95.0% |
| California Science Test (CAST) Standard Met or Exceeded | All Students | 17.8% | 8.7% | 16.0% | 11.7% | 18.0% |
| California Science Test (CAST) Participation | All Students | 90.1% | 95.8% | 94.3% | 95.0% | 95.0% |

| Graduation Measures & Targets | | | | | | |
|--|-----------------------------|-------------------------|------------------------|------------------------|-----------------------|---------------------------|
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target | 2026-27 New Target |
| Four-Five Year Cohort Graduation Rate | All Students | 82.8% | 87.7% | 94.4% | 90.0% | 95.0% |
| On Track to Graduate: 9th Grade | All Students | 81.4% | | 52.8% | 85.0% | 85.0% |
| On Track to Graduate: 11th Grade | All Students | 29.2% | 42.3% | 30.0% | 50.0% | 50.0% |
| A-G Completion | All Students | 75.5% | 70.8% | 77.8% | 80.0% | 80.0% |
| College/Career Readiness | All Students | 64.1% | 73.8% | 57.4% | 75.0% | 75.0% |

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

School Goal: By May 2027, 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 | 2026-27 New Target |
|---|-----------------------------|-------------------------|------------------------|------------------------|-----------------------|---------------------------|
| SBAC ELA Distance from Standard Met | Special Education Students | -129.1 | -156.0 | -178.2 | -58.0 | -156.0 |
| SBAC ELA Distance from Standard Met | African American Students | -102.7 | -121.6 | -68.8 | - | -60.0 |
| Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12) | All Students | 23.8% | | 39.4% | 70.4% | 50% |
| SBAC Math Distance from Standard Met | Special Education Students | -229.3 | -248.0 | -229.3 | -140.0 | -220.0 |
| SBAC Math Distance from Standard Met | African American Students | -215.5 | -164.5 | -178.8 | -205.0 | -170.0 |

| Reclassification Measures & Targets | | | | | | |
|--|----------------------------|------------------|-----------------|-----------------|----------------|--------------------|
| *Reference ELL Progress Data | | | | | | |
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target | 2026-27 New Target |
| ELL Reclassification | English Learners | 16.0% | 5.7% | 19.2% | 25.0% | 25% |
| LTEL Reclassification | Long-Term English Learners | 15.9% | 5.9% | 16.0% | 25.0% | 25% |

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

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| School Goal: | By May 2027, 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 | 2026-27 New Target |
|---------------------------------|----------------------------|------------------|-----------------|-----------------|----------------|--------------------|
| Student Connectedness to School | All Students | 100.0% | | 33.0% | 100.0% | 40%% |
| Out-of-School Suspensions | All Students | 2.6% | 3.8% | 14.5% | 2.0% | 7.0% |
| Out-of-School Suspensions | African American Students | 7.5% | 7.0% | 23.0% | 2.0% | 15.0% |
| Out-of-School Suspensions | Special Education Students | 1.3% | 5.6% | 20.6% | 1.0% | 15.0% |
| Chronic Absenteeism | All Students | 71.2% | 58.4% | 87.2% | 60.0% | 88.0% |
| Chronic Absenteeism | African American Students | 80.4% | 58.7% | 91.1% | 70.0% | 92.0% |

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

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| School Goal: | By June 2027, 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 | 2026-27 New Target |
|--|--------------------|------------------|-----------------|-----------------|----------------|--------------------|
| One-Year School Teacher Retention Rate | All Teachers | 70.4% | 66.9% | 64.1% | 71.0% | 64.0% |

1C: STRENGTHS & CHALLENGES

| Goal Area: | School Goal: | Priority Strengths |
|---------------------|---|---|
| <i>LCAP Goal 1:</i> | By June 2027, 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 | MetWest has built a strong instructional foundation to support college, career, and community readiness. The addition of a Literacy TSA and Math Coach has strengthened Tier I instruction and professional learning, resulting in early indicators of academic growth in literacy and mathematics. Graduation and college/career readiness metrics have also improved, reflecting progress toward postsecondary preparation goals. The advisory-based Individualized Learning Plan (ILP) system ensures that students have clearly defined academic and postsecondary goals, reinforcing alignment between daily instruction and long-term success. Overall, the school has established strong systems, staffing, and resource alignment to advance student achievement. |
| <i>LCAP Goal 2:</i> | By May 2027, 60% of our African American students will demonstrate accelerated growth in math to close the achievement gap as measured by math interim assessments. | MetWest has established a focused approach to accelerating outcomes for African American students and English Learners through targeted math growth goals, culturally responsive teaching practices, and coaching support. The school has embedded progress monitoring through interim assessments and PLC collaboration, with literacy and math coaching structures supporting instructional improvement. Additionally, strategies specific to Conditions for Black Students and ELD implementation demonstrate intentional alignment between equity priorities and academic systems. These structures position the school to continue strengthening equitable academic growth for focal student groups. |
| <i>LCAP Goal 3:</i> | By May 2027, 70% of our students will identify student connectedness to the school as measured by CHKS survey. | MetWest has strengthened systems that promote student belonging and engagement through advisory structures, affinity groups, student leadership opportunities, and implementation of Sown to Grow for regular student check-ins. The Community School model is supported by coordinated teams, including COST, Attendance, and Culture & Climate, to address student needs holistically. Student voice is embedded through Town Halls and Student Council engagement with school leadership, reinforcing shared decision-making structures. These systems contribute to a school environment designed to foster connection, safety, and engagement for students and families. |
| <i>LCAP Goal 4:</i> | By June 2027, 80% of our teachers will be retained and be reflective of Oakland's rich diversity. | MetWest has prioritized staff retention and instructional quality through structured professional development, instructional coaching, and collaborative leadership systems. The addition of literacy and math coaching roles strengthens teacher capacity and supports consistent implementation of the school's learning model. Distributed leadership structures, including PLCs and ILT, create space for teacher voice and shared decision-making. Intentional efforts to build a positive adult culture and celebrate staff contributions have supported retention and alignment to school goals |

| Goal Area: | School Goal: | Priority Challenges |
|---------------------|---|--|
| <i>LCAP Goal 1:</i> | By June 2027, 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 | While instructional coaching and PLC structures are in place, consistent progress monitoring and intervention implementation remain areas for growth. Teachers review student performance data; however, systematic documentation of instructional adjustments and measurable intervention impact is inconsistent. Strengthening the schoolwide data cycle, ensuring timely Tier 2 supports, and monitoring the effectiveness of academic interventions will be critical to accelerating literacy and math outcomes. |
| <i>LCAP Goal 2:</i> | By May 2027, 60% of our African American students will demonstrate accelerated growth in math to close the achievement gap as measured by math interim assessments. | Although the school has established clear goals for African American students and English Learners, consistent use of data to drive instructional shifts and targeted math interventions remains an area for improvement. Teachers conduct grade analysis; however, there is limited evidence of consistent follow-through on action steps to reduce course failures and close achievement gaps. Strengthening Tier 2 and Tier 3 intervention systems and formalizing progress monitoring for focal student groups will be essential to sustaining equitable growth. The SSC has voted to approve the use of Title I Student funds for contracts to support student learning and tutoring, professional conferences, software for the classroom, field trips (including transportation and admission), classified overtime, and instructional materials. Additionally, the SSC voted to use Title I Parent Education funds for translation services for parent meetings and family engagement initiatives dedicated to strengthening the school-home partnership. Any remaining funds will be used toward these specific engagement initiatives to promote student success. |
| <i>LCAP Goal 3:</i> | By May 2027, 70% of our students will identify student connectedness to the school as measured by CHKS survey. | Student connectedness and family engagement continue to require intentional strengthening. Not all students are fully bought into the school model, and some report feeling disconnected from adults on campus. Additionally, staff turnover and competing priorities have impacted consistent family communication and engagement structures. Building stronger advisor-family connections and expanding opportunities for student voice and belonging remain key focus areas. |
| <i>LCAP Goal 4:</i> | By June 2027, 80% of our teachers will be retained and be reflective of Oakland's rich diversity. | Ongoing budget constraints and staffing reductions have created challenges in sustaining professional development and programmatic supports. While retention efforts have improved, maintaining instructional coaching capacity and morale amid fiscal instability remains a concern. Protecting collaboration time and ensuring consistent support for teachers will be essential to sustaining staff stability and instructional effectiveness. |

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

MetWest High School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

Overall, implementation of the 2025–26 SPSA strategies has been steady and aligned to identified priorities. The reunification of students onto one campus strengthened coordination across instructional teams and allowed for more focused attention on literacy, math, and student engagement initiatives. Coaching structures were implemented through the addition of a Literacy Teacher on Special Assignment (TSA) and a Math Coach to build Tier I instructional capacity and support targeted intervention. Weekly PLC collaboration time has supported data review and instructional planning aligned to academic growth goals. Community School structures, including COST, Attendance, and Culture & Climate teams, continued to operate regularly to address student academic, behavioral, and social-emotional needs. Advisory systems and Individualized Learning Plans (ILPs) remained central to aligning academic progress with postsecondary readiness goals. After completing the SPSA last spring, staffing adjustments were necessary due to budget constraints. Some planned expenditures and supplemental activities were reduced or discontinued to prioritize core instructional coaching, intervention supports, and essential student services. Despite these fiscal adjustments, the school maintained focus on strengthening instructional quality, student engagement, and equitable access to academic supports.

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

The strategies and actions outlined in the SPSA have begun to demonstrate measurable progress toward the articulated goals. The addition of a Literacy Teacher on Special Assignment (TSA) and a Math Coach has strengthened Tier I instructional practices and increased teacher capacity through coaching cycles and weekly PLC collaboration. Early indicators, including i-Ready growth and math interim assessment trends, suggest that targeted instructional supports are positively impacting student achievement. The advisory-based Individualized Learning Plan (ILP) system has supported alignment between academic performance, postsecondary readiness, and work-based learning goals. Additionally, the continued implementation of Community School structures—including COST, Attendance, and Culture & Climate teams—has strengthened coordinated responses to student academic and social-emotional needs. While progress monitoring systems continue to be refined, the current strategies have established stronger instructional coherence, clearer alignment of supports, and improved collaboration among staff. These actions position the school to sustain and accelerate progress toward literacy, math, equity, engagement, and staff retention 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.

As a result of this analysis, the school will strengthen implementation systems to ensure greater consistency and measurable impact across all goals. While core priorities remain unchanged, refinements will focus on tightening progress monitoring, clarifying Tier 2 and Tier 3 intervention structures, and increasing accountability within PLC cycles.

Specifically, the school will formalize a six-week data cycle to ensure consistent review of literacy and math interim data, document instructional adjustments, and monitor intervention effectiveness. Additional clarity will be provided around entry and exit criteria for targeted math and literacy interventions to strengthen support for focal student groups. These refinements are reflected in Goal 1 and Goal 2 strategy sections, particularly within MTSS-aligned Tier 2 and Tier 3 strategies. To support student connectedness and family engagement under Goal 3, advisory accountability measures will be strengthened through clearer expectations for ILP monitoring, family outreach documentation, and student check-ins using Sown to Grow. Enhancements to Community School structures are reflected within the Student Engagement and Collaborative Leadership strategies.

Under Goal 4, efforts will focus on protecting collaboration time, sustaining instructional coaching cycles, and strengthening onboarding and professional development structures to support retention. These adjustments are reflected in the Staff Capacity and Professional Development strategy sections. Overall, changes center on refining implementation systems rather than altering core goals. The emphasis moving forward will be on consistent execution, documentation of impact, and alignment between strategy, monitoring, and outcomes

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

| <p>Title I Expenditure <i>(describe expenditure in column a)</i></p> | <p>Target Addressed by Expenditure</p> | <p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p> | <p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p> | <p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p> |
|---|---|---|---|--|
| <p>Don Gilmore, School Counselor</p> | <p>A-G Completion</p> | <p>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.</p> | <p>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.</p> | <p>We are discontinuing this expenditure because we don't have enough funding this position.</p> |
| <p>Professional Development</p> | <p>A-G Completion</p> | <p>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.</p> | <p>It's working because it's building teacher capacity to be more effective in the implementation of our learning model and best teaching practices.</p> | <p>We are continuing this expenditure because it supports our college, career, and academic readiness.</p> |

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|------------------------|----------------|--|--|---|
| Extended Contract | A-G Completion | To fund teacher work outside of their contractual hours for planning. | Funding teacher work outside of contractual hours strengthens instructional quality by providing dedicated time for collaborative planning, data analysis, and targeted intervention design. This additional planning time ensures instructional alignment, improves Tier I implementation, and supports more effective responses to student performance data. As a result, teachers are better positioned to accelerate student growth and meet SPSA academic goals. | We are funding this expenditure because it supports our goals for academic readiness. |
| Clerical OT | A-G Completion | To fund clerical work outside of their contractual hours for family events supporting Title I goals. | Funding clerical work outside of contractual hours ensures that family engagement events are well-organized, accessible, and effectively communicated to families. Clerical support strengthens outreach efforts, manages logistics, and ensures accurate documentation of participation, which is essential for increasing family involvement in academic programming. By removing operational barriers, this investment directly supports Title I goals by fostering stronger school-family partnerships that contribute to improved student achievement and engagement. | We are funding this expenditure because it supports our goals for academic readiness. |
| Field Trips-Adminssion | A-G Completion | To ensure we eliminate barriers for student to experience learning outside of school. This activity supports A-G completion. | 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 it supports our college, career, and academic readiness. |

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|------------------------|----------------|---|--|---|
| Field Trips-Adminssion | A-G Completion | 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. |
| 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. | 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. |
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: MetWest High School

SCHOOL ID:

219

3: SCHOOL STRATEGIES & ACTIVITIES

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

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

School Goal:

By June 2027, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 70% of students reaching their growth goals on i-Ready reading assessment Metric 2) 30% 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 [1] | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2] | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3] |
|-----|---|---------------------|--|---|
| 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 |

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

School Goal:

By May 2027, 65% 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.

School Goal: By May 2027, 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 2027, 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 in ILT and PLCS as designated spaces for distributive leadership. | All Students | Academic | Tier 1 - Universal |
| | | | | |

CONDITIONS FOR BLACK STUDENTS

| # | 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,affininity space, black student union, specifically engaging black families, etc.). | African American | Academic | Tier 2 - Supplemental |
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| CONDITIONS FOR ENGLISH LANGUAGE LEARNERS | | ELL Progress Data | | |
|--|---|-----------------------------------|--|---|
| # | 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 2026-27 SCHOOL SITE BUDGET

Site Number: 338

School: MetWest High School

Instructions: Please complete any **yellow** cells below to provide information for resource allocation aligned to student needs and SPSA activity.

| 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 |
|--|---------------------------------|--|-------------------|--|-------------------|--|------------------|------------------------------|--|---|--|
| <i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i> | <i>How much will this cost?</i> | <i>What is the funding source?</i> | <i>e.g., 1105</i> | <i>Autofills based on the object code.</i> | <i>e.g., 1830</i> | <i>Autofills based on the position number.</i> | <i>e.g., 0.8</i> | <i>Link to an LCAP goal.</i> | ALIGNED TO EXPENDITURE (TITLE I ONLY) | <i>Link to an SPSA activity.</i> | <i>Autofills to identify the action.</i> |
| To ensure that all students have access to materials and supplies this support equitable access in our push increase student achievement | \$13,735 | Arts & Music in Schools (Proposition 28) | 4310 | School Office Supplies | | | 0.00 | | | Ensure all students are engaging in targeted intervention to accelerate academic growth. | 338-1 |
| 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. | \$46,239 | California Community Schools Partnership Program | 1119 | Certificated Teachers on Special Assignment Salaries | 11118 | TSA 11Mon 12Pay | 0.25 | | | Ensure all students are engaging in targeted intervention to accelerate academic growth. | 338-2 |
| To provide collaborative planning time for teachers to support increasing rigor, quality of instruction, data analysis, inquiry cycles, etc. | \$2,000 | California Community Schools Partnership Program | 1150 | Certificated Teachers: Substitutes | | | 0.00 | | | Provide collaborative planning time for teachers to ensure vertical and horizontal alignment is happening. | 338-3 |
| CSM Job Duty Statement 26-27. 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. | \$91,048 | California Community Schools Partnership Program | 2305 | Classified Supervisors' and Administrators' Salaries | 9326 | Program Mgr Community School | 0.50 | | | 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. | 338-4 |

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 338

School: MetWest High School

| Instructions: Please complete any yellow cells below to provide information for resource allocation aligned to student needs and SPSA activity. | | | | | | | | | | | |
|---|---------------------------------|--|-------------------|--|-------------------|--|------------------|------------------------------|--|--|--|
| 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 |
| <i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i> | <i>How much will this cost?</i> | <i>What is the funding source?</i> | <i>e.g., 1105</i> | <i>Autofills based on the object code.</i> | <i>e.g., 1830</i> | <i>Autofills based on the position number.</i> | <i>e.g., 0.8</i> | <i>Link to an LCAP goal.</i> | ALIGNED TO EXPENDITURE (TITLE I ONLY) | <i>Link to an SPSA activity.</i> | <i>Autofills to identify the action.</i> |
| To ensure that all students have access to materials and supplies this support equitable access in our push increase student achievement | \$2,463 | California Community Schools Partnership Program | 4310 | School Office Supplies | | | 0.00 | | | Ensure all students are engaging in targeted intervention to accelerate academic growth. | 338-5 |
| To contract with KDOL to provide high-interest multimedia courses that expand elective offerings and increase student engagement. These courses provide students with relevant, skill-based learning experiences that connect to real-world applications and career pathways. Increased engagement leads to improved attendance, motivation, and academic performance. All students benefit, particularly those who thrive in hands-on, creative learning environments. | \$27,000 | California Community Schools Partnership Program | 5825 | Consultants | | | 0.00 | | | Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning. | 338-6 |
| To compensate teachers for work completed beyond their contractual hours, including planning, student support, and coordination of college and career engagement activities. This additional time ensures high-quality lesson design, stronger alignment to student needs, and meaningful integration of real-world learning experiences. As a result, students receive more targeted support and engaging instruction, leading to improved academic outcomes and postsecondary readiness. All students benefit from increased teacher capacity and more responsive, intentional instruction. | \$5,000 | College & Career Access Pathways Grant | 1120 | Certificated Teachers' Salaries: Stipends | | | 0.00 | | | Provide collaborative planning time for teachers to ensure vertical and horizontal alignment is happening. | 338-7 |
| To provide bus passes for students to access college visits, career exploration, and work-based learning opportunities. This removes transportation barriers and ensures equitable access to experiences that connect classroom learning to future pathways. Increased exposure to college and career options strengthens student motivation, goal-setting, and postsecondary readiness. All students benefit, with the greatest impact on those who may otherwise lack access to these opportunities. | \$1,000 | College & Career Access Pathways Grant | 5820 | Bus Passes | | | 0.00 | | | Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning. | 338-8 |

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 338

School: MetWest High School

| Instructions: Please complete any yellow cells below to provide information for resource allocation aligned to student needs and SPSA activity. | | | | | | | | | | | |
|---|---------------------------------|---|-------------------|--|-------------------|--|------------------|------------------------------|--|---|--|
| 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 |
| <i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i> | <i>How much will this cost?</i> | <i>What is the funding source?</i> | <i>e.g., 1105</i> | <i>Autofills based on the object code.</i> | <i>e.g., 1830</i> | <i>Autofills based on the position number.</i> | <i>e.g., 0.8</i> | <i>Link to an LCAP goal.</i> | ALIGNED TO EXPENDITURE (TITLE I ONLY) | <i>Link to an SPSA activity.</i> | <i>Autofills to identify the action.</i> |
| to contract with One Goal and Big Picture Learning to provide targeted support in college readiness and implementation of the school's work-based learning model. These partnerships build staff capacity, strengthen systems for college and career readiness, and ensure high-quality implementation of real-world learning experiences. As a result, students demonstrate increased engagement, improved academic outcomes, and stronger postsecondary readiness. All students benefit, with the greatest impact on those needing additional support to access and navigate college and career pathways. | \$30,572 | College & Career Access Pathways Grant | 5825 | Consultants | | | 0.00 | | | 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.). | 338-9 |
| To compensate teachers for supporting expanded learning opportunities outside of their contractual hours, including enrichment, intervention, and college and career-related activities. This additional time increases access to academic support and real-world learning experiences beyond the school day. As a result, students demonstrate improved engagement, skill development, and academic growth. All students benefit, particularly those who need additional time and support to meet grade-level expectations. | \$75,000 | Expanded Learning Opportunities Program (ELO-P) | 1120 | Certificated Teachers' Salaries: Stipends | | | 0.00 | | | Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning. | 338-10 |
| Salaries for consultants/expanded learning staff members who facilitate expanded learning opportunities, including enrichment, intervention, and college and career exploration. These additional supports extend learning beyond the traditional school day and provide students with targeted academic and skill-building experiences. As a result, students demonstrate increased engagement, improved academic performance, and accelerated growth. All students benefit, particularly those needing additional support and access to enrichment opportunities. | \$25,000 | Expanded Learning Opportunities Program (ELO-P) | 5825 | Consultants | | | 0.00 | | | Ensure all students are engaging in targeted intervention to accelerate academic growth. | 338-11 |

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 338

School: MetWest High School

| Instructions: Please complete any yellow cells below to provide information for resource allocation aligned to student needs and SPSA activity. | | | | | | | | | | | |
|---|---------------------------------|------------------------------------|-------------------|--|-------------------|--|------------------|------------------------------|--|--|--|
| 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 |
| <i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i> | <i>How much will this cost?</i> | <i>What is the funding source?</i> | <i>e.g., 1105</i> | <i>Autofills based on the object code.</i> | <i>e.g., 1830</i> | <i>Autofills based on the position number.</i> | <i>e.g., 0.8</i> | <i>Link to an LCAP goal.</i> | <i>ALIGNED TO EXPENDITURE (TITLE I ONLY)</i> | <i>Link to an SPSA activity.</i> | <i>Autofills to identify the action.</i> |
| 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. | \$46,239 | LCFF Equity Multiplier | 1119 | Certificated Teachers on Special Assignment Salaries | 11118 | TSA 11Mon 12Pay | 0.25 | | | Ensure all students are engaging in targeted intervention to accelerate academic growth. | 338-12 |
| To support an Attendance Specialist to monitor attendance, conduct outreach, and implement targeted interventions for students with chronic absenteeism. This role strengthens systems to identify attendance barriers and provide timely, individualized support to re-engage students. Improved attendance directly contributes to increased instructional time and stronger academic outcomes. Students experiencing chronic absenteeism and other identified student groups receive the greatest benefit. | \$50,024 | LCFF Equity Multiplier | 2205 | Attendance Specialist Bil | 4079 | Attendance Specialist Bil | 0.50 | | | Ensure all students are engaging in targeted intervention to accelerate academic growth. | 338-13 |
| Case Manager to coordinate student services, monitor progress, and ensure implementation of individualized supports. This role strengthens intervention systems by ensuring students receive timely, targeted academic and social-emotional support. As a result, students demonstrate improved engagement, attendance, and academic outcomes. Students requiring additional support, including those with identified academic or behavioral needs, benefit most directly. | \$37,527 | LCFF Equity Multiplier | 2405 | Clerical Salaries | 10432 | Case Manager 20 | 0.40 | | | Ensure all students are engaging in targeted intervention to accelerate academic growth. | 338-14 |

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 338

School: MetWest High School

| Instructions: Please complete any yellow cells below to provide information for resource allocation aligned to student needs and SPSA activity. | | | | | | | | | | | |
|---|---------------------------------|------------------------------------|--------------------|--|-------------------|--|------------------|------------------------------|--|--|--|
| 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 |
| <i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i> | <i>How much will this cost?</i> | <i>What is the funding source?</i> | <i>e.g., 1105</i> | <i>Autofills based on the object code.</i> | <i>e.g., 1830</i> | <i>Autofills based on the position number.</i> | <i>e.g., 0.8</i> | <i>Link to an LCAP goal.</i> | <i>ALIGNED TO EXPENDITURE (TITLE I ONLY)</i> | <i>Link to an SPSA activity.</i> | <i>Autofills to identify the action.</i> |
| Case Manager to coordinate student services, monitor progress, and ensure implementation of individualized supports. This role strengthens intervention systems by ensuring students receive timely, targeted academic and social-emotional support. As a result, students demonstrate improved engagement, attendance, and academic outcomes. Students requiring additional support, including those with identified academic or behavioral needs, benefit most directly. | \$88,525 | LCFF Equity Multiplier | 2405 | Clerical Salaries | 10562 | Case Manager 20 | 0.70 | | | Ensure all students are engaging in targeted intervention to accelerate academic growth. | 338-15 |
| To ensure that all students have access to materials and supplies this support equitable access in our push increase student achievement | \$5,999 | LCFF Equity Multiplier | 4310 | School Office Supplies | | | 0.00 | | | Ensure all students are engaging in targeted intervention to accelerate academic growth. | 338-16 |
| 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. | \$10,000 | LCFF Supplemental | 1120 | Certificated Teachers' Salaries: Stipends | | | 0.00 | | | Provide collaborative planning time for teachers to ensure vertical and horizontal alignment is happening. | 338-17 |
| To provide collaborative planning time for teachers to support increasing rigor, quality of instruction, data analysis, inquiry cycles, etc. | \$3,000 | LCFF Supplemental | 1150 | Certificated Teachers: Substitutes | | | 0.00 | | | Provide collaborative planning time for teachers to ensure vertical and horizontal alignment is happening. | 338-18 |
| Provide overtime for the Instructional Support Specialist and Case Manager to extend support for interventions, progress monitoring, and compliance. This increases the school's ability to respond to student needs in real time and ensures supports are implemented with fidelity. As a result, students receive more targeted academic and behavioral support, leading to improved outcomes. Students receiving interventions, including students with disabilities and those below grade level, benefit most directly. | \$400 | LCFF Supplemental | 2125 | Classified Instructional Aide Salaries: Overtime | | | 0.00 | | | Ensure all students are engaging in targeted intervention to accelerate academic growth. | 338-19 |

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 338

School: MetWest High School

| Instructions: Please complete any yellow cells below to provide information for resource allocation aligned to student needs and SPSA activity. | | | | | | | | | | | |
|---|---------------------------------|---|-------------------|--|-------------------|--|------------------|------------------------------|--|--|--|
| 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 |
| <i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i> | <i>How much will this cost?</i> | <i>What is the funding source?</i> | <i>e.g., 1105</i> | <i>Autofills based on the object code.</i> | <i>e.g., 1830</i> | <i>Autofills based on the position number.</i> | <i>e.g., 0.8</i> | <i>Link to an LCAP goal.</i> | ALIGNED TO EXPENDITURE (TITLE I ONLY) | <i>Link to an SPSA activity.</i> | <i>Autofills to identify the action.</i> |
| To provide clerical overtime to support essential school operations, including data entry, attendance monitoring, and family communication beyond regular work hours. This ensures timely processing of critical information and consistent communication with students and families. Efficient systems and accurate data support improved student engagement, attendance, and academic outcomes. All students benefit, particularly those requiring ongoing outreach and support. | \$2,000 | LCFF Supplemental | 2450 | Clerical Substitutes | | | 0.00 | | | 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.). | 338-20 |
| Provide food for family engagement, student, staff events/activities to promote connectedness and joyful schools. | \$1,000 | LCFF Supplemental | 4311 | Meeting Refreshments | | | 0.00 | | | Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning. | 338-21 |
| To support communication to stakeholders to promote family and student engagement. | \$800 | LCFF Supplemental | 5910 | Postage | | | 0.00 | | | Build teacher capacity to effectively implement culturally responsive teaching practices. | 338-22 |
| 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. | \$92,477 | Learning Recovery Emergency Block Grant (LREBG) | 1119 | Certificated Teachers on Special Assignment Salaries | 11118 | TSA 11Mon 12Pay | 0.50 | | | 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. | 338-23 |

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 338

School: MetWest High School

| Instructions: Please complete any yellow cells below to provide information for resource allocation aligned to student needs and SPSA activity. | | | | | | | | | | | |
|--|---------------------------------|---|-------------------|--|-------------------|--|------------------|------------------------------|--|--|--|
| 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 |
| <i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i> | <i>How much will this cost?</i> | <i>What is the funding source?</i> | <i>e.g., 1105</i> | <i>Autofills based on the object code.</i> | <i>e.g., 1830</i> | <i>Autofills based on the position number.</i> | <i>e.g., 0.8</i> | <i>Link to an LCAP goal.</i> | <i>ALIGNED TO EXPENDITURE (TITLE I ONLY)</i> | <i>Link to an SPSA activity.</i> | <i>Autofills to identify the action.</i> |
| CSM Job Duty Statement 26-27. 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. | \$91,048 | Learning Recovery Emergency Block Grant (LREBG) | 2305 | Classified Supervisors' and Administrators' Salaries | 9326 | Program Mgr Community School | 0.50 | | | Ensure all students are engaging in targeted intervention to accelerate academic growth. | 338-24 |
| 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. | \$109,960 | Measure H: College & Career Readiness for All | 1119 | Certificated Teachers on Special Assignment Salaries | 10571 | TSA 10Pay | 0.75 | | | Active progress monitoring of student progress; that includes their ILP (individual learning plans). | 338-25 |
| To provide transportation for students to participate in college visits, career exploration, and work-based learning opportunities. This ensures equitable access to real-world learning experiences that expand students' awareness of postsecondary options and career pathways. These experiences increase student engagement, motivation, and connection between academic learning and future goals, leading to improved academic outcomes. All students benefit, with the greatest impact on those who would otherwise face barriers to accessing these opportunities. | \$3,714 | Measure H: College & Career Readiness for All | 5826 | External Work Order Services | | | 0.00 | | | Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning. | 338-26 |

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 338

School: MetWest High School

| Instructions: Please complete any yellow cells below to provide information for resource allocation aligned to student needs and SPSA activity. | | | | | | | | | | | |
|--|---------------------------------|---|--------------------|--|-------------------|--|------------------|------------------------------|--|--|--|
| 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 |
| <i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i> | <i>How much will this cost?</i> | <i>What is the funding source?</i> | <i>e.g., 1105</i> | <i>Autofills based on the object code.</i> | <i>e.g., 1830</i> | <i>Autofills based on the position number.</i> | <i>e.g., 0.8</i> | <i>Link to an LCAP goal.</i> | <i>ALIGNED TO EXPENDITURE (TITLE I ONLY)</i> | <i>Link to an SPSA activity.</i> | <i>Autofills to identify the action.</i> |
| To maintain licensing for Bulleyes, a platform used to capture and analyze classroom walk-through data aligned to instructional priorities. This tool enables leadership to monitor instructional practices, identify trends, and provide targeted feedback and professional development. As a result, instructional quality improves across classrooms, leading to stronger student engagement and academic outcomes. All students benefit from more consistent, high-quality instruction schoolwide. | \$8,186 | Measure H: College & Career Readiness for All | 5846 | Licensing Agreements | | | 0.00 | | | Ensure all students are engaging in targeted intervention to accelerate academic growth. | 338-27 |
| To provide bus passes for students to participate in field trips that extend learning beyond the classroom. These experiences reinforce academic content through real-world application and increase student engagement and relevance of learning. Access to transportation removes barriers and ensures all students can participate in these opportunities. All students benefit, with the greatest impact on those who may otherwise lack access to enrichment experiences. | \$1,810 | Title I, Part A Parent & Family Engagement | 4399 | Unallocated | | | 0.00 | | n/a | Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning. | 338-28 |
| Implement targeted interventions, extended learning opportunities, and instructional supports aligned to priority standards. These resources increase access to high-quality instruction and provide additional support for students not yet meeting grade-level expectations. This leads to accelerated academic growth and improved achievement outcomes. Low-income students and other historically underserved student groups benefit most directly. | \$99,550 | Title I, Part A Schoolwide Program | 4399 | Unallocated | | | 0.00 | | n/a | Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning. | 338-29 |

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 338

School: MetWest High School

| Instructions: Please complete any yellow cells below to provide information for resource allocation aligned to student needs and SPSA activity. | | | | | | | | | | | |
|---|---------------------------------|---|-------------------|--|-------------------|--|------------------|------------------------------|--|--|--|
| 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 |
| <i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i> | <i>How much will this cost?</i> | <i>What is the funding source?</i> | <i>e.g., 1105</i> | <i>Autofills based on the object code.</i> | <i>e.g., 1830</i> | <i>Autofills based on the position number.</i> | <i>e.g., 0.8</i> | <i>Link to an LCAP goal.</i> | <i>ALIGNED TO EXPENDITURE (TITLE I ONLY)</i> | <i>Link to an SPSA activity.</i> | <i>Autofills to identify the action.</i> |
| To support an art teacher to provide students with access to visual arts instruction as part of a well-rounded education. Arts integration increases student engagement, creativity, and critical thinking, which positively impacts overall academic performance and school connectedness. This contributes to improved attendance and student motivation, both of which are linked to stronger academic outcomes. All students benefit, particularly those who thrive in creative, hands-on learning environments and need additional pathways for engagement. | \$26,456 | Arts & Music in Schools (Proposition 28) Carryover | 1105 | Certificated Teachers' Salaries | 9183 | Teacher Structured Eng Immersn | 0.20 | | A-G Completion | Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning. | 338-30 |
| 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. | \$36,653 | California Career Technical Education Incentive (CTEIG) Grant | 1119 | Certificated Teachers on Special Assignment Salaries | 10571 | TSA 10Pay | 0.25 | | | Ensure all students are engaging in targeted intervention to accelerate academic growth. | 338-31 |
| 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. | \$8,000 | California Career Technical Education Incentive (CTEIG) Grant | 1120 | Certificated Teachers' Salaries: Stipends | | | 0.00 | | | Provide collaborative planning time for teachers to ensure vertical and horizontal alignment is happening. | 338-32 |

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 338

School: MetWest High School

| Instructions: Please complete any yellow cells below to provide information for resource allocation aligned to student needs and SPSA activity. | | | | | | | | | | | |
|--|---------------------------------|---|-------------------|--|-------------------|--|------------------|------------------------------|--|--|--|
| 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 |
| <i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i> | <i>How much will this cost?</i> | <i>What is the funding source?</i> | <i>e.g., 1105</i> | <i>Autofills based on the object code.</i> | <i>e.g., 1830</i> | <i>Autofills based on the position number.</i> | <i>e.g., 0.8</i> | <i>Link to an LCAP goal.</i> | ALIGNED TO EXPENDITURE (TITLE I ONLY) | <i>Link to an SPSA activity.</i> | <i>Autofills to identify the action.</i> |
| To support a Case Manager who coordinates college and career readiness activities, including postsecondary planning, internship support, and individualized student guidance. This role ensures students receive targeted support to connect academic learning to future pathways and successfully navigate postsecondary options. As a result, students demonstrate increased engagement, goal-setting, and readiness for college and careers. All students benefit, with the greatest impact on those needing additional guidance and access to postsecondary opportunities. | \$37,939 | Measure H: College & Career Readiness for All | 2405 | Clerical Salaries | 10562 | Case Manager 20 | 0.30 | | | Active progress monitoring of student progress; that includes their ILP (individual learning plans). | 338-33 |
| To purchase novels and other instructional reading materials to support literacy development and student engagement. Access to diverse, high-interest, and culturally relevant texts increases reading volume, comprehension, and critical thinking skills. These materials support standards-aligned instruction while fostering a stronger connection to learning, leading to improved academic outcomes. All students benefit, particularly those who need additional support in literacy development and engagement. | \$6,000 | College & Career Access Pathways Grant | 4200 | Books other than Textbooks | | | 0.00 | | | Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning. | 338-34 |
| To support staff attendance at professional conferences aligned to instructional priorities and schoolwide goals. These learning opportunities build staff capacity in effective instructional practices, data use, and student engagement strategies. As a result, teachers implement stronger, research-based practices that lead to improved student achievement and accelerated growth. All students benefit from increased instructional quality and more responsive teaching practices. | \$4,331 | California Career Technical Education Incentive (CTEIG) Grant | 5220 | Conference Expense | | | 0.00 | | | Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning. | 338-35 |
| 5826-Transportation for college and career exploration. | \$6,000 | College & Career Access Pathways Grant | 5826 | External Work Order Services | | | 0.00 | | College/Career Readiness | Ensure all students are engaging in targeted intervention to accelerate academic growth. | 338-36 |
| 5825-Contracts for Big Picture Learning and One Goal. | \$4,916 | California Career Technical Education Incentive (CTEIG) Grant | 5826 | External Work Order Services | | | 0 | | College/Career Readiness | Provide CTE coaching and support to all teachers. | 338-37 |

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 338

School: MetWest High School

| Instructions: Please complete any yellow cells below to provide information for resource allocation aligned to student needs and SPSA activity. | | | | | | | | | | | |
|--|---------------------------------|------------------------------------|--------------------|--|-------------------|--|------------------|------------------------------|--|---|--|
| 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 |
| <i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i> | <i>How much will this cost?</i> | <i>What is the funding source?</i> | <i>e.g., 1105</i> | <i>Autofills based on the object code.</i> | <i>e.g., 1830</i> | <i>Autofills based on the position number.</i> | <i>e.g., 0.8</i> | <i>Link to an LCAP goal.</i> | ALIGNED TO EXPENDITURE (TITLE I ONLY) | <i>Link to an SPSA activity.</i> | <i>Autofills to identify the action.</i> |
| 5825 - BluePrint Tutor: Small-group math tutoring and intervention for students. | \$50,000 | Title I, Part A Schoolwide Program | 5825 | Consultants | | | | | SBAC Math Distance from Standard Met | Hire a math consultant to support math teachers in improving tier 1 instruction as well as implementing targeted intervention for students. | 338-38 |
| 5220 - Conference Expense: Professional development conferences. | \$5,000 | Title I, Part A Schoolwide Program | 5220 | Conference Expense | | | | | College/Career Readiness | Professional learning on how to use data to drive instructional shifts and to accelerate academic learning. | 338-39 |
| 5846 - BulleyesSoftware platform for teacher coaching and observations. | \$5,000 | Title I, Part A Schoolwide Program | 5846 | Licensing Agreements | | | | | A-G Completion | Active progress monitoring of student progress; that includes their ILP (individual learning plans). | 338-40 |
| 5826 - Field Trips-transportation Bus and transportation costs for educational field trips. | \$7,957 | Title I, Part A Schoolwide Program | 5826 | External Work Order Services | | | | | College/Career Readiness | Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning. | 338-41 |
| 5829 - Field Trip-Admission Entry fees and tickets for educational field trips. | \$1,000 | Title I, Part A Schoolwide Program | 5829 | External Work Order Services | | | | | College/Career Readiness | Engage students with grade-level texts and tasks daily and provide meaningful opportunities to apply their learning. | 338-42 |
| 2425 - Clerical Overtime pay for clerical staff OT. | \$5,000 | Title I, Part A Schoolwide Program | 2425 | Clerical Overtime | | | | | Student Connectedness to School | 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. | 338-43 |
| 4310 - Supplies: instructional materials and program supplies. | \$2,000 | Title I, Part A Schoolwide Program | 4310 | School Office Supplies | | | | | SBAC Math Distance from Standard Met | 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. | 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.*
- *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.6, 2025 through May 28, 2026.

This Policy was adopted and distributed by the MetWest High School on or before Oct. 6, 2025.

Signature of Acting Principal

Errico Bachicha

Date: 10/9/2025

Please attach the School-Parent Compact to this document.



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

School-Parent-Student Compact 2025-2026

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 2025 - 2026 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 engage 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 and will be in effect for the period of October 6, 2025 to May 28, 2026.

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 October 6, 2026.

Signature of Acting Principal

Errico Bachicha

Date: 10/09/2025

School Site Council Membership Roster
2025-2026

SSC - Officers

| | |
|-------------------|-----------------|
| Chairperson: | India |
| Vice Chairperson: | Allysa |
| Secretary: | Errico Bachicha |

SSC - Members

| Member's Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Student (Required) | Term (1st or 2nd year term) |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-----------------------------|
| Dr. Shalonda Gregory - Errico Bachicha - Intern Principal | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | DEFACTO |
| India | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 |
| Allysa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 |
| Matthew Baclig | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 |
| Sandra Backer | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 |
| Jerman Figueroa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1 |
| | <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) | 3rd Tuesday of Each Month - 4:30PM |
|--|------------------------------------|

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.

