

The Single Plan for Student Achievement 2017-18

School: Met Sacramento High School
CDS Code: 34-67439-0101907
District: Sacramento City Unified School District
Principal: Vince Wolfe
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Vince Wolfe
Position: Principal
Phone Number: (916) 395-5417
Address: 810 V St.
Sacramento, CA 95818
E-mail Address: vince-wolfe@metsacramento.org



The District Governing Board approved this revision of the SPSA on August 3, 2017.

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

Founded in 2003, Met Sacramento High School is one of the district's most innovative small high schools. The Met Sacramento is one of 100 schools nationwide that follows The Big Picture Learning program, which believes that schools must be personalized, educating every student equally, one student at a time. Each student's learning should grow out of his or her unique needs, interests, and passions.

The Met Sacramento prides itself on real-world learning, rigorous curriculum and a deep connection with all 300 of its students. We accomplish this with a student-friendly 1:25 student-to-teacher ratio. At Met Sac, we create academically rigorous project work for each student that combines The Big Picture Learning program's Five Learning goals—empirical reasoning, quantitative reasoning, communication, social reasoning, and personal qualities—with the student's personal interests and passions.

All students are required to learn through internships, ranging from work at the state capital, other schools, lawyers' offices, the zoo, various retail shops and a myriad of other local establishments. These internships both allow students to learn from mentors in the real world and transform the school into a shining community asset.

We have 13 teachers who are also referred to as advisors because they act as school counselors. These teacher-advisors, whom students work with their entire high school career, are the heart and soul of the school. Advisors are coaches, mentors, teachers, and managers who meet with families and guide students in learning how to manage their time, plan their work, find internships, and complete projects. Many students describe their advisor as family; often lifelong friendships are formed. In addition to those advisors, we have 3 support teachers and an RSP teacher, all of whom contribute to Met student's academic and social growth.

No matter what their chosen course, all students are required to develop post-high school plans, which include college, foreign exchange, or going into the work world. By continuing strong relationships with students and their families, we nurture student success.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	80	77	73	70	72	70	91.3	92.1
All Grades	80	77	73	70	72	70	91.3	92.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2571.1	2650.9	16	49	29	23	29	23	25	6
All Grades	N/A	N/A	16	49	29	23	29	23	25	6

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	29	47	53	46	18	7	
All Grades	29	47	53	46	18	7	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	15	53	53	36	31	11
All Grades	15	53	53	36	31	11

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	19	30	58	64	22	6
All Grades	19	30	58	64	22	6

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	14	37	57	61	29	1
All Grades	14	37	57	61	29	1

Conclusions based on this data:

1. This is a baseline score.
2. Our ELA scores are fairly strong, given that it's the first year of testing for the Common core.
3. We still have a significant number (over 25%) who are "Standard Not Met"

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	80	77	73	70	72	70	91.3	92.1
All Grades	80	77	73	70	72	70	91.3	92.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2525.6	2580.9	3	10	10	23	29	34	58	33
All Grades	N/A	N/A	3	10	10	23	29	34	58	33

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	10	17	22	44	68	39
All Grades	10	17	22	44	68	39

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	3	16	57	64	40	20
All Grades	3	16	57	64	40	20

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	8	14	61	66	31	20
All Grades	8	14	61	66	31	20

Conclusions based on this data:

1. This is a year 2 of the CAASPP
2. Significant improvement in both Math and ELA
3. Math still needs work. Also, given that our school has changing demographics (every year - not a feeder school), we can not necessarily take credit for all of the growth in scores.

School and Student Performance Data

2016 Accountability Progress Reporting

Met All Components	Met English Language Arts/Literacy	Met Mathematics	Met Attendance Rate	Met Graduation Rate	PI Status

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	17			67	***		17								
10		***		***	***		***	***							
11		***													
12							***			***					
Total	9	40		45	40		36	20		9					

School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

Title III

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	11	11	5
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	11	11	5
Number Met	--	8	--
Percent Met	--	72.7%	--
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	--

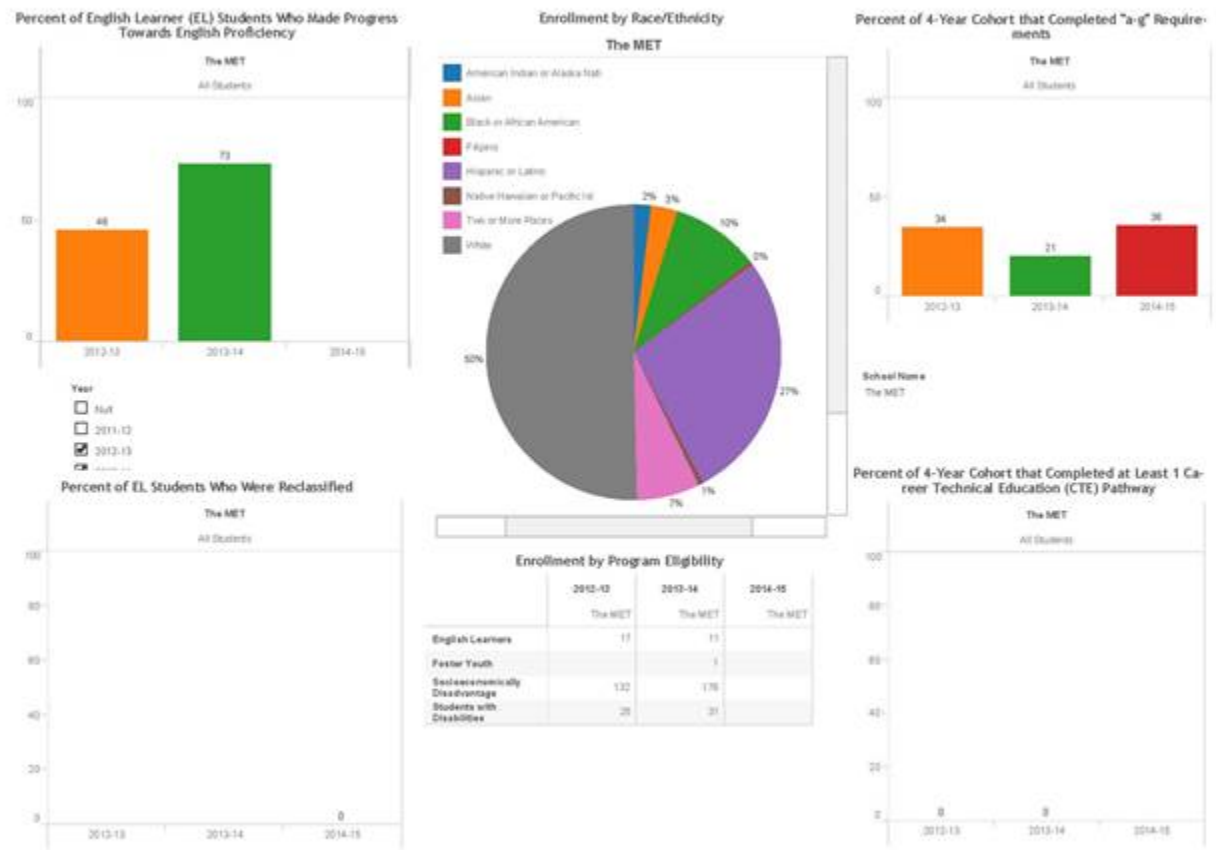
AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	11	0	11	0	5
Number Met	--	--	--	6	--	--
Percent Met	--	--	--	54.5%	--	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	Yes	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

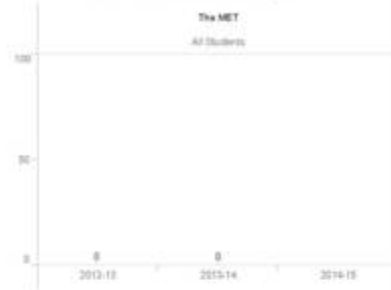
School and Student Performance Data

LCFF State Priorities Snapshot

Local Control Funding Formula (LCFF) State Priorities Snapshot
Sacramento City Unified School District



Percent of Students Who Passed an Advanced Placement (AP) Exam with a Score of 3 or Higher



Grades 10-12 Enrollment and Percent of Students Who Took at Least 1 AP Exam

Name	All Students		
	2012-13	2013-14	2014-15
The MET	0	0	

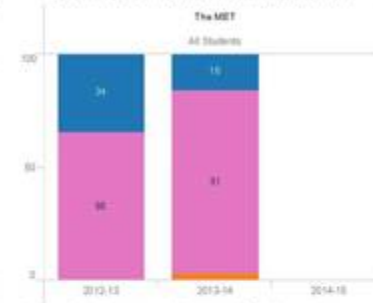
Early Assessment Program (EAP) College Readiness Results for English-Language Arts (ELA)



Grade 11 Enrollment and Percent of Students Who Took the EAP ELA

Name	All Students		
	2012-13	2013-14	2014-15
The MET	74	78	

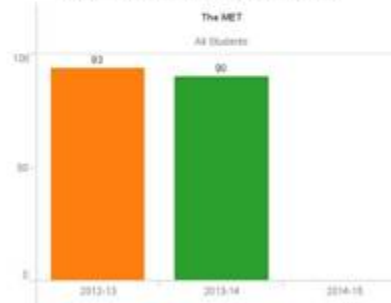
EAP College Readiness Results for Mathematics



Grade 11 Enrollment and Percent of Students Who Took the EAP Math

Name	All Students		
	2012-13	2013-14	2014-15
The MET	34	44	

4-Year Cohort High School Graduation Rate



4-Year Cohort High School Dropout Rate

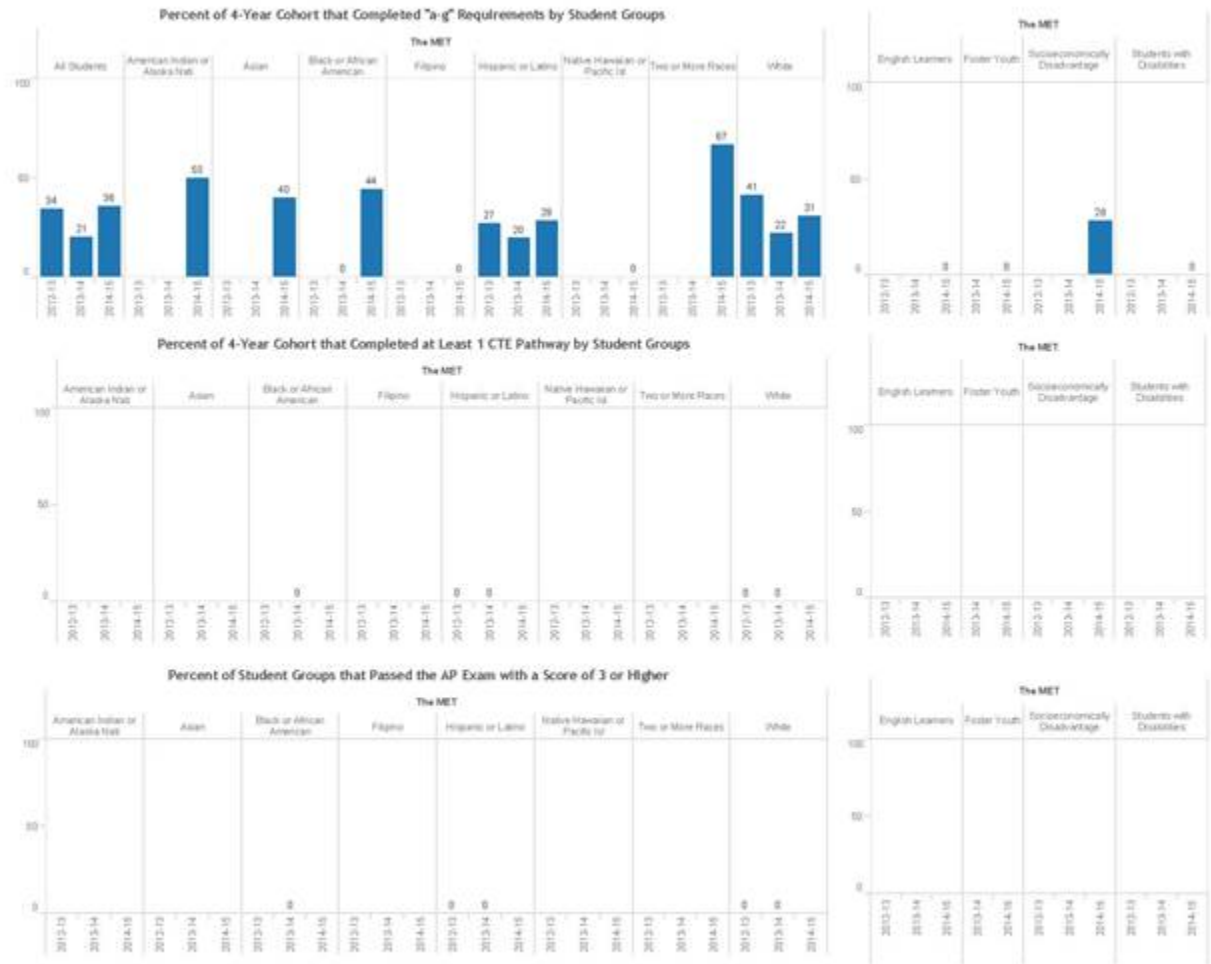


Number and Percent of Students Expelled

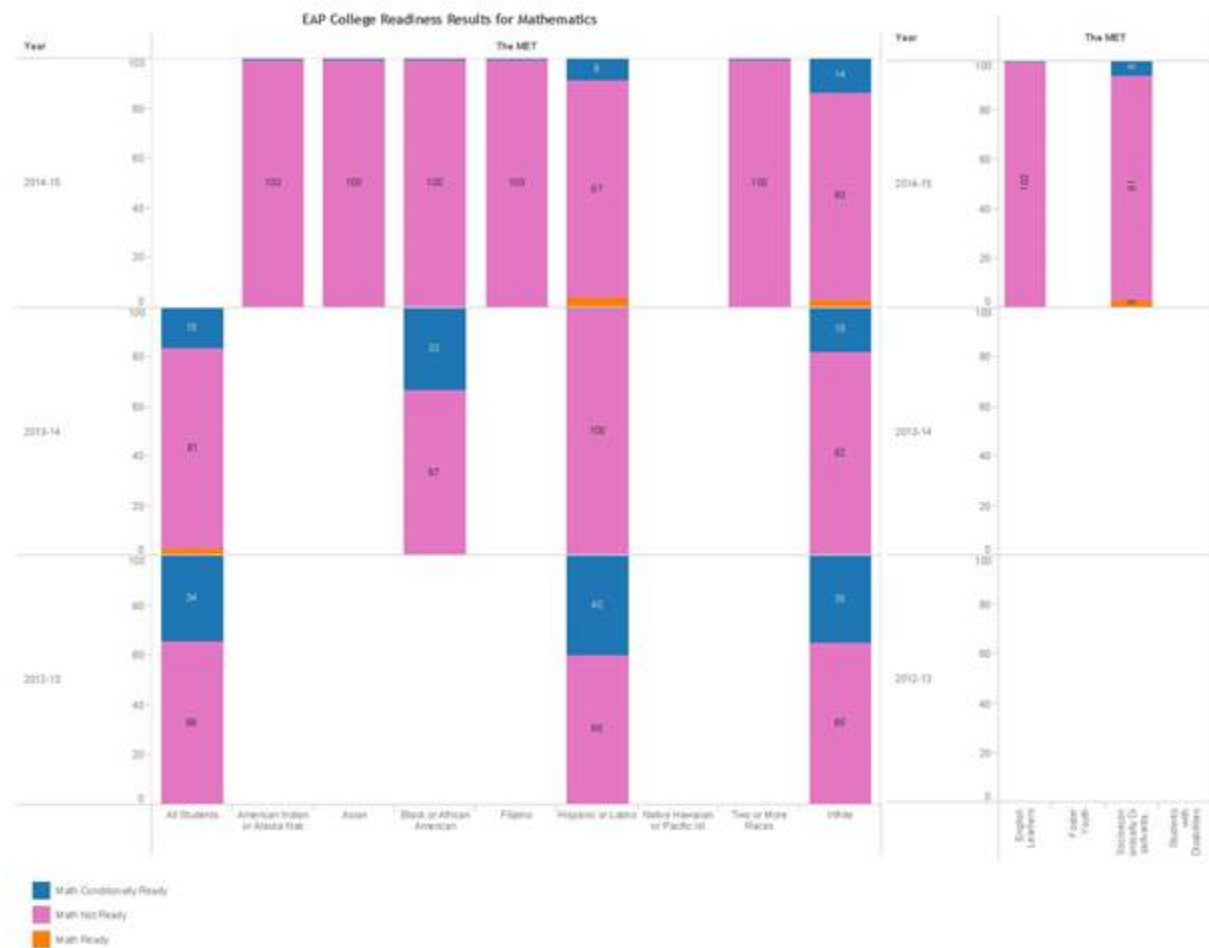
	All Students		
	2012-13	2013-14	2014-15
The MET	0 0.0%	4 10.0%	0 0.0%

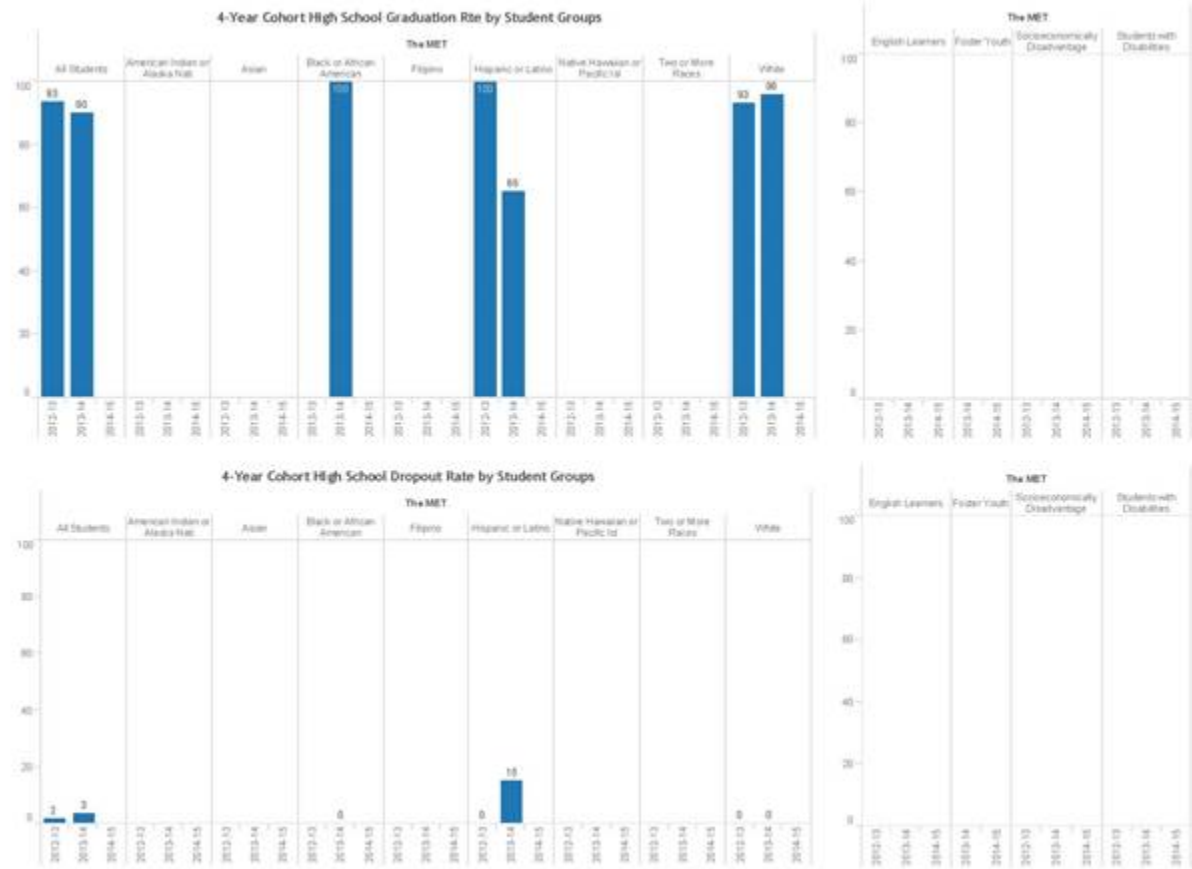
Number and Percent of Students Suspended

	All Students		
	2012-13	2013-14	2014-15
The MET	19 8.2	28 9.2	27 9.0









District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.
Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
Action 1.4: Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English learners make expected progress in attaining English and in academic achievement.
Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.
Action 2.1: Students will be provided cleaner, better maintained learning environments.
Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.
Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular, and expanded learning program involvement, including any other costs associated with other enrichment opportunities (arts programs, field trips, assemblies, band, athletics, etc.)
Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

LEA Plan Performance Goals

- 1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.**
- 2. All limited-English –proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading /language arts and mathematics.**
- 3. All students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.**
- 5. All students will graduate from high school.**

2016-17 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A	24,912	0.00
LCFF S/C	192,974	0.00

Planned Improvements in Student Performance

School Goal #1

SCHOOL GOAL #1:

Support student learning and staff development in the process of implementing the Common Core Standards in a way that works with the Met Sacramento's ideology and model and concurrently helps prepare students to be career and college ready. Specific goals of college and Career Readiness identified by the Met are: critical thinking, communication, content knowledge, and action (doing projects, solving problems, and creating authentic projects that apply to the real world or to real issues). The Met should continue to develop and use assessments that capture career and college readiness alongside the more traditional assessments.

District/LCAP GOAL:

Action 1.1 : Provide standards aligned curriculum

assessments and high quality instruction to prepare students to graduate college and career ready.

Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.

LEA Plan Goal Alignment

1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.

Data Used to Form this Goal:

- 2016 school year Benchmark testing (first test only)
- 2015-16 school year Common core testing (Smarter Balanced Testing)
- School survey (separate surveys for parents, student, staff)
- Principal's survey (filled out by staff)
- PSAT data (2015)
- CAHSEE results (ELA and Math - 2014-15 school year)
- Analysis of grades on Schoology (patterns with grades)
- Exhibition presentations (student presentations that involve ELA common core delivery, college and career readiness via the Senior Thesis projects, Gateway projects, College searches, etc.)
- Parent meetings, 4 times per year (individual feedback from parents about what is working and what is not working)
- Notes from School Advisory Board meetings
- Feedback given to the principal by district Math and ELA coaches
- Mentor feedback, via the attendance forms we send each Thursday
- Day-to-day "formative" feedback around the school; communication between the staff around outreach and communication

Findings from the Analysis of this Data:

- Based on the survey, parents and students feel that students are being challenged and learning content that apply to the real world.
- According to the school survey, parents are largely happy with how their students are being educated at the Met

- According to the principal and staff surveys, teachers would like some adjustments around collaborative time. Also, about 1/3rd reported they would like more visits from the principal in their rooms for casual observations
- Feedback from staff meetings, students (specifically in the government projects), and SAB meeting notes, there is still a need for more ELA support for advisors and students, both on a school-wide and individual student basis. However, this has improved somewhat with the addition of the ELA specialist and with the advent of 9th/10th grade ELA workshops (new in the 2016-17 school year).
- Schoology grades have remained fairly constant in most subject areas even as, according to the staff, there has been an increase in rigor in most classes.
- Exhibitions: addressing the idea of deepening project work and students ability to talk about project work has become a priority. Evidence-based reasoning should be implemented more strongly in this context.
- According to SAB meeting notes from the 2014-15 school year, there Shadow Day Protocols/Timeline a significant amount of "embedded" college and career planning and work happening at the school, but there is a need for more direct, explicit activities, such as college visits, career/college fairs, unified college searches, etc. This year, there was a college visit for all 12th graders and another for all 11th is planned for the Spring. Data will be collected regarding the benefit of this work via student student surveys.
- As with the previous school year, the district math coach is pleased with the progress the Met Math team has been making in both planning and implementing IM 1, IM 2, and (this year) IM 3.

How the School will Evaluate the Progress of this Goal:

- Benchmark testing
- School surveys (staff, student, parents)
- Individual parent feedback from exhibitions
- PSAT data
- Principal survey
- Staff survey
- Staff meeting discussions, particularly at the June end-of-year meeting
- Post-graduation data (4-year college, 2-year college, CTE programs, workforce)
- Determine whether the number of college visits and the quality of the college searches have merit (have improved the college/career culture at the Met)
- Self-analysis (by staff) of our assignments and student understanding, especially in regards to the ELA
- Analysis of student writing
- School Advisory Board monitoring (specifically with the college/career aspect)

Parent Engagement Activities Related to this Goal:

Parents, students, and advisor all share a role in the education of the student. The Met will need to continue to communicate with parents about the internship process and how it relates to the overall education of Met students. Schoology will be an important tool for this, as well as exhibitions, individual meetings with advisors, and parent events. In addition, teachers can better utilize schoology by putting assignments in with the corresponding materials needed to complete the assignments. This way, parents can support their students from home. The Met will continue to track parent engagement and access through Schoology.

For Schools in Program Improvement, please indicate year 1 2 3 4 5

For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
<p>In terms of funding, 0.81 FTE for the ELA resource teacher/specialist from "LCFF F/R" funding. The other 0.19 FTE will come from Title I monies.</p> <p>This teacher will continue to enhance the advisory English work, through curriculum development and team teaching with advisors.</p> <p>Focus will be on both curriculum that engages all students, but especially will target those who traditionally have been underserved (EL and Low Income). Additionally, one-on-one work with struggling students will be a priority. This will happen in many ways, including one-on-one tutoring, small group tutoring, specialized instruction to target underserved students (including but not limited to direct instruction, reviewing of materials, finding books for EL students for our library, books for students with low reading levels, helping students access content by procuring loaner laptops).</p> <p>The teacher will also work to infuse ELA common core skills across the curriculum, specifically to Social Science and the Hard Sciences.</p> <p>Finally, since this teacher is also credentialed in Math, he will be available to tutor struggling students, again, particularly those who are underserved.</p>	Principal and SAB (School Advisory Board)	English Resource Teacher	Title I Part A	24,162	<input checked="" type="checkbox"/> Low Income	<p>By end of 2015-2016 school year, the ELA specialist will have worked with all content area teachers in their advisories.</p> <p>Success will show up as value-added improvement with Common Core testing and "in-house" survey data.</p>
		English Resource Teacher	LCFF S/C	101,985	<input checked="" type="checkbox"/> English Learner	
					<input checked="" type="checkbox"/> Students with Disabilities	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Staff training; specifically Common Core and NGIS training and training that promotes academic discourse across the curriculum	Principal	Continue to create opportunities for teachers to meet over the summer and during the year in their content areas in order to layer Common Core ELA and Math standards into their curricula.	Other	1,000	<input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Low Income	<ul style="list-style-type: none"> Staff continues to incorporate Common Core skills into daily work, regardless of subject area. Continue to monitor and adjust based on teacher and student feedback, through instructional rounds and exhibitions. Create culture of collaborations both by grade level and content area. Increase staff awareness around the Big Picture model and implement ideas from the conference. Adapt Big Picture curriculum to fit the Met Sacramento's
		This is in addition to district trainings.				
		Send as many teachers as possible to the summer Big Picture Learning Conference, which happens every summer. This conference, with the theme "One student at a time", focuses on supporting each student based on their interests and includes curriculum development, organizational systems, and school culture building that promote student engagement.	LCFF S/C	3000		

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
		Send teachers to regular local trainings throughout the year around Common Core, using technology in the classroom, and other important areas of improvement.	LCFF S/C	1000		context.
		At Staff meetings, Share out good practices that worked well in both advisory and workshops. Also, collaborate around bringing more Academic Discourse into all subject ares.	Other	0		<ul style="list-style-type: none"> Align Common Core, Big Picture, and PSAT goals. Ensure that all active staff have attended at least one Big Picture conference during their tenure at the Met. <p>Get feedback from teachers about effectiveness of PD sessions.</p> <p>See evidence of PD content in lessons and assignments.</p> <p>Incorporate teacher expertise into Met professional development summer sessions (teacher leads).</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Continue to evaluate and improve technology to support curriculum implementation to align Common Core Standards. The goal is to lower the student to computer ratio. The Met will be purchasing several types of devices, including Chromebooks, Chrombook carts, MacBook Airs, and Google Desktops.	Principal, and School Advisory President Rich Bennett.	Purchase Chromebooks for use on campus, specifically for students who often do not have access to computers at home.	Other	6,000	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner <input checked="" type="checkbox"/> Students with Disabilities	Finish the 2015-16 Schoolyear with a lower student-to-computer ratio. Enable low-income students to have access to technology at home as well as at school.
		Purchase a suite of 3 more Chromebooks that can be borrowed by low-income students, to be used at home.	LCFF S/C	900		Determine best management practice for computers that are loaned to students:
		Training for students and parents using this technology at home.	N/A	0		<ul style="list-style-type: none"> Come up with a plan Monitor effectiveness and re-visit, if necessary
		Training for students to create online portfolios, manage their work digitally, digital citizenship, and generally become technologically fluent.	N/A	0		
		Purchase software (Hapara) that helps the Met staff monitor the students' use of technology on campus.	LCFF S/C	2000		
		Continue to buy digital library books to support literacy	LCFF S/C	1000		

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
		Continue to purchase some digital books in Spanish to support those readers	LCFF S/C	500		
Align Common Core curriculum/metrics with current Met curriculum. Continue to implement Common Core into systems already in place, such as exhibitions, internship work, and advisory. Use technology to facilitate this alignment (both in the planning stage for teachers and in the student work/presentations). Included in this item is the need to buy supplemental materials to enhance student work and engagement. Materials include technology, books, textbooks, color copies, access to art materials, and more.	Staff	Continue to identify where Common Core practices will/can be easily incorporated in or can enhance current Met systems and curriculum.	N/A	0	<u>X</u> All	<ul style="list-style-type: none"> Teachers, during CPT time, can voice concerns and/or needs for support. The principal can then try to provide space and time for that work to happen. Staff can purchase materials that supplement effective implementation of Common Core into all subjects. Continue to increase the selection of novels and books that will interest students in the digital library.
		Write the Met ELA curriculum map aligned to common core standards.	N/A	0		
		Purchase supplemental novels (digital library), textbooks, art materials, and other materials to enhance student engagement. Also, explore the idea of digital media.	Other	0		

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Hire a part time academic counselor. Currently, the Met has no academic counselor. While advisors do their best to provide support, there is still a need for academic counseling, in particular when it comes to college readiness and college applications for seniors.	Principal	0.4 FTE	LCFF S/C	44,869	<u>X</u> Low Income	<ul style="list-style-type: none"> Increased A-G completion over time. More students applying to colleges, FAFSA, and financial aid. One on one academic counseling sessions Host College/Career information night in late September/Early October
		0.0 FTE	N/A	0	<u>X</u> English Learner <u>X</u> Students with Disabilities	

Planned Improvements in Student Performance

School Goal #2

SCHOOL GOAL #2:
Improve communication with parents and students, including those who speak languages other than English. Provide a space for parents to use technology to check on their students' progress, research college and career information, and find out about scholarships.
District/LCAP GOAL:
Action 3.2: Stakeholders will receive improved district and site communications including translation/interpretation services. more culturally competent environments
LEA Plan Goal Alignment
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
Data Used to Form this Goal:
<ul style="list-style-type: none">• School surveys (staff, parents, students)• Analysis of Schoology use by parents• Parent meetings, 4 times per year, with their student's advisor• Feedback given to the principal by parents on a daily basis via email or in person• Day-to-day "formative" feedback around the school; communication between the staff around outreach and communication• Notes from School Advisory Board meetings
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• While outreach via Schoology has improved every year, there is still a need for increased parent participation on Schoology as a proactive tool in support of student learning (check on their student's grades, monitor announcements, track student's strengths and weaknesses, and communicate with teachers and staff).• The Met can still do a better job serving our non-English speaking families (vast majority Spanish-speaking). Translation services could be a positive step towards bridging that gap.• Students largely feel safe at the Met, something that the school should continue to monitor and attempt to approve. 81% of student respondents said they agreed or strongly agreed with the statement that school is safe. Only 5% said they felt unsafe.• The School Survey should continue to be updated and given yearly to parents, students, and staff.• Important to improve initial meetings with new students to emphasize the use of Schoology by student and parents.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• School surveys (staff, parents, students). Possibility of in-person facilitation.

- Feedback by parents at advisor-parent meetings, 4 times per year, with their student's advisor
- Feedback given to the principal by parents on a daily basis via email or in person
- Day-to-day "formative" feedback around the school; communication between the staff around outreach and communication
- Notes from School Advisory Board meetings
- Monitor Schoology grades, have teachers collect data on number of D's, F's and whether modifications are needed.

Parent Engagement Activities Related to this Goal:

- Back to school night
- Meet and Greet (early June)
- Exhibitions (4 times per year)
- Schoology communication (announcements, updates, highlights)
- Black History month, Cinco De Mayo, Women's History night, and other Met school events
- FAFSA night and college application night feedback.

For Schools in Program Improvement, please indicate year 1 2 3 4 5

For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Improve work with EL students, both academically and in terms of parent involvement.	Grace Yates and Xico Gonzalez	Stipend for teacher doing after-school CELDT work, prepping EL folders, etc.	LCFF S/C	2690	X English Learner	<ul style="list-style-type: none"> • Regular classroom teachers (advisors) are kept abreast of their CELDT students' progress. • Grace (CELDT organizer) has access to meet with parents via the translator (Xico Gonzalez).
		Stipend for teacher to translate academic meetings with spanish-speaking parents.	LCFF S/C	1000		

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
ELAC representation on School Advisory Board	School Advisory Board	School Advisory Board will continue to promote a position on the board to ELAC members	N/A	0	<input checked="" type="checkbox"/> English Learner	Check in to ensure that the SAB is reaching out to ELAC families (assuming that role has not been filled yet).
		If no one comes forward, continue reaching out to ELAC parents.	N/A	0		
Ongoing implementation of Language appropriate communication and outreach. This will rely upon having a staff member on campus who is able to translate for meetings at least once weekly after school hours, help the principal craft all calls and school-wide emails to the families, and translate important documents into Spanish.	Principal and head Spanish teacher	Office hours for Spanish teacher to translate important documents, such as Met requirements, project proposal guidelines, and internship process.	LCFF S/C	800	<input checked="" type="checkbox"/> English Learner	Increased school engagement with Spanish-speaking parents at the school. Increased parent engagement (Spanish-speaking) with their students' work and school experience.
		Office hours for Spanish teacher to work with principal to provide all calls and school-wide emails for Spanish-speaking families.	LCFF S/C	200		
		Office hours for Spanish teacher to meet with Spanish-speaking families regarding their student's school experience, internship work, and teacher recommendations.	LCFF S/C	500		
Host sessions to train parents (English and Spanish speaking) on how to use Schoology.	Administration	Pay teacher to lead session, with translator present.	LCFF S/C	200	<input checked="" type="checkbox"/> English Learner	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Better "front-loading" of technology with parents at back-to-school night and other events.	Principal and Staff	At orientation, back to school night, and other events, include a technology table to get more parents using Schoology.	N/A	0	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner	Increased use of schoology by all parents, as measured by Schoology log-in and use data.
		Stress importance of checking Schoology notifications throughout the school year (at exhibitions, through all-calls)	N/A	0		
		Provide babysitting option at Back to School Night, Meet and Greet, and other events to increase parent participation. Flyers/handouts.	Title I Part A	750		
Create a volunteer parent resource group to help with student projects and school events, including recruitment.	Met School Advisory Board	Assign a volunteer parent person or committee to help monitor the volunteer network.	N/A	0	<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner	Utilize parent and community skills to enhance student projects. Increase parent participation working directly with students.
		Network with parents to fill the volunteer needs, including fingerprinting and other services.	N/A	0	<input checked="" type="checkbox"/> Students with Disabilities	
		School-wide projects and events have parent participation set up well before the project or event happens.	N/A	0		

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Increase recruitment and informational activities to improve recruitment numbers.	Principal, SAB, and Victoria Lemus	Have more exposure at district and out-of-district middle schools.	N/A	0	<u>X</u> All	Continue to pull students from a variety of schools and districts.
		Increase the effectiveness of the "Meet and Greet" by beginning planning process earlier in the year and providing food and refreshments.	LCFF S/C	200		Maintain a diverse campus that matches as closely as possible the Sacramento City demographics, both racially and socio-economically.
		Elicit parent and student feedback through the end-of-year surveys.	N/A	0		
		Increase presence at middle schools for lunch visits.	N/A	0		
Review and, if necessary, improve school survey sent to parents and students during the 2017-18 school year.	Principal + 3 teachers (action group)	Review survey given during the previous year.	N/A	0	<u>X</u> All	Continue to gather data to monitor and adjust progress as a school.
		Adjust survey based on changing school conditions (curricula, new programs, etc.)	N/A	0		Give quantitative feedback to staff to supplement the large amount of qualitative feedback they tend to get from students and parents.
		Attempt to get feedback from over 50% of parents and students and 100% of staff.	N/A	0		
		Share results with staff before end of school year and before start of following school year.	N/A	0		

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
						Increased engagement with Schoology across all sub groups.

Planned Improvements in Student Performance

School Goal #3

SCHOOL GOAL #3:

School Culture:

- Increase the college-going culture at the Met through college-oriented events and better utilization of California College Guidance Initiative (CCGI).
- Continue to provide school-wide cultural events, such as Black History Celebration, Cinco de Mayo, and the Winter Formal
- Provide more mental health support for students
- Continue to provide opportunities for students to engage in Art and Music opportunities, including paying an outside organization for the after-school program.
- Sustain the effective Maker's program at the Met.

District/LCAP GOAL:

Action 2.2: All schools will become safer more culturally competent environments where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities project based learning extended extracurricular and expanded learning program involvement.

LEA Plan Goal Alignment

4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Data Used to Form this Goal:

- Participatory Budget votes
- Student voice in Government classes
- School Advisory Board notes
- Feedback around CCGI
- Percentage of students who qualify for A-G, CSU
- Annual surveys of students, parents, staff
- Number of students/staff who attend Met events
- Number of references to the Connect Center

Findings from the Analysis of this Data:

- Students have made it clear that they would like a Social Worker on campus to help with mental health and other issues.
- CCGI, while helpful, needs more support in order for teachers to implement it with their students.
- Black History celebration, Cinco de Mayo celebration, and the Winter Formal are well-attended events by students and parents

<ul style="list-style-type: none"> While Art and music have increased over the previous years, there is still a desire for more, in the form of; classes, school events, after-school programs, incorporating art across the curriculum
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none"> Number of students who are A-G qualified or qualify for CSU Number of students who apply for scholarships Number of college visits across the campus Number of students using CCGI Attendance of students and staff at school events Attendance at after-school programs
Parent Engagement Activities Related to this Goal:
<ul style="list-style-type: none"> Met events, such as cultural events, back to school night, and other regular school events Exhibition meetings between parents and advisor
For Schools in Program Improvement, please indicate year 1 2 3 4 5
For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Hire part time Social Worker. The Met currently utilizes the Connect Center for help with counseling, but having someone on campus for continuity would be extremely helpful for helping students dealing with issues at home, social issues, or mental health issues.	Principal	0.3 FTE	LCFF S/C	26940	<input checked="" type="checkbox"/> Low Income	- Social worker leads groups to discuss various issues.
		Social Worker to train teachers on how to help students with trauma, etc.	Other	1000	<input checked="" type="checkbox"/> English Learner	
					<input checked="" type="checkbox"/> Students with Disabilities	
Give more College and Career experiences to students such as: Planning and transporting students to visit colleges or technical schools, hosting a college/tech fair, or bringing speakers and industry experts from the community to interact with Met students.	School Advisory Board	Transportation	Other	4,000	<input checked="" type="checkbox"/> Low Income	- Elicit feedback from students and staff regarding the effectiveness of the college trips
		Planning a college/career day	LCFF S/C	0	<input checked="" type="checkbox"/> English Learner	
		Planning a Scholarship night (see college block grant plan)	Other	500	<input checked="" type="checkbox"/> Students with Disabilities	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Continue the Met's after-school music program, which takes all students regardless of skill level and provides access to many instruments.	Patrick Reilly	Stipend for music teacher	Other	2200	<input checked="" type="checkbox"/> All	<ul style="list-style-type: none"> Student performances, both on and off campus. Student presentations at exhibitions.
		Contracting with BTU to provide after school music program	LCFF S/C	4000	<input checked="" type="checkbox"/> Low Income	
		Money for instruments and sound recording materials (much is raised in-house by music program).	Other	1000	<input checked="" type="checkbox"/> English Learner	
					<input checked="" type="checkbox"/> Students with Disabilities	
Continue to develop and expand Art program at the Met	Xico Gonzalez	Purchase art materials	LCFF S/C	1190	<input checked="" type="checkbox"/> Low Income	<ul style="list-style-type: none"> More art demonstrations at exhibitions Develop an annual arts event where students can show their art and performance. Have a music and art exposition
		Trainings for Art teacher and/or incorporating across the curriculum	Other	300	<input checked="" type="checkbox"/> English Learner	
		Increase opportunities to incorporate art into the curriculum (collaborative meetings, trainings)	Other	0		
Sustain the Maker's program at the Met	Chris Chu	Buy machines, such as laser engravers and 3D printers	Other	5000		
		Buy materials for Maker's	Other	2000		

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF S/C	192,974.00
Other	23,000.00
Title I Part A	24,912.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	186,416.00
Goal 2	6,340.00
Goal 3	48,130.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Vince Wolfe	X				
Kerry Hernandez		X			
Scott Ford		X			
Peter Flores		X			
Rich Bennett				X	
Sharon Crockette				X	
Pedro Vargas					X
Sonny Davey					X

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

X 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

X 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

X 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Advisory Committee

Signature

X Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.

X 5. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the Local Educational Agency Plan.

X 6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

X 7. This SPSA was adopted by the SSC at a public meeting on April 4th, 2017.

Attested:

Vince Wolfe

Typed Name of School Principal

Signature of School Principal

Date

Rich Bennett

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Annual Evaluation – REQUIRED Spring 2018

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Common Planning (now collaborative time). Evidence: every staff member has tried at least 2 new instructional strategies. Increased number of collaborative meetings about specific students. Increased staff awareness of at-risk students.

4th workshop being added. Evidence: much easier to come up with graduation plan that meets A-G or grad requirements. Allowed students who need it to take math support courses.

Social worker and Counselor positions. Less ongoing students conflicts at school leave more time for academic focus. Counselor role working with students on post-grad plans. CCGI implementation improved.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Math group has found that the district Integrated Math textbook has not been effective. It does not include enough problem sets or review practice for students. Rudimentary explanations. As a result, the math team has been writing it's own curriculum based on the DISTRICT MAP, which has been very useful in guiding curriculum development.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

X Other: please see above.

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

- X Continuing it with the following modifications:
Only as needed. As a resource, for example.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

- X 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- X 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
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Signature

X Special Education Advisory Committee

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Gifted and Talented Education Program Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

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Attested:

Vince Wolfe

Typed Name of School Principal

Signature of School Principal

Date

4/4/17

Rich Bennett

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

4-4-2017