



Met Sacramento High School  
Charter Renewal  
Submitted to the  
Sacramento City Unified School District

February 15, 2012

Principal  
Allen Young

*One Student A Time*

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*"I feel that I am in charge of my education-a participant."*

*Met Student*

*"Because of the way the Met's internship program and link to Sac City College my daughter is prepared for the real world."*

*Met Parent*

*"Big Picture Learning (the Met) is a perfect example of a heavyweight that has redefined-indeed revolutionized-schooling. By bring students and their interests to the forefront, Big Picture Learning is a model of student centered learning, which is the key to intrinsically motivating students to provide them with education they deserve."*

*Clayton M. Christensen*

*"The Met saved my life."*

*Met Student*

## **Introduction**

Dennis Littky and Elliot Washor established Big Picture Learning in 1995 with the sole mission of encouraging, inciting and effecting change in the U.S. educational system. They merged their thirty years of individual experiences as teachers and principals in public high schools and their distinct national reputations for successful educational innovation to co-direct this effort. In the schools that Big Picture Learning envisioned, students would take responsibility for their own education. They would spend considerable time doing real work in the community under the tutelage of volunteer mentors and they would not be evaluated solely on the basis of standardized tests. Instead, students would be assessed on their performance, on exhibitions and demonstrations of achievement, on motivation, and on the habits of mind, hand, heart, and behavior that they display – reflecting the real world evaluations and assessments that all of us face in our everyday lives.

The first Met class graduated in 2000 with a 96% graduation rate. Ninety-eight percent of the graduates were admitted to postsecondary institutions. Clearly, the Met worked. And each subsequent graduating class has matched or bettered its predecessor. Many of these teenagers are the first in their families to earn a high school diploma, and 80% of them are the first in their families to enroll in college. With these groundbreaking successes came considerable national attention from President Barrack Obama and Bill Gates.

In 2012 there are over 70 Big Picture Learning schools in the United States with many more being "inspired" by BPL. There are also school schools in Israel, the Netherlands and Australia.

The Met Sacramento High School was started in 2003 with 60 students and has blossomed to 300 students, who are now housed in a newly green renovated facility.

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The Met Sacramento High School (known as the Met) also:

- Encourages students to pursue their passions via internships Project Based Learning
- Accepts students of all levels and graduates students at high levels
- Embraces diversity
- Prepares all graduates for college and/or living wage careers

The Met has developed and maintained successful partnerships with Sacramento City College, Big Picture Learning, Sacramento City Unified School District and hundreds of business, schools, and other establishments within the Sacramento community.

### **List of Accomplishments**

- Since founded in 2003 enrollment has grown from 60 to almost 300 serving roughly 75% SCUSD while serving 25% of the students from out of district from Galt, Granite Bay, Natomas, Elk Grove and Davis as well as St. Francis, Loreto and Christian Brothers High Schools.
- Network of 65 Big Picture School nationally
- State of the art, renovated green facility
- API and AYP goals met from district and state
- College going rate high while suspension rate in low
- Flagship Foundation for California Community College (FCCC) school
- Unprecedented partnership with Sacramento City College
- Low staff and students turnover
- Every teacher trained in project based learning via Big Picture Learning

### **School Location**

The Met Sacramento High School is located at 810 V Street, Sacramento, California 96818 and also serve students on additional campuses with the Sacramento City Unified School District consent.

#### **A. Educational Program**

**Vision:** To provide an innovative, academically rigorous, project based education that connects students to community based internships while being part of a safe and inclusive educational setting.

**Mission:** To educate all students, including those who may not have succeeded in more traditional educational settings. We graduate students who are self directed, independent, learners who have critical thinking skills and core knowledge that will allow them to be successful in college as well as in life. Our graduates are unique and creative individuals who will be able to rise above adversity in the adult world.

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Target School Populations: The Met accepts all students who would benefit from its innovative school and community. Students from Sacramento Unified School District and surrounding districts are equally welcome.

Attendance/Calendar: The Met follows Sacramento City Unified School District's traditional school calendar with the option for flexibility should the need arise. Instruction begins at 8:30am until 3:30 Monday through Thursday and until 1pm on Friday. Because of the myriad of internships on Tuesday and Thursday as well as college classes offered there is no set bell schedule for the entire school but rather a general guide (see Appendix A).

The Met Sacramento seeks to educate *one student at a time*. We promote and create personalized education, in the Sacramento City Unified School District, that for each student is unique. We believe that learning best takes place when each student is an active participant in his or her own education, when his course of study is personalized by teachers, mentors and parents, who know him/her well and when school based learning is blended with outside experiences to heighten that student's interest. The Met Sacramento High School will serve any students from within the Sacramento City Unified School District's boundaries as well as from surrounding districts. The school seeks to educate any high school age students who wish, with their parents/guardians, to pursue this type of educational opportunity.

All students at the Met Sacramento are known well by many adults in and out of the school building. Each student is invested in learning and takes personal responsibility for it. Each student is a determined and resourceful learner who has discovered passions and interest through his or her learning. Each student learns to be an academic risk taker, reflective learner, recognizes his or her own strengths, finds success, thrives in challenge, follows through on commitments and is respectful of others needs and views. Each student follows a unique path to achieve explicit learning goals through real world learning and mentorship in our community, the unwavering attention of his or her teacher/advisor, regular public exhibition of these work goals and a living learning plan that is personalized to his or her own strength and needs.

To be a well-educated person in the twenty first century all students need to be critical thinkers, know how to learn, be excellent readers and writers, mathematicians, scientists and socially aware and responsible citizens. Individuals need to be prepared to pursue a college degree by engaging in deep learning in all basic content areas, understanding the relevance of that content and know how it is applied in the world. All people in the 21<sup>st</sup> century need to leave high school with a personal understanding of the vast array of career options and how to participate as citizens in democracy.

Each student's learning journey at The Met Sacramento is determined through collaboration of the student, parent or guardian, teacher/advisor and mentor. In the course of a student's time with us, he or she investigates many interests and passions in the real world, utilizes many community mentors and is pushed to go further and deeper in his or

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her knowledge and understanding. Each student makes progress on all the learning goals each year through workshops, college courses, class and individual academic projects. Assessment of individual student progress happens through portfolio review and exhibition. All students exhibit their work publically at the quarter and their learning plans are revised accordingly. All Met Sacramento High School graduates must have a post-secondary educational plan. Each student will become a self-motivated, competent, life long learner.

The student body of the Met Sacramento will reflect the student population of the Sacramento City Unified School District in the diversity of race/ethnicity, academic performance before admission, special education designation and English learner percentages as near as possible through lottery.

This high school design is a replication of the Metropolitan Regional Career and Technical Center (The Met) in Providence RI. In 1995, Big Picture Learning, in collaboration with the state of Rhode Island, started the first Met High School. Since 2003 the Met Sacramento has seen some extraordinary success.

### **Personalized Education**

At The Met Sacramento “One Student at a Time” is not just a catch phrase. Rather than expecting all students to pursue the same body of knowledge at the same time and rate, Met students have personalized curricula that are indeed designed one student at a time. Each Met Sacramento student has an individual Learning Plan that meets his or her optimal path to learning, making it impossible for students to slip through the cracks. Met students have the opportunity to develop academically and personally in an environment where they are well known by both peers and faculty; and this deep level of personal interaction is made possible through Advisories and personal Learning Plans. Met parents are deeply involved in the development of their child’s learning plan quarterly and the assessment of the work outlined through the quarterly public exhibitions.

**Advisory:** This is a core student group of 22 students that serves as a student’s home base and center of accountability. Each advisory stays together with a single advisor (certified secondary teacher) for 2 to 4 years. The intimacy of such a small group allows for student to advisor interaction that is unparalleled in other school organizations. It also provides every student with a set of peers who support, challenge, and help one another to reach their fullest academic potential.

**Advisors:** Teachers at The Met Sacramento are called advisors, and each advisor is responsible for the educational experience of their advisees. Advisors manage each student's personal schedule and Learning Plan and acts as direct links to family and internship mentors. Advisors get to know the whole student, not just his or her ability in one subject area. Advisors conduct advisory meetings, work individually with each student, and teach workshops to students in core areas of knowledge, pursuant to the strictures of NCLB, needed in preparation for college. Advisors are responsible to teach students how to

learn, gather and filter the information they need from among human, print and web-based sources. They set up and oversee student internships, facilitate Learning Plan meetings with parents and mentors, collaboratively design individual and class projects, and provide guidance through individualized advisor student meetings and student exhibitions. Advisors document student progress within the Learning Goals through narrative assessments and portfolio review. All advisors are California certified teachers at the high school level.

**Learning Plans:** Each student works together with his or her academic support team made up of parents, internship mentor, and advisor to develop his or her personalized Learning Plan. Each student's learning plan is always available to the student, parent, adviser and principal of the school. These Learning Plans are updated and stored anew every 8-10 weeks. This plan is the basis of the agreement between student, parent and school of planned incremental progress made by the student (see Appendix C).

**Learning Goals:** The Learning Plan is aligned to the school's five Learning Goals (Western Area Schools and Colleges Accreditation Commission would call these ESLRS) and students must demonstrate proficiency in each area. Each Learning Goal incorporates components of traditional subject areas and aligns to state and district standards. Our work, as Big Picture Company principals, paved the way for these Learning Goals to be linked to California State Standards and allowed our schools, although deeply individualized, to get courses approved by the University of California Office of the President (see Appendix D).

### **Real World Learning**

The Met Sacramento provides real world learning opportunities through our Learning Through Internship Program. The process that students use to find internships is also individualized for their interest areas. Once in the internships students work with the mentors and their advisors to design and carry out individualized projects that build in the academics that prepare students to gain entrance to college.

### **Learning Goals and The California State Standards**

<b>The Met Learning Goals</b>	<b>Traditional Subject Areas</b>	<b>Sample Content Standards for California Public Schools Grades 9-12</b>
<b>Empirical Reasoning:</b> to use empirical evidence and logical process to make decisions and evaluate hypotheses.	Science, Math, Computer Science	Science: Investigation and experimentation: a. Select and use appropriate tools and technology to perform tests and collect data, analyze relationships and display data.

		<p>e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential and logarithmic functions.</p> <p>Math: Probability and Statistics 8.0: Students organize and describe distributions of data by using a number of different method, including frequency, tables, histograms, standard line and bar graphs, stem and leaf displays, scatter-plots and box and whisker plots.</p>
<p><b>Quantitative Reasoning:</b> to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.</p>	Math, Computer Science	<p>Math: Advanced Placement Probability problems using the rules of addition, multiplication, and complementation for probability distributions and understand simplifications that arise with independent events.</p>
<p><b>Communications:</b> to understand your audience, to write, read, speak and listen well, to use technology and artistic expression to communicate and to be exposed to another language.</p>	Reading, Writing, Visual and Performing Arts, Foreign Languages	<p>English Content Standards grades 11 and 12: Writing 1.1: Demonstrate an understanding of elements of discourse (e.g. purpose, speaker, audience, form) when completing narrative, persuasive, or descriptive writing assignments.</p>
<p><b>Social Reasoning:</b> to see diverse perspectives, to understand social issues, to explore ethics and to look at issues historically.</p>	Social Studies	<p>Historical /Social Science: Chronological and Spatial Thinking 1: Students compare the past with the present, evaluating the consequences of the past events and decisions and determining the lessons that</p>



		were learned.
<b>Personal Qualities:</b> to demonstrate respect, leadership, responsibility, organization, time management and to reflect on one's own ability's and strive to improve.	Physical Education, Health, Character Education	No CA state standard addresses this Met Sacramento Learning goal.

In addition to the Learning Goals above, there exist grade level goals that are also incorporated into each student's Learning Plan. The Plan is revised every 8-10 weeks and sets the expectations for the student's work, learning, and skill building. Learning Plans are always built around exploring the student's interests and finding natural ways to integrate the Learning Goals. Each Learning Plan details a series of individual projects, class projects, workshops and college courses. Because each child's plan is unique to his or her own strengths, interests and challenges the issues of how to deliver services to remedial, accelerated, special education or English language learners are less cumbersome than at a traditionally organized high school.

The Met Sacramento utilizes the services of a special educator for the district to make sure the expectations of the students receiving services are appropriate. The part time special educator also participates in the processes to identify student that may need services. Transcripts are developed and updated each semester that translate the project work into the California Content Standard Areas, using the A-G matrix system for content (see Appendix D).

### **B. Measurable Pupil Outcomes**

The Met Sacramento seeks to ensure that all students who matriculate from the school achieve depth of understanding and skill within the five Learning Goals. The California K-12 Content Standards align with these learning goals. The Met Sacramento has clear expected school wide learning goals:

Every Met Sacramento graduate will:

Reason Empirically

- Students will think and act like a scientist by:
  - Asking important, testable questions
  - Reading other's research
  - Developing and testing hypotheses, using variables and controls
  - Collecting Data
  - Analyzing Data
  - Determining results
  - Evaluating error
  - Drawing conclusions
  - Presenting results for discussion

### Reason Quantitatively

Students will be able to think and act like mathematicians by:

- Determining how to evaluate hypotheses using numbers
- Determining how to represent numerical information with formulas or graphs
- Demonstrating that they can interpret graphs and formulas
- Demonstrating they can identify trends in data
- Using trends to make predictions
- Analyzing and synthesizing data to show relationships and correlations between variables

### Communicate Effectively

Students will become great communicators by:

- Demonstrating that they write well, speak well and listen well
- Demonstrating through these avenues that they understand the differences in audiences
- Demonstrating that they can through these avenues develop a thesis
- Demonstrate creativity
- Express themselves in another language
- Use technology to enhance their message

### Reason Socially

Students will think and act like a historian or anthropologist by:

- Investigating how diverse communities view a variety of issues
- Researching how issues affect a variety of communities
- Researching the history of current issues and understanding how the issue c hanged over time
- Demonstrating understanding of which communities benefit are harmed by an issue
- Analyzing what social systems are constructed around an issue
- Analyzing and evaluating ethical questions behind the issue
- Proposing solutions and acting to make a difference in a community

### Develop Personal Qualities

Students will demonstrate

- Respect
- Empathy
- Personal health and well-being
- Honesty
- Responsibility
- Perseverance
- Organization
- Time management
- Self-awareness

- Leadership
- Cooperation
- Service to a community

**Met Sacramento graduates will also:**

Complete all district requirements

- Complete a Senior Thesis Project
- Complete a seventy five-page autobiography
- Be accepted to at least one post-secondary program with academic entrance requirements

**In ninth grade students will:**

- Follow interests in the real world (Informational Interviews, Shadow Days and Learning Through Internship sites)
- Obtain a Learning Through Internship site (LTI) in the end of the second quarter
- Meet with full Learning Plan Team at least four times per year
- Reflect on gaps in the learning and address them through project work
- Complete the work in Learning Plans
- Build a portfolio of work four times per year
- Exhibit work publicly four times a year
- Write in journal three times a week a
- Schedule time and goals in an agenda and/or on line system every week
- Come to school every day on time, prepared to make progress on academic goals
- Be responsible for location and actions
- Show respect for others and self
- Take responsibility for the learning process
- Take advantage of opportunities and make summer plans
- Take part in mediations if conflicts arise
- Prepare for California Standards Tests and CAHSEE
- Prepare for and pass the Algebra End of Course Exam
- Apply to participate in the Panther Pipeline ECHS College Program

**In tenth grade students will:**

- Accomplish all of the 9<sup>th</sup> grade expectations and:
- Have a positive impact on the community (service learning)
- Complete at least two in-depth LTI projects during the year
- Read at minimum of eight books during the year
- Create a resume
- Present a Gateway Exhibition during the third and fourth quarters to demonstrate readiness for Senior Institute
- Apply to Senior Institute

- Begin to align to college requirements
- Work on each Learning Goal in depth and collect evidence of that deep understanding (Gateway exhibition work)
- Create a graduation plan for the next two years to fill in Learning Goal gaps
- Prepare for California Standards Tests and the California High School Exit Exam
- Prepare for and pass the Algebra End of Course Exam

**In the eleventh grade students will:**

- Accomplish all of the 9<sup>th</sup> and 10<sup>th</sup> grade requirements and:
- Demonstrate heightened personal qualities and depth of work Play a leadership role in the school
- Get a Senior Thesis Project Proposal approved by committee.
- Read a minimum of ten books during the year, including two autobiographies
- Write first ten pages of autobiography
- Research five colleges and their requirements
- Address any remaining gaps in college admissions requirements in Learning Plan
- Create a draft of college essay
- Begin to create a College Portfolio (resume, transcripts, essay, awards, best work)
- Prepare for and take PSAT in the fall
- Prepare for and take SAT and/or ACT in the spring.

**In the twelfth grade students will:**

- Accomplish all of the 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade expectations and:
- Complete an in-depth Senior Thesis Project
- Meet consistently with thesis mentor
- Contact a resource related to the thesis at least every week and keep a log until completion of autobiography
- Prepare for and take the ACT or SAT in the fall
- Complete the College Portfolio by winter break and apply to at least 1 California State College Apply for financial aid
- Read a minimum of ten books including 1 autobiography
- Create a post high school plan
- Present work and reflect at a graduation exhibition

**C. Methods to Assess Student Progress**

Assessment is a focus area for The Met Sacramento High School. We believe that a variety of assessment methods best provide formative experiences for students. In addition, students must thoroughly document their work to determine if they are fulfilling their Learning Plans. The advisor always monitors student progress.

Elements of assessment include the following:

*Learning Goals:* The Learning Goals are a series of academic and personal goals

that comprise the ultimate and intermediate expectations for each student.

*Exhibitions:* Each quarter, students present an Exhibition of their learning to a panel of parents, students, teachers, and others from the community. The Exhibitions give students the opportunity to present evidence of learning, demonstrate mastery of skills and knowledge, and progress made on the Learning Plan and Goals (see Appendix E).

*Narratives:* The Met Sacramento promotes a culture of writing, where every student and staff member actively seeks to become proficient writers. Following each Exhibition end at the semester, advisors write 1-2 page descriptions of the student's progress within the Learning Goals, on grade level expectations and toward graduation throughout the quarter. Students write 3-5 page personal narratives reflecting on their quarter and Exhibition. These documents serve two purposes: first, they become entries in the student's Portfolio (described below), and second, they become evidence of academic progress. Narratives take the place of letter grades, providing much deeper analyses of the student's work, personal and academic accomplishments, and areas for improvement.

*Portfolios:* Students must thoroughly document work and learning through building Portfolios. The Met uses carefully structured portfolios as an occasion for learning and assessment. There are four types of portfolios used at The Met Sacramento, each having a clearly articulated framework. The Working Portfolio contains all of the student's current Learning Plan work. The Portfolio archives finished projects and drafts of writing. Final Presentation Portfolios are created at the end of the year and show growth within the Learning Goals through the year and examples of best work. Seniors create College Portfolios, smaller, professionally presented compilations of the student's resume, transcripts, recommendations, awards, and best work; this portfolio is used when applying for further education or career opportunities.

*Gateway Requirements:* To prove that they are ready to enter the second half of their Met education (known as Senior Institute), students at the end of their second year must fulfill the Gateway Requirements. This includes giving a preliminary in-depth Exhibition during which students present a special portfolio to a select panel, revising the work in the portfolio based on questions and suggestions from the panel, and presenting a second Gateway Exhibition. The second presentation must include three letters of recommendation, a completed Final Presentation Portfolio of work from the initial Exhibition, a final reflective essay explaining why the student is ready for Senior Institute, and an interview with select panel.

*School Data Collection:* The Met Sacramento collects data on student achievement, performance, graduation rate, college acceptance and LTI (Learning Through Internship Sites,) community demographics and involvement and achievement of school based goals. This information will be published every year via district guidelines.

*Criterion Referenced Testing:* The core principles of the Met Sacramento support multiple

means of assessing student learning. Results on CST exams provide additional tools for assessing student achievement and are valuable for assessing school effectiveness. In addition to this students, like all students in California, must pass the California High School Exit Exam (CAHSEE) and the Algebra End of Course Exam. The Met will continue to increase its API scores by at least 5% each year. The school will also meet AYP goals as done in the previous year.

### **The Curriculum:**

The Met is a small high school where students feel more connected to teachers and less alienated from each other. They feel valued within the school structure and culture and are encouraged to have a voice in the decisions of the school. There is evidence small schools are even more critical for underachieving or disadvantaged youth (Bill and Melinda Gates Foundation, [www.gatesfoundation.org](http://www.gatesfoundation.org)) and The Met actively pursues these students.

Students undergo a series of workshops that are grounded in Project Based Learning. At all times, the educational setting reflects a collaborative business environment more than a traditional educational environment. There are no class bells and relationships between staff and students are more of facilitator to mentee than that of a traditional teacher to student. A different relationship exists; one predicated on a higher level of trust and respect than typically found in most schools. Students are empowered to take responsibility for their own learning as well as the culture of the school. Teachers are equally empowered as they create the project based and problem based curriculum for the students.

The Met is committed to individualizing the educational process as thoroughly as possible. Each student creates, with the assistance of their Advisor, their own Individualized Learning Plan (ILP). This plan is reviewed on a semester basis and will outline the exact steps a student needs to take to reach his or her educational goals. The plan will include values clarification information, short and long term educational goals; career plans and focus on developing pathways to post high school careers or education. For students with special needs, the ILP will not replace an IEP, but serve to enhance the student's vision beyond high school graduation. Accommodations for students that are behind, English Language Learners, or that have 504 status and that need interventions for other reasons may be included in the plan.

A significant core belief of the Met is that students have varied needs. A key component of the ILP will be the concept of customized paths to graduation. Part of the ILP will be to take these needs into account to provide the best course of study for each student. In conjunction with the ILP, students will receive individual guidance from the Counselor Transition Counselor as needed. The ILP will focus students on meeting the higher graduation standards of the school and on their post-graduation plans. Each semester every student's progress toward graduation is reviewed.

### **Project Based Learning:**

Project based learning is a curricular approach that presents curricular objectives as a search for relevant or useful knowledge or skills. It is a real world, hands on approach to solving problems: first learning and then applying subject matter content. Rather than rote assignments from texts, quizzes and tests, students are issued challenging questions or problems to solve in which they must then apply the concepts they have learned. California academic content standards and the Common Core Standards form the basis for the major requirements or components of the projects and are reflected in the rubrics students use to guide the construction and quality of their final project. Each project also reflects the Big Picture Learning's Learning Goals.

Project based learning instruction at the Met will consist of the following:

- A challenge or problem assignment based upon California Academic Content Standards and or Common Core Standards
- A selection of resources, experts and necessary skills
- Scaffolding to assist students accessing content and learning skills (to include strategies for IEP students and EL students as well as Literacy strategies for all students)
- Public exhibition every quarter
- Performance Based Assessment by teacher, student, peers and guests using a system of Standards Based Rubrics
- Self-assessment

### **Courses Offered:**

The Met reserves the right to modify, add to or delete these courses in order to serve their students more effectively, share common elements of instruction with other Big Picture Learning partnership schools and comply with state and university requirements.

### **English Language Learners**

Any student who is identified as an English language learner via CELDT scores, as well as who has been re-designated by the district, will receive accommodations and support through the advisor/teacher. As with Special Education, all students at The Met have access to grade-level core curriculum and have an individual learning plan. Advisors work together to address the student's language and academic needs. All teachers are CLAD certified and incorporate a variety of literacy strategies into the student's learning plan. 75% of advisors speak Spanish, the primary language of many families at the site, and communicate regularly to families in their native language (see Appendix).



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The Met is committed to creating an inclusive learning environment that supports the needs of all students to thrive academically and socially, including students with disabilities and English Learners. The primary mechanism for supporting special populations is through full inclusion in specific, supported classrooms. This provides students with daily access to core content and the California standards along with the support of a second teacher in the room to help differentiate instruction. These second teachers participate in the planning and development of lesson plans, and attend department collaboration meetings as well.

The Met is committed to creating an inclusive learning environment that supports the needs of all students to thrive academically and socially, including students with disabilities and English Learners. The primary mechanism for supporting special populations is through full inclusion in specific, supported classrooms. This provides students with daily access to core content and the California standards along with the support of a second teacher in the room to help differentiate instruction. These second teachers participate in the planning and development of lesson plans, and attend department collaboration meetings as well.

The Met meets all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School has policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

### **Home Language Survey**

The Met administers the home language survey upon a student’s initial enrollment into the school.

### **CELDT Testing**

All students who indicate that their home language is other than English will be California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment<sup>1</sup> and at least annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient. The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

The Met will notifies all parents of its responsibility for CELDT testing and of CELDT results

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within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

### **Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

### **Strategies for English Learner Instruction and Intervention**

The primary objective for all services delivered to EL students at the Met is to provide a structured support system to help students gain English proficiency while having access to core content standards at grade level. However, the level of English used for instruction—both oral and written—will be modified appropriately for each EL student. Teachers will incorporate a variety of strategies to make the content more accessible. For example, using visuals and diagrams, providing multiple opportunities to practice key vocabulary, and utilizing graphic organizers. In the Met inclusion (immersion) model, EL students have access to core curriculum with support from an additional classroom teacher. The goal is for EL students to gain full access to the grade-level curriculum as soon as possible.

The Met has chosen to use immersion based on research showing this method is increasingly considered more effective at teaching English to students, compared to bilingual education, as indicated by the following:

The Met provides all necessary faculty and specialized curricular materials, contained within the curriculum listed earlier in this petition, to enable EL students to achieve proficiency and attain the high standards established for all students. The ELD coordinator will provide training to teachers so they remain current with best practices for EL instruction and ensure EL student achievement continues to improve on pace with all other student populations at the Met. Additionally, during the week of professional development prior to school starting, all the Met teachers will receive Specially Designed Academic Instruction in English (SDAIE) training as part of the teacher pre-service professional development. The Met directly provides or outsources appropriate support services that may be needed by EL students in order to achieve and maintain a satisfactory level of academic performance.

The Met is prepared to address the needs of students who are struggling with the structured English immersion program by providing, if it is determined to be the best course of action, pull-out instruction and/or assignment of a certified aide, teacher or qualified consultant under contract who speaks that child's native language. Pull-out instruction will focus on increasing basic English - including vocabulary, grammar, reading and writing - so that students can perform and participate in their regular classes. When possible, in order to minimize disruption to the student's daily schedule, these services will take place outside of normal class time. schedule provides ample time that can be used for additional intensive English language instruction. The Met further believes that in order to have meaningful relationships with parents and students who do not speak English as a first language, the Met must be proactive in communication styles and techniques. This may require staff to be creative through the involvement of translators, community organization support, colleagues, or any other available resource. The Met ensures all school to home correspondences are translated when feasible and necessary.

All Met students, including EL students, receive instruction using methods proven to be effective for developing English proficiency. Students are taught academic language explicitly and this language will be fully embedded in the culture of the school so that it is reinforced in every classroom regardless of the subject area. Vocabulary building exercises will be incorporated into all classes so that students learn academic vocabulary in a content-specific context, making it meaningful and relevant.

As a team, teachers and administrators set goals for EL students, as they do for all students, which are monitored and assessed frequently. Assessments are used as a measure of progress towards meeting these goals and will be both formal and informal assessments. Work from both non-native English speakers and native English speakers will be samples for instructional assessment.

Some additional instructional strategies that may be used by Met staff include:

### Met English Learner Instructional Strategies

<p><b>Comprehension of the content:</b></p> <ul style="list-style-type: none"> <li>○ Set up written and digital journals between teacher and student</li> <li>○ Plan activities using role play and drama</li> <li>○ Use student reading log</li> <li>○ Write summaries</li> <li>○ Encourage students to write headlines</li> <li>○ Write character diaries</li> <li>○ Have students present information with illustrations, comic strips, or other visual representations</li> <li>○ Allow students to provide answers and explain processes instead of you telling them</li> </ul>	<p><b>EL students adjustments to the classroom:</b></p> <ul style="list-style-type: none"> <li>○ State / display language, content and metacognitive objectives</li> <li>○ List instructions / process steps and review orally</li> <li>○ Present information in varied ways (oral, written, demonstrations, with tangible objects)</li> <li>○ Frequently summarize key points</li> <li>○ Repeat and paraphrase important terms</li> <li>○ Provide Word Walls with vocabulary for a unit/ chapter</li> <li>○ Have students maintain notebooks</li> <li>○ Have student maintain learning logs for metacognitive strategies</li> <li>○ Allow sufficient response time</li> </ul>
<p><b>Adjusting teaching style:</b></p> <ul style="list-style-type: none"> <li>○ Develop a student centered approach</li> <li>○ Speak slowly and clearly(not louder), use shorter sentences, and avoid idioms</li> <li>○ Increase the percentage of inferential and higher order thinking questions</li> <li>○ Provide correction for language errors by modeling, not overt correction</li> <li>○ Use cooperative learning</li> <li>○ Incorporate peer tutoring</li> <li>○ Use the Writing Process</li> <li>○ Explicitly connect learning to</li> </ul>	<p><b>Motivating students and providing background knowledge:</b></p> <ul style="list-style-type: none"> <li>○ Use Semantic Webbing and graphic organizers</li> <li>○ Use Anticipation Reaction Guides</li> <li>○ Have students brainstorm, then record responses on overhead before starting lessons</li> <li>○ Use realia, maps, photos, and manipulatives</li> <li>○ Do activities where students can interact and move around</li> <li>○ Have students do hands-on activities</li> <li>○ Do demonstrations</li> <li>○ Use CDs, cassettes and videotapes</li> </ul>

<p>students' knowledge and experience</p> <ul style="list-style-type: none"> <li>○ Take time to preview and explain new concepts and vocabulary before starting instruction</li> <li>○ Use questionnaires / interviews</li> </ul>	<p>with books</p> <ul style="list-style-type: none"> <li>○ Use a variety of groupings so that ESL students can interact with different classmates</li> <li>○ Provide students with outlines of lessons and questions that will be asked beforehand so they have an opportunity to process information and participate more readily</li> <li>○ Use the overhead projector every day to model highlighting text, identifying main ideas or new vocabulary or to show pictures.</li> </ul>
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### **Accountability and Evaluation of the EL Program**

In order to ensure that the EL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), we will regularly assess the quality of its program in regards to raising the achievement of EL students. To determine the need for programmatic modifications, the Met working with the district, will evaluate the progressive growth of EL students on standardized assessments and non-standardized assessments in comparison to that of non-EL students.

The Met currently tracks students longitudinally throughout the high school grades to determine if there is significant variation in the academic achievement of students who were once classified EL and non-EL students as measured by standardized assessments and non-standardized assessments. The Met tracks how many students are declassified as EL and the number of instructional years it takes for this declassification to occur.

Staff members teach classes/workshops use appropriate direct instruction techniques to ELL students within the project-based curriculum. As part of our process, all teachers of ELL students will be required to know the specific data about each student (i.e., CELDT, grades, primary language) as well as specific interventions and direct instruction strategies that are appropriate. Whenever possible, students will be linked with other speakers of the same language for additional peer support.

Parent engagement is incorporated into the philosophy and practice of the school. Advisors meet face to face with parents quarterly during exhibitions to discuss the student's academic and social progress. Meetings are conducted in Spanish for native speakers; an interpreter is always available if needed. When the Asian population grows, Met staff will work with SCUSD to incorporate language and notification services for

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Cantonese and Mandarin families-speaking families. Letters, emails and take home messages are written in the appropriate language.

Met teachers receive training with regards from Sacramento City Unified School District as well as Big Picture Learning.

### **Special Education**

Special Education students are admitted through cooperation between SCUSD and the administration of The Met. All incoming IEP students have a meeting during which the Special Education teacher who assists in determining how to best implement the IEP in our collaborative system revisits the IEP. All IEPs are housed on site and are available for teachers at all times are used to scaffold projects and assignments for students.

The Sacramento City Unified School District functions as our local educational agency for purposes of providing special education services under the Individuals with Disabilities Education Improvement Act pursuant to Education Code Section 47641(a). Students referred for Special Education services are assessed by district personnel (School Psychologist, Nurse, Speech and Resource Teacher) and all of our IEPs are kept current and accurate on SEIS.

The Met is fully responsible for Special Education compliance under state and federal law. The Met works directly with SCUSD and is immediate in its response notification the district of residence and chartering district when a student enrolls, becomes eligible, ineligible and/or leaves the Met. Sacramento City Unified School District has the responsibility for the oversight or provision of all Special Education students and The Met budgets dollars each year to cover the costs of serving its Special Education population. The Met pledges full compliance with the IDEA and Education Code provisions regarding special education.

The Met has one half time special education teacher who serves the site. Should the need arise we the Met will receive more services. All other services are provided by the school district in collaboration with the site. Within each project there are planned accommodations for our EL students and Special Education students. Classroom teachers collaborate with our Special Education teacher about student work and performance with the Special Education teacher working with students about their performance via their weekly appointment. All students at The Met have access to grade-level core curriculum. EL students CELDT information is available to teachers via district Zangle and is used to inform instruction. All teachers are using a variety of literacy strategies with students and our focus in all classes involves the development of academic language and academic thinking with a focus on our Special Education and EL students.

### **Section 504 /ADA**

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Accommodation plans are housed on site and are available for all teachers as needed. The Met recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity such as learning is eligible for accommodation by the school.

The Met is solely responsible for its compliance with Section 504 and the ADA. Our facility is accessible for all students with disabilities in accordance with the ADA. Section 504 is the responsibility of the general education program and administration. The Met staff and/or the Principal's designee are the primary 504 coordinators and 504 plans are developed by the coordinator, the current teachers of the student and the parents. The 504 team meets and reviews the student's existing records, including academic, social and behavioral records and in conjunction with the parent and the student, makes a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team and an evaluation is done to determine the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may consider the following information in its evaluation: the student's previous academic achievement, CST scores, CELDT scores, current academic achievement, and current behavior.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and is shared with the parent or guardian of the student in their primary language. Parents are provided with the procedural safeguards available to them at the time of the meeting. The 504 team makes its recommendations for accommodations and modifications to assist with the disability in the classrooms. If during the evaluation/plan period, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team. It is the aim of this process to ensure that each student receives a free and appropriate public education ("FAPE"). The parent or guardian is always invited to participate in 504 team meetings especially where program modifications for the student will be determined. It is the commitment of the school that parents be an equal participant in these meetings if at all possible.

The 504 Team will review each 504 students plan at least once per year to determine the appropriateness of the Plan, continued eligibility or for readiness to discontinue the 504 Plan. The Met complies with all SCUSD District policies for appropriate service for ELL students.

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The Met participates in the National School Lunch program in full partnership with SCUSD. The school works in partnership with the district to ensure full compliance with applicable state and federal mandates.

**Staff Development:**

Staff members at the Met have undergone intensive training in project-based learning and the Big Picture Learning model. An essential component of the ongoing development and culture of continuous learning via weekly staff meetings where best practices are shared and suggestions for refinement are offered by the staff. The Met works directly with Big Picture Learning to ensure that every educational staff member is part of a minimum of fifty hour specialized training throughout the year.

The Met utilizes the following schedule every month:

Week one-full staff meeting

Week two-advisory grade pair meeting

Week three-department meeting

Week four-staff combines with key Sacramento City College personnel and/or Big Picture Learning for curriculum building



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#### **D. Governance Structure of School**

**The Met is a "dependent" charter of the Sacramento City Unified School District. As a dependent charter, the school functions as a legal arm of the district. Ultimate control over the school rests with the governing board of the District. Upon development and adoption of appropriate school-level policies, and in conformity with applicable laws, the governing board of the district will validate the schools governing structure's decisions over key elements of the school's operations and policies, including the following:**

- Approval of the school's annual budget.
- Evaluation of the performance of the school's principal and the power to recommend dismissal of the principal to the District Governing Board in the event that the performance evaluation determines that the principal is not meeting the school's needs or expectations.
- Review of the school's curriculum, instructional methods/strategies, and instructional calendar provided these are reasonably aligned with state-mandated academic content standards.
- Selection of student assessment practices beyond those mandated by applicable state law.
- Participation in the selection, hiring, evaluation and retention of all staff.

The Met's governing structure will be known as its School Advisory Board. The School Advisory Board's composition will include the principal, teachers, students and other staff, parents and may also include community members. The Advisory Board has developed a set of comprehensive, written bylaws that document the Board's composition, terms of office, officers, committees and meeting and decision making procedures. The Site Advisory Board will also develop policies in consultation with the school's principal. These policies will continue to clarify and define the specific roles and responsibilities of the principal, the governance team and other school staff and stakeholders. The School Advisory Board has Bylaws and will submit to the Board any changes to the Board for approval. The district governing board agrees to review and approve all reasonable policies in a timely fashion. Upon approval, such policies will be deemed a material revision of the charter.

The Advisory Board is comprised of parents, family members, advisors, staff, the principal and students. The Advisory Board Operates in accordance to the Brown Act. Board meetings occur once a month all year with the exception of July (see Appendix F).

#### **Parent/Family Voice:**

Families are a key component to the Met's philosophy. To that end, Met staff communicate regularly (daily, monthly and quarterly) via the following modes: email, phone, letters, meetings and via the school web-based site, Schoology. From the first shadow day at the school, parents/guardians are invited in as an integral component in the student's learning experience. The principal begins the process with a one-on-one meeting with every family,



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and this extends to the advisor. Advisors encourage parents to actively engage in the advisory by means of family events (i.e. Back to School Night, Panther Pipeline college nights, Mentor Appreciation dinner, Black History Month and other multicultural events, individual advisory functions such as parties and camping trips) and the exhibition meetings each quarter. In addition, Schoology functions as the hub for family communication, where the school calendar, students' grades, etc. are available to all families. The school keeps a library of computers available in the community workroom to support families without Internet connection. Finally, all advisors give their personal contact information to families.

Until Fall 2011, The Met Sacramento did not serve enough English learner students to require an ELAC, though its structure all families have always been supported (see English Language learners). The Met is currently gathering an ELAC, which will work with the School Advisory Board to ensure success for all Met students.

A school base family policy and school compact will be in effect by the fall of 2012.

### **Student Voice:**

Students are empowered to share their thoughts and ideas at the Met. Student Leadership takes form by via representative from each advisory and meets a minimum of once a month. These meetings are to co-led by a student, which will revolve monthly and the principal or his designee.

The students have input on the daily procedures and decision making of the school as well as areas of concern such as clothing, discipline and school culture/environment. A representative from student Leadership serves on the School Advisory Board.

The Met will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, sexual orientation, gender or disability.

### **E. Employee Qualifications**

The Met will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing and who meet the qualifications for Highly Qualified Teacher under the guidelines of No Child Left Behind. These teachers will teach the core academic classes of mathematics, language arts, science, history/social studies and will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. All teachers hired at the Met must possess BCLAD or CLAD certification. All teachers hired at the Met must be trained in Big Picture Learning and project-based learning pedagogy and practices.

Credentialed teachers will also teach non-core or non-college preparatory classes as allowed by California Charter Law provisions. Non-core, non-college preparatory classes that are not already approved by the district must be approved by the district governing board.

The Met has sought administrative and operational staff that may demonstrate their experience or expertise in the issues and work tasks required of them and have provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All non-instructional staff are experienced district employees whose expertise is appropriate for their position within the school.

## **F. Health and Safety Procedures**

The Met has adopted and implemented a comprehensive set of health, safety, and management policies in accordance with the accepted policies of the Sacramento City Unified School District. These policies at a minimum include the following procedures:

- A requirement that all enrolling students and staff provide records documenting State required immunizations.
- Policies and procedures providing for school-wide training in response to natural disasters and other emergencies, including civil unrest, fires, and earthquakes
- Training for staff and students relating to preventing contact with blood borne pathogens
- Student Mentors are subject to a minimum of a Megan's Law background check.
- Requiring instructional and administrative staff to receive training in emergency response, including appropriate "first responder" training or equivalent
- Identification of the specific staff who will be trained in the administration of prescription drugs and other medicines
- A policy that the school will be certified as safe by the Fire Marshall
- A policy establishing that the school functions as a drug, alcohol, and tobacco free zone
- A requirement that each employee submit to a criminal background check and furnish a criminal record summary as required by Educational Code Section 44237
- Finger printing of all volunteers not working under the constant supervision of an employee of the school.
- All vendors will furnish fingerprint documentation per Ed Code Section 45125.1
- Faculty and students will be examined for tuberculosis as required by law. Screening for vision, hearing, and scoliosis will be conducted through district services.

These policies have been be incorporated into the school's student and staff handbooks and will be reviewed on a yearly basis in staff development and policy discussions.

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**G. Means to Achieve Racial/ Ethnic Balance Reflective of District**

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The Met has implemented a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the district:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad based recruiting and application process.
- Teaching Mandarin on our campus.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic and interest groups represented in the district.
- Outreach meetings in several areas in the district to reach prospective students and parents.
- Lunchtime outreach efforts at all Middle Schools.
- Attend and recruit at all Open Enrollment Fairs

The Met's current enrollment reflects the success of these efforts:

Ethnicity		Number of Students Enrolled
•		
Hispanic or Latino of Any Race		100
American Indian or Alaska Native		2
Asian, not Hispanic		4
Pacific Islander, not Hispanic		5
Filipino, not Hispanic		1
African American, not Hispanic	26	
White, not Hispanic	100	
Two or more races, not Hispanic	31	
Not Reported	2	

(California Department of Education, 2011)

It is clear that The Met Sacramento needs to do more outreach to the Asian and African American communities. To that end, staff will do the following:

- Strategic recruitment at schools with high Asian and/or African American populations, especially in upper elementary and middle school (i.e. William Land and California Middle)

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- School/community functions that embrace targeted cultures
  - Materials in home language(s) to recruit. Met staff will work with the district to develop language-appropriate materials
  - Marketing via community organizations (i.e. churches, temples and resource centers) and district recruitment nights
  - More robust marketing of community college partnership/early college program, which is geared to first-generation and under-represented college students

## **H. Admission Requirements**

The Met is and shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, sexual orientation or disability. Subject only to capacity, admission to the Met shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian within the state. Subject only to capacity, the Met shall admit all pupils who wish to attend the school. If the number of pupils who wish to attend the Met exceeds the school's capacity, attendance, except for the existing pupils of the school, shall be determined by a public random drawing. The Met is not bound by Open Enrollment policies. Admission preference in the drawing will be granted to:

- Siblings of current students
- Children of staff and site board members
- District residents. Prospective students and their parents or guardians are briefed regarding the school's instructional and operational philosophy and are informed of the school's student related policies. The school established an annual recruiting and admissions cycle which includes reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for parents and students (3) an admissions application period (4) an admissions lottery if necessary and (5) enrollment. The school may fill openings available after this process using either a waiting list or other non-discriminatory process.

There are no admission criteria for the Met. Rather, students and parents are strongly urged to carefully consider the nature of the program and the rigor of the curriculum prior to applying. Upon admission, parents, students, and staff will complete the initial Individualized Learning Plan and also sign the Met's Community Handbook. Failure to complete the ILP and sign the compact will result in that student losing their spot. The compact will delineate the responsibilities of the school, student and parent. Parents will be encouraged to provide 40 hours of volunteer time at the school per year.

The Met will not have organized athletic teams. Every attempt will be made to ensure that students wishing to attend the Met may also participate in athletic extracurricular activities at their school of residence or West Campus High School.

## **I. Financial/Programmatic Audit**

The school's budget and funds will be incorporated into those of the district. As a component financial unit of the district, the school's financial affairs will be audited through the district's annual external audit process.

#### **J. Pupil Suspension and Expulsion**

The Met follows the student suspension and expulsion policies of the Sacramento City Unified School District. The school has developed its own school-specific student discipline policies and follows such policies in alignment with all applicable laws to ensure that students are accorded due process. Students with IEPs are accorded all rights and processes outlined in IDEA. Should any discipline policy not fall within SCUSD Board policy, it shall be subject to approval by the SCUSD School Board and considered a material amendment to the charter.

The Met has developed and maintains a comprehensive set of student discipline policies. Student input has been and continues in the process of developing ongoing policies. These policies are distributed as part of the school's student handbook and clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and the use of the network and work habits. Each student and his or her parent or guardian are required to verify that they have reviewed and understand the policies prior to enrollment. Students who violate the school's discipline policies, who are a serious disruption to the education process and/or who present a health or safety threat may be suspended for up to ten school days. The school will notify and confer with the student's parent or caregiver as soon as possible regarding the suspension and possible release from the school. If the violation of the discipline policies is a serious offense that merits expulsion and/or if the student presents an ongoing threat to health and safety, the school may take action to expel the student. In such cases, the school will send a written notice of the facts, allegations, and student/parent rights to the parent or caregiver and a committee designated by the governing board will hold a hearing regarding the offense. If the committee determines that the case merits expulsion, the student may be expelled or offered reinstatement, as appropriate. These processes will be amended as required by law to protect the rights of students with disabilities or exceptional needs.

#### **K. Retirement System**

As employees of the District, the school's staff will participate in the STRS, PERS and Social Security system in the same fashion as other district staff.

#### **L. Attendance Alternatives**

Students who wish not to attend the Met may attend public school in accordance with their school district of residence, or pursue an inter-district transfer in accordance with the policies of their school district of residence and county office of education as applicable.

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Admission to the Met shall not be considered an immediate grant of admission to the other schools of SCUSD.

### **M. Description of Employee Rights**

Sacramento City Unified School District shall be the public school employer of all employees at the Met. As such they are protected by all state laws, the bargaining agreement of the district and school are subject to the practices guaranteed in the Small High School Dependent Charter Agreement.

As district employees, faculty and staff at the Met:

- are part of the collective bargaining unit;
- may resume employment within the district should they leave the Met;
- sick/vacation time carry over;
- continue to earn service credit (tenure) while at the Met;
- are salaried employees of SCUSD;
- eligible for all SCUSD employee benefits;
- earn tenure per SCUSD policy;
- are eligible for STRS or PRS per SCUSD policy.

### **N. Dispute Resolution Process, Oversight, Reporting and Renewal Intent**

The intent of this dispute resolution process is to (1) resolve disputes within the Met pursuant to the school's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

### **Public Comments**

The staff and governing board members of the Met and the district agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

### **Disputes between the School and the Charter-Granting Agency**

In the event that the school or granting agency has disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the district, the staff and governance team and district agree to first frame the issue in written format and refer the issue to the

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superintendent of the district (or his/her designee) and principal of the school. In the event that the district believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The principal and superintendent (or designee) shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the superintendent of the district and principal of the school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and principal shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the superintendent and principal, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the governing boards of the school and district jointly agree to bind themselves. Each party shall bear their own costs in the dispute resolution process.

### **Oversight, Reporting, Revocation, and Renewal**

The district may inspect or observe any part of the school at any time, but shall provide reasonable notice to the principal of the school prior to any observation or inspection unless such notice would prevent the performance of reasonable oversight functions. Inspection, observation, monitoring and oversight activities may not be assigned or subcontracted to a third party by the SCUSD without the mutual consent of the governance team of the school.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the governance team of the Met in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety.

The district agrees to receive and review an annual performance report prepared by the school. Within two months of the receipt of this annual report, the district will notify the governing board of the Met as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the district's conclusions.

The governance team of the Met may request from the district governing board a renewal or amendment of the charter at any time during its fourth or fifth year. The school should present renewal requests no later than 120 days prior to the expiration of the charter. The district governing board agrees to hear and render a renewal decision pursuant to the initial charter petition review timelines and processes as specified in the Education Code Section 47605.



**O. Labor Relations:**

The Sacramento City Unified School District shall be deemed the exclusive public school employer for purposes of the Education Employment Relations Act. It should be noted that the District and SCTA have reached a contract addendum that allows flexibility for small dependent charter schools (see attached Small Schools Charter Agreement).

**P. School Closure Procedures:**

As a dependent charter school, the assets and liabilities of the charter school shall remain those of the Sacramento City Unified School District. In the event of closure of the school, the assets and liabilities of the school shall remain those of the district and shall be audited through the district's usual and customary audit and property inventory processes.

**Q. Optional Miscellaneous Clauses:**

**Term:**

The term of this charter shall begin on the date of charter approval and will expire five years thereafter.

**Amendments:**

Any amendments to this charter shall be made by the mutual agreement of the governing boards of the Met and the district. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

**Severability:**

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the district and governing board of the Met. The district and governing board of the Met agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

**Budget:**

The attached budget reflects a proposed five-year cost assessment for the school based on current cost and probable increases in costs. The Met will work proactively with the district to modify the organization of the budget as well as to examine basic presuppositions of the budget in order to access all funding, correct any poor assumptions, and reconcile district fees or expenses.





## Appendix A

# Met Weekly Schedule

Time	Monday	Tuesday/Thursday	Wednesday	Friday	
8:30 a.m. - 9:00 a.m.	PMU/ Advisory	Students at Internships	Advisory	Advisory	
9:00 a.m. - 9:05 a.m.	Passing Period		Passing Period	Passing Period	
9:05 a.m. - 10:00 a.m.	Workshop 1		Workshop 1	Workshop 1	
10:00 a.m. - 10:05 a.m.	Passing Period		Passing Period	Passing Period	
10:05 a.m. - 11:00 a.m.	Workshop 2		Workshop 2	Workshop 2	
11:05 a.m. - 12:00 p.m.	Advisory		Advisory	Advisory	
12:00 p.m. - 12:30 p.m.	Lunch		Lunch	Lunch	
12:30 p.m. - 2:00 p.m.	Advisory		Advisory	12:30 - 1:00 p.m.	KMO/ Advisory
2:05 p.m. - 3:00 p.m.	Workshop 3		Workshop 3	1:00 p.m.	Early Dismissal
3:00 p.m. - 3:30 p.m.	Advisory		Advisory		
3:30 p.m.					

PMU - Pick Me Up. KMO - Kick Me Out

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**Appendix B**

**Met Sacramento High School  
Community Handbook**



**Met Sacramento High School**  
*One Student At A Time*

2011-2012

Community Handbook  
810 V Street, Sacramento, CA 95818  
Phone: 916.264-4700 Fax: 916.264-4701  
[www.metsacramento.org](http://www.metsacramento.org)

Allen Young Principal

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**Sacramento City Unified School District  
Big Picture Learning**

**Vision**

*Our vision is to provide an innovative, academically rigorous, project-based education that connects students to community-based internships while being part of a safe and inclusive educational setting.*

**Mission**

*Our mission is to educate each student, including those who may not have succeeded in more traditional educational settings. We graduate students who are self-directed, independent learners who have the critical thinking skills and core knowledge that will allow them to be successful in college as well as in life. Our graduates are unique and creative individuals who will rise above adversity in the adult world.*

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## **I. Foundations and Basic Commitments**

### **A. Educational Philosophy**

The Met Sacramento's mission is to educate all students, including those who may have not succeeded in more traditional educational settings. We graduate students who are self-directed, independent learners who have the critical thinking skills and core knowledge that will allow them to be successful in college as well as in life. Our graduates are unique and creative individuals who will be able to rise above adversity in the adult world. *One student at a time*, The Met provides a personalized learning environment that allows students to take control of their learning and gain the skills and knowledge necessary to achieve success beyond high school. The Met relies on strong relationships with family, community, businesses, government and all other educational institutions to expand the role of the school in the community and the community in the school.

The Met is a small school that strives to be a place where students are known well, understood, respected and able to have genuine relationships with adults. Each student's educational program involves authentic experiences with real world standards and consequences, and is designed by the people who know the student best: parents, teachers, mentors, and him or herself. Students' learning plans grow out of their individual needs, interests, and passions. The overall school program is flexible enough to accommodate change and a broad range of learners. The Met is committed to serving a diverse group of students and creating learning communities that honor and respect diversity.

### **B. Evaluation of Instructional Programs**

The Met holds very high standards for its students. The school's system of assessment is based around five school-wide Learning Goals. Woven throughout the assessment process is The Met's commitment that learning be meaningful and that each student become a life-long learner.

The Met believes that assessing a student in an authentic learning situation must serve a greater purpose than just to evaluate the student's final product. Because Met student work has real consequences, the *process* of the work must be assessed and improved continually. To wait until the work is done is to risk a poor product. In any learning situation, assessment should help the student achieve increasingly high standards, and it should inform teachers, parents and mentors on how to reshape and improve the student's learning experience.

Met advisors look at the big picture of each student's learning and challenge the student to do academically rigorous project work that addresses the five school-wide Learning Goals and is focused around his or her personal interests and passions. Older students assist younger students in understanding and addressing the Learning Goals and are valued as role models of self-directed learning and goal achievement. Most importantly, Learning Through Internship (LTI) projects provide students with the opportunity to address the Learning Goals in the real world.

Experiential and real-world learning calls for experiential and authentic performance measures that arise from real questions, problems and tasks, and that demonstrate what students actually know and demonstrate. The Met's assessment system includes the review of hard evidence of student progress and performance levels linked to internship tasks, research, projects, and other community and school-based learning. This evidence is presented both in portfolio form and at

regularly scheduled exhibitions. A student's portfolio will include drafts and final products of, for example: research papers; creative writing; original art; recorded music; designs and models; computer software applications; graphs and charts; videotaped interviews and performances; work products from the internship site; journal writings; and, project proposals. Portfolios also include regularly timed advisor narratives twice a year on student progress, exhibition panel feedback, and self-reflective student narratives.

The assessment process begins when each student is first enrolled with a diagnosis of the student's disciplinary, intellectual, personal and interpersonal skills, needs and learning styles. Ongoing assessment, conferencing and narrative/letter grade reports provide in-depth feedback to guide students and their personal support team in strengthening the quality of work and the students understanding of themselves as learners. Parents and guardians are involved in regular learning plan team meetings with their child's teacher and internship mentor to examine the work, review progress towards the Learning Goals, and update and improve the student's individualized learning plan.

The Met Sacramento's Learning Goals are tools for problem solving. The Learning Goals are a framework for looking at the real-world knowledge and abilities necessary to being a successful, well-rounded person. They are not content-oriented curricula, nor are they completely distinct categories. Each goal focuses on an aspect of reasoning or community behavior. Students' project work will often incorporate many overlapping elements of the Learning Goals. Students graduate when they demonstrate proficiency in The Met's five Learning Goals.

### **The Five Learning Goals**

**Empirical Reasoning** The goal of empirical reasoning requires that a student learn to think like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. It does not reflect specific science content material, but instead can incorporate ideas from physics to sociology to art theory.

**Quantitative Reasoning** The goal of quantitative reasoning requires that a student learn to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

**Communication** The goal of communication requires that a student learn to be a great communicator: to understand your audience, to write, to read, to speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

**Social Reasoning** The goal of social reasoning is to learn to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically.

**Personal Qualities** The goal of personal qualities is to learn to be the best you can be: to demonstrate respect, responsibility, organization, leadership, and to reflect on your abilities and strive for improvement.

A clear vision of what its graduates should look like drives The Met's design and actions. The plan is as follows: Met graduates think logically and creatively, make informed decisions, solve problems, visualize, make reasonable predictions, reflect, and know how to learn. Met graduates

read, write, perform and apply mathematical operations, listen, and speak with competence. Met graduates are responsible, sociable, self-disciplined, and honest. They display self-confidence and integrity. Met graduates identify, plan, and allocate resources. They work well with others. They acquire and use information. They understand complex interrelationships. And they work with a variety of technologies. Met graduates ask questions about their world; look for evidence and reason through issues and ideas before accepting them; use disciplinary thinking to understand, describe, and solve real problems; question others as well as themselves; distinguish fact from opinion; detect bias; and understand the limits of their own experience. Met graduates can "put themselves in another's shoes;" strive to understand and respect points of view other than their own; develop a sense of perspective on an issue; understand their own and other's cultures, styles, values, and biases; and value and welcome a diversity of opinions and ideas. Then they respond and act accordingly. Finally, Met graduates have a strong sense of themselves, a commitment to community service, and are responsible and active citizens.

### C. Master Plan of the School

The Met is more than a cutting-edge school. It is the centerpiece of a national reform initiative whose mission is to catalyze the people and resources of this country in a systemic way to rethink and redesign secondary education.

The Met Sacramento's design is based on these core principles:

- **Small school size:** The Met includes small, personalized learning communities that serve students of all abilities and interests. Each advisory has a ratio of approximately 22:1.
- **Advisory structure:** A student's advisory and center of accountability. Advisories meet daily and serve as the core learning community for that group of students for four years. An advisor (teacher) facilitates the advisory for four years. He/she serves as a teaching catalyist, finding educational resources for the students, ensuring that the personalized learning plans target key academic learning goals, working with mentors to ensure the rigor of internships, and actively involving parents in their children's education.
- **Personalized education:** Each student at The Met has a comprehensive, individualized learning plan that the student crafts with the guidance of the advisor, parent, and, where applicable, the internship mentor. The learning plan identifies the student's particular academic and developmental needs, describes authentic project work to meet these goals, and outlines expected outcomes and timelines. It is revised as needed and updated at regular learning plan meetings. The framework for the plan is the five Learning Goals and school-wide grade-level expectations.
- **Real world learning:** The Met fosters learning through consequential work in the community. Internships provide the primary structure for engaging students in the real world. The school aims to have each student spending two days a week engaged in meaningful project work outside the school building. Advisors coordinate this work, ensuring that it is integrated with the student's learning goals and school-based study. It is important to note that such real-world work is intended to foster broad learning applicable to all fields, to be developmental as opposed to vocational.
- **Authentic assessment:** Each student must create a portfolio of his/her work; present quarterly exhibitions; receive in-depth written narrative assessments twice a year from advisors; and pass a gateway exhibition at the end of the second year and graduation requirements at the culmination of the final year.

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- **Focus on community:** The Met is a vibrant and inclusive learning community that values diversity and respect. Each week begins with a “Pick Me Up,” an all-school gathering at which students showcase their work and guests from the community give performances and presentations. *While we are under construction and at Sac High Charter these important gatherings will be taking place with your advisor.* Whole community events for staff, students, families, and mentors are scheduled throughout the year.
  - **Family engagement:** The Met enrolls whole families and empowers parents to play an active role in their child’s education and in the school community. Parents/guardians at The Met must agree to take part in regular learning plan team meetings and are expected to attend a number of functions throughout the year. The Met holds an orientation for new families; organizes social, cultural, and educational activities for families; and supports parents/guardians in their role as educators. Family members are encouraged to attend our monthly School Advisory Board (SAB) meetings.
  - **Volunteer hours:** Families are encouraged to volunteer, in some capacity for \_\_\_\_\_ hours a year.
  - **Eye on the big picture:** Though The Met has a small student population; the vision extends far beyond the building. The Met is literally and figuratively networked to other schools developed through its founder, The Big Picture Company, to promote the philosophy of “one student at a time” and share best practices

#### **D. Code of Basic Management Principles and Ethical School Standards**

The Met’s curriculum promotes academic, physical, social, emotional, and ethical growth. The academic and social curriculums are integrated, sequential, and age-appropriate in the skills, knowledge, and values they foster, as between students, between students and staff, and between the school community and the community at large. The Met’s staff strives to nurture the building of self-respect at every opportunity—inside or outside the classroom—and encourages a positive, caring attitude toward others by nurturing the values of cooperation, diversity, and ethical behavior both inside and outside of the classrooms.

#### **Culture of Trust and Responsibility**

Much of this handbook concerns policies and rules. At all times an attempt is made to find a balance between the culture of trust and responsibility the school wishes to instill and the need to be very clear in expected behaviors and outcomes. Students will be empowered to take their education into their own hands more than at other schools and they will also be given a greater degree of involvement in school governance. With these privileges come greater responsibilities.

As educators, the staff at the Met is ultimately responsible for maintaining a positive and safe learning environment. Student actions will determine the level of trust the staff can have in students and the level of responsibility that is expected.

#### **The Met Pledge**

All Met students are expected to be principle driven in their behavior and daily decision-making processes. Each student, within their advisories and school wide, will participate in activities designed to build and maintain a culture of responsibility, respect, and trust.

### **Academic Expectations**

All students are expected to perform to their capabilities. The Met is a place that values learning above all else and expects Met students to work to develop and maintain a growth mindset.

### **Academic Probation**

The Met strongly believes *One Student at a Time*. The Met staff will make every attempt to empower student learning; however it ultimately the student's responsibility to constantly and positively demonstrate their abilities. Students whose grade point average is 2.0 or below or who have one or more failing grades for more than one semester or who are credit deficient may be placed on Academic Probation. Students on Academic Probation will be monitored on a weekly Progress Report to be turned into their advisor/principal. Further individual interventions will be considered. Students will be released from Academic Probation with a Semester report card GPA of greater than 2.0 and no failing marks. Students failing to demonstrate academic progress risk the losing their spot at the Met.

### **Panther Pipeline**

Panther Pipeline is the early college component of the Met Sacramento. For several years, our school has enjoyed a partnership with Sacramento City College. Through this partnership, the college and the Met Sacramento community have worked together to “demystify” the college experience as well as meet students’ individual educational needs.

### **Panther Pipeline Requirements**

To enroll students must have pre-approval from our college counselor and the advisor. For new students in Fall 2011, this includes a 3-part process:

- An application to the program
- A self-evaluation: Am I Ready?
- A meeting with the advisor, counselor and/or staff to help student to gauge postsecondary readiness, as well as identify support systems for the student while he/she is in the program. The student will also sign a contract.

Once students have been cleared to take classes, they must complete the following:

1. An online application
2. An Advanced Education Application form
3. Submission of all applications with all required signatures and documents
4. Testing at the Assessment Center at the SCC campus
5. Human and Career Development (HCD) 116 and 330 are considered “gateway” courses into the program. Successful completion (meaning receiving a ‘C’ or higher) of this/these classes signals to the counselor and advisor that the student may be ready for more classes at the college. Once these courses are completed, students may enroll in a wider variety of classes suited to the student’s interests and abilities.

### **Please keep in mind the following:**

- **Student participation in Panther Pipeline is a privilege, not a right.** Students must demonstrate positive personal qualities and passing grades in order to continue in the program. Met students are expected to maintain a Met GPA of 2.0 or higher to be considered for this component of our school. Student progress will be closely monitored. If a student earns a D in a Panther Pipeline/Sacramento City College course, he/she may be



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dropped from the program and/or unable to take any additional courses while being a Met student.

- **Students are capped at a 2-class limit at the campus.** Declining state resources have forced class and faculty reductions at some institutions during a time when students are coming to us in larger numbers than they ever have before. This is in an effort to provide opportunities to as many students as possible within the limits of our staff and financial resources. While this is disconcerting news to the students and their parents involved in many of our high school partnerships, this district-wide approach is an attempt to find a balance when attempting to meet the many needs of our students. It is our hope that this two-class restriction for special-admit students will be reevaluated as the economic climate changes in the state. In the interim we appreciate your understanding and flexibility to maintain access for those seeking to participate in our college classes.
- **Due to budget restrictions, the Met Sacramento can no longer guarantee new textbooks to all students.** The Met Sacramento will make every effort to provide materials for students who cannot afford textbooks, etc. However, the college counselor maintains a sizeable lending library for many classes; students can also use the library to complete assignments, or borrow books through the RISE Center on campus. Some classes, such as language courses, require an online account in order for students to participate.

### **Bus Transportation**

RT buses will stop on either ends of the Met campus. For information about bus routes and fares, please call 321-BUSS. Students waiting at bus stops are to represent the Met in a respectful and responsible manner.

### **Cafeteria**

The Met participates in the Free and Reduced Lunch Program. It is very important for the funding of the school that all students eligible for free and reduced lunches fill out the appropriate paperwork. This paperwork will be sent home the first week of school.

### **Vending Machine**

We have a healthier choices vending machine. While we contract and benefit from this machine (the Met receives a portion of funds received plus they donate lots of product during our events) the Met is not responsible for monies lost in this machine. Don't panhandle the staff-*they don't have any change*. Any misuse of the machine and/or tampering may result in it being removed.

By the fall of 2012 we will have Hydration Stations with filtered water as we will no longer have bottled water in the vending machine.

### **Outside Vendors**

Students are not allowed to order food/services without advisor and principal approval. Food purchased without permission will be donated to staff and select students.

### **Clubs**

Clubs on campus are voluntary and will meet at lunch, after school and/or other approved designated times. Students wishing to start a club should find a staff mentor to initiate the club. All activities and funds must be vetted through Student Leadership, your advisor and admin staff.

### **Leadership**

Met student leadership meets twice a month to discuss the needs of each advisory and the school as a whole. The student, who is chosen by their advisory, is a direct link to their school and gives a student a voice.

### **Fundraising**

1. Discuss and choose three dates that you would like to have your fundraiser. (Your target date and two alternate dates in case your first choice is not available).
2. Complete an Event and Fundraising Request Form, available in the front office.
3. Have your advisor sign the completed form.
4. Turn it into the office and ask Scott to schedule the event.
5. Email/contact our custodian several days before your scheduled event to set up any furniture or equipment you may need for your event. He will also help prepare the room(s) needed.
6. Speak to the office about establishing an account for your cause with our Met SAB.
7. Turn in all funds raised to the office so it may be deposited. Students are not to carry money.

### **Emergency Information Cards**

State laws require that an emergency card be kept on campus at all times. In case of emergencies, it is important that BOTH sides of the emergency card are filled out. Emergency cards will be handed out the first week of school and may also be obtained in the school office. When/if *any* information changes please contact us immediately.

### **Care of Books, Supplies, and Equipment**

The Met prides itself on its culture of Trust and Responsibility. Part of this responsibility is accountability for actions. The following policies reflect accountability for student actions:

**Books:** the Met is not a text based school however they are available textbooks provided without cost or fee. Charges are made, however, for damages resulting from abuse or loss of texts. If the book is no longer useable or lost, a charge equal to the amount of the book, tax and shipping will be determined. Book prices range from \$60.00 to \$100.00. Students must check out books via their advisor.

**College Texts and materials:** Books and materials purchased through the Panther Pipeline are the property of the Met High School and must be returned after use. Failure to do so will hold the student liable for the cost of the book/materials. Texts may also be rented using [www.rent-a-text.com](http://www.rent-a-text.com)

**Supplies:** Students are expected to supply traditional supplies such as paper, pens, pencils and their own personal binder. Students may find it convenient to purchase some supplies such as a re-writable CD and/or a flash drive to back up their work on. From time to time a teacher may ask for a small, voluntary donation to offset the cost of special materials. State law prohibits actual fees or charges for materials. **No student will miss an educational opportunity at the Met due to lack of funds. Need help? See your advisor and/or principal privately.**

### **Computer Use:**

We finally have some decent computers! Please be kind to them or you may be asked to purchase broken or lost items.

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### Acceptable Use Policy

In addition to the SCUSD Acceptable Use Policy sent home and signed at the beginning of the year, **the Met has its own policies regarding the following prohibited actions on classroom and all computers:**

- **Personal email:** email coming from or going to an address outside of school is prohibited without staff approval. *The content of all email is subject to monitoring and is not to be considered private.* Email containing obscenities, personal attacks, gang references, drug references, and any other content deemed unacceptable is strictly prohibited and will result minimally in the loss of email.
- **All-student email:** an e-mail which goes to every student. (It slows down the system) and will, no doubt, cause confusion.
- **Visiting Proxy sites is PROHIBITED!!** SCUSD and the Met maintains an internet filtering service intended to protect students from accessing inappropriate and unsafe Websites. Any Website or method of circumventing this safeguard may result in a loss of internet privileges.
- **Possession, use, and downloading of Executables:** any process (i.e. program executable, script, batch file, etc.) that is not pre-loaded on a Met computer or approved by staff is **STRICTLY PROHIBITED!**
- **Downloading or Streaming Non-school related Music from the Internet is strictly prohibited.** When in doubt...ask.
- **Viewing Websites of questionable value or websites unrelated to school work may result in severe disciplinary action:** Again-when in doubt...ask.
- **Using someone else's e-mail account will result in loss of privileges.**
- **Visiting chat rooms, using Instant Messaging clients or sites is prohibited.**
- **Installing software not approved by School Administration is a suspendable offense.**
- **Loading games and/or copying software.**
- **Do not plagiarize because it's wrong plus it may have negative repercussions on your grades and discipline.**
- **Logging on an account not your own is prohibited.**
- **Moving software from a local machine to a server:** copying program files to the server to be used on another machine is never allowed.
- **Inappropriate computer-to-computer communication ("hacking"):** any attempt by a student to control another computer, delete/change files, send network-level messages, sniff IP packets, or any malicious or non-school related computer-to-computer communication may result in loss of privileges.
- **Using racist/sexist/threatening comments in the database or email** and will result in severe disciplinary action.
- **Printing personal documents:** any printing done that is not associated with the classroom is not allowed. You may be asked to reimburse the school.
- **Using school e-mail or the school's network for personal gain:** using your email or network to make money is a suspendable offense.

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- **Possession or use of destructive programs:** Having any program that can cause any sort of damage to the computers will result in suspension.
  - **Going around log-on procedures:** using a computer without logging on the computer (i.e., without supplying your username and password), booting off floppies: using a disk to start a computer with a different operating system such as DOS (whatever that is) is also prohibited.
  - **Re-installing or re-activating a program that has been removed from the system:** putting a program back onto a computer that was removed from that computer.
  - **Purchases over the Internet:** many things may be bought over the Internet with a credit card. The school cannot be responsible for the liability of these transactions.
  - **Sharing personal information with strangers over the Internet:** giving someone information which can be used to find the person
  - **Sending school wide and/or group emails without advisor approval.**
  - **Meeting someone you have met over the Internet**
  - **Using more than your 250 MB limit on the server:** having files on your space in the server, which uses more than 250 MB of storage space.
  - **Individual Computer configurations (CPU and Monitor) are to be left as set.**
  - **Abuse or destruction of technology may result in being dismissed from the Met.**
  - **Subject matter generated on the Met campus on SCUSD/Met technology must be of acceptable and positive content**

The staff reserves the right to at any time, given the rapidity of change in technology, to add, delete, or modify the above policies and restrictions. We reserve the right to examine and confiscate any storage device used on campus.

### **Lost and Found**

The lost and found is located in the front office. The Met is not responsible for these items.

### **Athletic Eligibility**

Met students are eligible to try out and participate on their home school athletic teams. Metsters may also try out/play for all **West Campus** team sports. A contract must be signed and delivered to the home school principal/Athletic Director. Students must satisfy the academic and behavior standards of both schools to be eligible. ***Students need to remember this is a privilege and they are ambassadors of the Met.*** Additionally, either principal or the coaches may unilaterally remove a student from participation.

Metsters may not play for Sac Charter High School because of CIF regulations not because of the purple. It's because they are not a SCUSD school.

### **Grades**

Grades are issued four times each school year. Credits are stated at the end of each semester. Quarter grades are "progress" grades that are not permanently recorded. Semester grades are permanent grades that are recorded. The semester grade is the total of the grade of the two quarters. Students are expected to pass all classes. Students who fail any portion of a class will be

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required to make up their deficiency in summer school or night school. The Met also provides a student narrative twice a year as well.

### **Notice of Impending Failure**

If a student is in danger of failing at any grading period, the teacher will issue A NOTICE OF IMPENDING FAILURE/Progress Report no later than fifteen instructional days before the end of that grading period. A failure to issue the notice means that the student will receive full credit for the course, except under the conditions established in an incomplete contract which could have failing as the predetermined grade in case the conditions of the contract are not met by the student.

### **Attendance Policy**

Consistent attendance is imperative for success at the Met. This includes attendance on the Met campus, at internships and/or SCC classes. If the student expects to graduate/advance to the next grade level their attendance **may not fall below 90%** cumulatively. Our school wide attendance should be 98-100% at all times. Excessive/habitual tardies or absences will result in a **family meeting**. Students who are tardy throughout the week will be held after school on Fridays and/or as needed. In some cases Saturday School and/or campus/community beautification will be issued.

Attendance is mandatory during exhibition weeks. Every student is expected to be panelist and audience member at exhibitions. For that reason, no student is allowed early dismissal on exhibition days without making prior arrangements with the guardian contacting the advisor a minimum 48 hours ahead of time. Again, it must be stressed that the student's participation on the panel is part of their English and Personal Qualities grade. There's ample time during the quarter/semester for all students to prepare their binder and presentation. If the student has been working diligently prior to exhibition week, there is no excuse for them to work on their binder during that week other than a few minor improvements.

It is the responsibility of all students to clear absences with your advisor, mentor and the front office. It is extremely important to attend all Panther Pipeline Classes. Any student who leaves campus without a valid off-campus pass or an early dismissal will be marked truant and be subject to other consequences.

### **Early Dismissals**

In the event that a student must leave school during the school day for doctor or dental appointments or any personal business, he or she should bring a note, or parent/guardian should call the office. The student will need to obtain an early dismissal slip from the office to leave campus. Parents should be certain that their student obtains an early dismissal before they pick the student up. When a student has knowledge of an early dismissal, he/she must come to the Attendance Office to pick up the early dismissal slip. If a student becomes ill during the school day, he/she should go to the Office in order to get an early dismissal. Ill or injured students may not go home on their own volition; to do so would result in the student being marked truant (automatically) and may be subject to other disciplinary action. This is a protection for the student in case the problem is more severe than the student surmises. Students are the responsibility of the school until such time as the parent/guardian gives permission for dismissal.

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### **Late Work Policy**

The Met has a strict no late work policy in regards to workshop work, and advisory work; this also applies to exhibitions. Please see exhibition expectations. The exceptions to this policy are the following:

- a. Excused absence: The student has as many days as they were absent to make up the work. Example: if they were absent two days, they will have two in school days to submit the late work.
- b. Any student may meet with their advisor prior to the due date to discuss special circumstances.
- c. Under no circumstances will late work be accepted after assessment (test, exhibition etc.)
- d. LTI projects and independent projects sometimes include circumstances outside the control of the student. If these occur the student must inform their advisor as soon as possible or their work will be considered late.

### **Off Campus Policy while on the Sac High Charter Campus**

There will be no off campus lunch while we are on the Sac High Charter Campus.

### **Tardy Policy**

*A student is considered tardy if the student is not in class with the proper materials (such as books, paper, and pencils) and ready to work at the first prompting of the teachers.* A student who is late 3 times or more per quarter (all classes inclusive) will be subject to disciplinary action which may include but is not limited to family contact, conference, and/or detention. Any work due during the time period in which the student was not present in class may not be accepted (teacher discretion). Chronic tardiness will also activate the district's SART/ SARB process.

**Absences must be cleared through the front office via a note or phone call.**

## **School Wide Expectations and Norms Behavior Agreement Expectations**

### **Campus Rules and Policies**

The Met is committed to reinventing the high school experience for students and families regardless of where we are located. In this spirit, our rules are stated as a series of positive expectations rather than a list of "don't do's". The exception to this is policies regarding suspension and expulsion, and the use of technology, which is required by law to communicate in writing.

### **Passes**

We want to remain a no pass school-even while on another campus. Don't give us reasons to make passes mandatory for all students. If a staffer does give you a pass USE IT.

### **While on the Sac High Charter Campus**

We are guests on on this campus. While here we are to have minimum impact. The district have provided us with ample space so there is **NO REASON THAT WE ARE TO BE IN THE MAIN PORTION OF THE BUILDING AT ANYTIME.** This means before, during and after school. Students that ride the RT may not go through the campus but rather walk to the Met Sacramento gate near 36<sup>th</sup> and Downey streets.



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The only exception would be during an all Met PMU/KMO or other special presentation. In which case a Met staffer will be your guide. Wandering students will be dealt with harshly.

**Barring an all campus emergency we should have no interaction with Sac High Charter students and their staff. Failure to adhere to any of our Sac High Charter rules will result in harsh penalties and/or removal from our school.** In the event of an evacuation students and staff in portables 1-9 will go to the softball field behind their classrooms. Students and staff in portables 16-21 (including the LTI, CTC and special ed classroom will go to old tennis courts. Students are to wait in their advisory and/or workshop groups until attendance is taken and they are told to return to class.

1. Resolve conflict through mediation. Use advisors and/or Allen. Support staff may be helpful as well.
2. Your advisor must know where you are at all times-make sure you are where you say you are!
3. Hands to yourselves. Respect yourself and others at all times.
4. Listening to music, using a cell phone and/or any electronic device is a Gateway privilege only. The Met is not responsible for your electronic devices. We suggest you leave them at home. Have a question? Ask your advisor.
5. Clean up after yourself in your advisory room, the library, art rooms, and bathrooms and during lunch in the cafeteria and/or the quad.
6. Dress appropriately for school. Clothing should not degrade others, embrace drugs, alcohol and/or gang culture. Dress accordingly for your LTI as well.
7. We are a CLOSED CAMPUS for non Gateway Graduates. Off campus lunch privileges are for Senior Institute students who have an LTI. While at Sac High we are a closed campus.
8. Be on time! These means you are seated, you have all the proper materials and are ready for action. The Met is a pass free school-we would like to keep it that way. The passes won't be used when, as a school, we have earned it.
9. Make sure all school materials, books, folders, media equipment, etc are treated with care.
10. Computers are for school projects only. Do not attempt to go on Facebook, MySpace, etc. You may not download to the hard drives. Also, your Met email is your WORK email. Treat it as such. Check your Met email daily.
11. In the event of an emergency it is imperative that you listen to school personal until the event is resolved. Please observe during emergency drills as well.
12. We are, as well as all SCUSD school campuses, a non smoking campus. This includes Sac City College, your internships and during any and all Met activities.
13. In general the Met is a drama free, bully free campus. Do NOT cause/provoke unnecessary issues. This includes during non-school hours and via web networks. If you want drama-audition for a play!
14. All school time is sacred-this is especially true during exhibition/student presentations. It is important that everyone on the Met campus be respectful of these important presentations. Students who have to leave early during exhibitions must clear it with the school/advisor in *advance* (not the day of).
15. While on the Sac High campus note that Bob Storrs, the gardener, is my father in law, John Riley, campus security, is a former student and I have known Josh Ingraham, also security, since he was ten. Mess with these folks or any Sac High/PS7 staff and you will be dealt with. I will get medieval on you for sure.

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**Suspension and/or expulsion may be the result of either one or many infractions of the above listed rules or any actions connected to the five California Laws listed.**

### **Possible Disciplinary Actions**

At the Met students and staff elect to work through situations in ways that teach. When the occasion arises and student behavior does not conform to teacher expectations of the school rules the following adult responses are likely:

Advisor/teacher conference  
Logical consequences- including financial restitution for damages/s/ theft  
Loss of privileges  
Teacher/ Advisor/ Parent/ Student conference  
Referral to community counselor  
Referral to principal  
Independent study  
Shortened day  
Suspension  
Expulsion

### **Grounds for Suspension and/ or Expulsion**

The Sacramento City Unified School District's *Zero Tolerance* Policy states that assaults, drugs, weapons, robbery and extortion constitute cause for expulsion.

### **Grounds for Immediate Recommendation for Expulsion**

The infractions listed below will result in a five-day administrative suspension, loss of all extra-curricular activity privileges, and an immediate recommendation of expulsion.

1. Possession or use of weapons or other dangerous objects. This includes, but is not limited to, firearms, knives and/or explosives.
2. Abuse of personnel. This is classified as willful assault or battery or threat of great bodily harm against school personnel coupled with the ability to commit such harm.
3. Possessed, sold, or furnished a controlled substance, as defined in Section 11007 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
4. Committing or attempting to commit sexual assault or battery.

### **Suspension**

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil may be suspended for any of the reasons enumerated in California Education Code Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision A-O and 2, 3, 4, and 7 of Section 48900 or that that pupil's presence causes a danger to persons or property at the school in which the pupil is enrolled

- a1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- a2) Willful force or violence used upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.



- 
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to
  - e) Any person selling another liquid, substance, or material and representing the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
  - f) Committed or attempted to commit robbery or extortion.
  - g) Caused or attempted to cause damage to school property or private property.
  - h) Stolen or attempted to steal school property or private property.
  - i) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. However, the principal shall be notified of any prescription medicine which must be brought to school or taken at school.
  - j) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - k) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
  - l) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
  - m) Knowingly received stolen property or private property.
  - n) Possession of an Imitation Firearm. Replica so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  - o) Committed or attempted to commit a sexual battery as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
  - p) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
  - .2) Sexual Harassment: Conduct considered sufficiently severe or pervasive to have a negative impact upon an individual's performance or created an intimidating, hostile, or offensive educational environment (Grade 4-12)
  - .3) Hate Violence: Willfully interfering with or threatening another person's personal property or orientation. (A verbal act (speech) is not sufficient unless the speech threatens violence against person or persons, and perpetrator has apparent ability to carry out the threat. Grade 4-12)
  - .4) Harassment, Threats, Intimidation: Intentional behavior severe enough to disrupt class work, create substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment (Grades 4-12)
  - .7) Terrorist threats

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**Sexual Harassment: E.C. 48900**

Sexual harassment is defined as: “unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting.” Any student who commits sexual harassment will be subject to suspension and even expulsion. If a student feels he/she have been sexually harassed, he/she should see the Principal or counselor as soon as possible.

**Prohibited Illegal and Dangerous Items**

(P.C. 25608, 262.9, 626.10, E.C. 48903)

Students shall not carry with them to school any of the following: Firecrackers, explosive devices, any size knife, metal pins, stars, baseball bats, clubs, chains, pellet guns, nun chucks, mace, pepper spray, stun guns, or ANY item which could be used as a weapon. Possession and/or use of any dangerous weapon or object will result in an immediate suspension/expulsion and a citation/arrest by the Police or Sheriff's Department.

**Gambling**

Wagering, gambling, or using gambling devices or money is prohibited. Gambling is not allowed at any time or any place on campus. In addition to legal penalties, students will be subject to school disciplinary procedures even if the principal receives a cut.

**Electronic Devices**

**Students are reminded that the school may confiscate any and all electronic devices including cell phones iPods and MP3 players.** The school will not be liable for an item confiscated and kept longer than thirty (30) calendar days. Any student who wishes to recover a confiscated item must bring a parent/guardian to the school to reclaim it. Items not recovered by the parent/guardian within that period of time, become the property of the school.

Since we cannot guarantee their security and because they are a distraction to the learning environment and/or potential sources of trouble, non-essential personal property such as MP3 PLAYERS, IPODS, RADIOS, CD PLAYERS, TELEVISION SETS, VIDEO CAMERAS, AND WALKIE-TALKIES ARE NOT ALLOWED AT SCHOOL AND/OR SCHOOL-SPONSORED ACTIVITIES ***unless cleared with the Principal and/or his designee.*** This rule is in effect at all times when students are under school supervision such as, but not limited to, before and after school, lunch, games, performances, rallies, assemblies, and passing time. School authorities will confiscate electronic devices and retain such personal property as a gratuitous deposit. Parents must pick up the items that are confiscated within thirty(30) calendar days. They will not be returned to the student. Please refer back to the computer usage policy regarding electronic devices. **Music may not be played out loud in our hallways and/or in common areas or outside.** The admin/principal's office is **not** a hallway.

**Cell Phone Policy:**

The Met recognizes that many parents now want their students to carry cell phones for matters of convenience and safety. However, cell phones—like all electronic devices-- represent a serious potential for both disruption of the school environment and students exceeding the boundaries of the school and parents alike. The following policy has been developed in order to facilitate student possession of cell phones while at school:

---

***Students may bring cell phones to school if they remain OFF during school hours. Cell phones are not to be out during class time.*** Students may place calls at lunch. Inappropriate use of cell phones will be handled in the following manner:

Cell phones will be confiscated and locked up for the remainder of the day and the parent will be called. It is the student's responsibility to retrieve the cell phone at the end of the day. Students who have passed Gateway and are in good academic standing have phone privileges. Those who don't –*don't*.

If you don't want your phone taken away, don't have it out.

### **Hate Crimes**

Due to the potential seriousness of this offense and the requirements of California Education Code 48900.3, any violation of this rule will result in suspension and may also result in a recommendation for expulsion, restitution, and/or a police report.

### **Loss of Privileges**

An administrator may determine that a student whose behavior is a liability to the school may lose the privilege of participation in extra-curricular events. These events may include, but are not limited to end of the year activities including graduation.

### **Law Enforcement Officials**

Occasionally, law enforcement officers will come to the school to talk with a student concerning matters that may or may not have any connection with the school. If an officer removes a student from the school, the school will make reasonable effort to contact the legal parent or guardian. When a law enforcement officer interviews a student at school, a school representative will be present. The school administration will call upon law enforcement agencies when it is deemed necessary to maintain order and to protect the rights of all individuals. Drug dogs may also come on campus at anytime to insure the safety of our school community.

### **Shadow Day**

The Met does not allow students to visit, especially while on the Sac High Charter campus, unless they are prospective a student and have done the following:

Parent/guardian has called to set up a Shadow Day appointment. These appointments are usually on Mondays and Wednesdays from 10am to 12pm. Shadow Day students are expected to bring paper and a pen or pencil so they may take notes and complete work. If that is not possible the Met will supply these items.

Parent/guardian and the student will then meet with a Met staff representative to discuss enrollment possibilities.

If interested the parent/guardian will fill necessary paperwork to register student. If there is no room student will be put on a waiting list.

### **Bicycles, Unicycles and Skateboards**

Bicycles must be parked and locked to the bike rack inside the quad during school hours. Unicycles (yes unicycles!) are to be considered covered by this policy and are not to be stored in classrooms.

Skateboards can be used with helmet for “freestyle” skating only during lunch and at the discretion of our advisors and staff in the tennis court section of the Sac High Charter campus.

### Student Parking

Student parking while at Sac High Charter will be located in the student parking section of campus. You will need to provide a copy of your driver's license and proof of insurance with our front office. Once back on the Met campus parking will be sparse in the back of the school. Students are expected to drive safely at all times. Reckless driving will result in the loss of parking privileges. During construction it is important that your car is not interfering with the ongoing work. Also note that the front of the Met has two hour parking. Students (and staff, parents, principal, etc.) are subject to Sacramento City parking regulations. The school is not responsible for tickets, theft and/or damage to student cars. If you forgot your lock you *may* be able to park your bike in your advisory or in a storage room. Do not leave your bike in the bike racks outside over night and/or over the weekend. The bike will *not* be the same when you return.

### Dress Code

The following gives specific information regarding the dress code:

1. **No cleavage or bare midriff tops**, tank tops should have straps at least two fingers wide. **Garments are to be worn in good taste allowing no undergarment to be shown.** Halter tops, bare midriffs or chests, see-through outfits, or off the shoulder blouses or dresses are not appropriate or acceptable.
2. No public displays of underwear-so no sagging!
3. Shoes or sandals are to be worn at all times.
4. **Any clothing that advertises or promotes drugs, alcohol or tobacco products, sex, racism or violence is unacceptable.**
5. Shorts may be worn at the student's discretion. Shorts will be no shorter than finger-tip length, which is generally mid thigh. Leggings, bicycle shorts, unisex tights, and shorts with frayed bottoms are unacceptable.
6. Skirts and dresses may be worn throughout the year and must adhere to the length standard applied to shorts. There are no spaghetti strap tops or dresses allowed. Tank tops are acceptable as long as a young lady's bra does not show.
7. Any attire or paraphernalia deemed gang related by the staff may not be worn.
8. Distracting or dangerous accessories are not permitted.
9. All Met students and staff are asked to wear their lanyard and have their IDs at all time while on campus.

**In reference to the dress code, if there is any doubt about the appropriateness of the attire, we ask students not to wear it. Students will be sent home, asked to change and/or wear a loaner item of clothing.**

### Exhibition and internship attire:

During exhibitions, shadow LTI days or other special events, **students should dress in “interview” clothes.** Students should be neat and wear professional office type attire. Students should not mistake fashionable for professional. Some suggestions:

Boys	Girls
<ul style="list-style-type: none"><li>• Collared Shirt (should be tucked in)</li><li>• Neck Tie</li></ul>	<ul style="list-style-type: none"><li>• Slacks (no jeans) and Collared Shirt which is not low cut or exposes a bare</li></ul>

<ul style="list-style-type: none"><li>• Slacks (no jeans)</li><li>• Belt (with pants worn at the waist)</li><li>• Leather Dress Shoes or other dark shoes</li><li>• No under garments should be visible</li></ul>	<ul style="list-style-type: none"><li>• midriff</li><li>• Dress/ Skirt with an arm length hem (no net stockings)</li><li>• Dress Shoes (no tennis shoes or flip flops)</li><li>• No lingerie type clothing</li></ul>
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**The Community Handbook is available as a printed document. Please ask your advisor for a copy if needed.**

**The staff the Met Sacramento reserves the right to add, delete, or modify any policy above based on the needs of our school community.**

**Students and their families must read over this information completely. In the first week of school we ask that students and their families write a written, dated response that they agree to the terms of the handbook.**

**During your family meeting at the start of the year families will be asked to sign off on this document. This will indicate that all information, rules, etc. will be adhered to the letter. If you have any questions please ask now.**

-----  
**I have read, understand and will uphold the rules discussed in this document.**

**Student** \_\_\_\_\_

**Family Representative** \_\_\_\_\_

**Relation to student** \_\_\_\_\_

**Date** \_\_\_\_\_

*The following are our A-G pathways for the Met. The were build and approved my Met staff, Sacramento City College staff, Big Picture Learning staff and SCUSD staff. All Met teaching staff have received project based learning training for a minimum of fifty hours per year.*

## Appendix C

### Met Sacramento High School A-G Approved Course Offerings

#### **a - History / Social Science - 2 years required**

Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
American Government (BP)		American Government / Civics		
U.S. History P		U.S. History		
World History (BP)		World History / Geography / Cultures		




#### **b - English - 4 years required**

Four years of college preparatory English. Students may only use 1 year of ESL/ELD English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Contract/Independent English Study		English		
English 1 (BP)		English		
English 2 (BP)		English		
English 3 (BP)		English		
English 4 (BP)		English		

#### **c - Mathematics - 3 years required , 4 years recommended**

Three years of college preparatory mathematics that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2. Approved Integrated Math courses may be used to fulfill part or all of this requirement.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Algebra 1(BP) 		Algebra 1		
Algebra 2 (BP) 		Algebra 2		
Contract/Independent Math Study		Advanced Mathematics		
Geometry (BP) 		Geometry		




**d - Laboratory Science - 2 years required , 3 years recommended**

Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.




Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Biology/ Life Science		Biological Science		
Chemistry (BP)		Chemistry		
Contract/Independent Science Study		Biological Science		
Human Anatomy & Physiology P		Biological Science		
Physics (BP)		Physics		

**e - Language Other than English - 2 years required , 3 years recommended**


Two years of the same language other than English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
American Sign Language 1 		LOTE Year 1		
American Sign Language 2		LOTE Year 2		
French 1 (BP) 		LOTE Year 1		
French 2 (BP)		LOTE Year 2		
Spanish 1 (BP) 		LOTE Year 1		
Spanish 2 (BP)		LOTE Year 2		

**f - Visual & Performing Arts - 1 year required**

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
ART 1 P 		Visual Arts (Intro)		
ART 2 P		Visual Arts (Advanced)		
ART 3 P		Visual Arts (Advanced)		
Art History 		Visual Arts (Intro)		
Studio Art 		Visual Arts (Intro)		

**g - Elective - 1 year required**

One year (two semesters), in addition to those required in "a-f" above. All courses must be listed under "a-f" above with the exception of courses marked with a blue diamond () in Mathematics, Language Other than English, and VPA; plus the following:

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Creative Writing		English		
Earth/Physical Science		Science-Physical		
Environmental Science		Science-Integrated		
Principles of Economics		History / Social Science		
Psychology (BP)		History / Social Science		



## Appendix D Rubrics

### FINAL 2nd Semester Portfolio Rubric

**Name:**

Quality: 1pt=did not meet expectations, 2pts=met expectations, 3pts=exceeded expectations.

<b>Expectation</b>	<b>80 points total</b>	<b>Included (1point)</b>	<b>Quality (3pts total)</b>
<b>Binder</b>			
<b>Cover "Student Name", "Advisory", &amp; "Gateway Binder"</b>			
<b>Table of Contents</b>			
Learning Plan - Fresh. Yr. Projects - Met 101 - Internship Search - Workshops - Misc.			
<b>LEARNING PLAN SECTION</b>			
Learning Plan Complete and up to date			
<b>FRESHMAN YEAR PROJECTS SECTION</b>			
COMPLETED Independent or LTI Project (Proposal/Timeline/Evidence of Progress)			
All other Advisory Projects (WAI, My Journey)			
Project Reflection Paper for each project completed. (What you learned? How you could have gone deeper? What you enjoyed and did not enjoy?)			
<b>MET 101 SECTION</b>			
Cultural Event Reflection (4 for year)			
Community Service Log (40 hrs for year)			
Health and Wellness Log (40hrs for year)			
Sample Journal Entries			
Reading Logs (27) and Reading Reflection (for at least one book)			
3 Exhibition Reflections			
<b>INTERNSHIP SEARCH SECTION</b>			
Interest Exploration			
Resume(s) and Cover Letter(s)			
Evidence of Andrew's Approval to Pursue Internships			
Evidence of David's Contact Sheets			
Evidence from your internship (photographs from LTI, daily work you have completed at LTI, other LTI related work.)			
<b>WORKSHOPS SECTION</b>			
Evidence of Math Progress			

## 2nd Exhibition Expectations (10th Grade)

STUDENT NAME: \_\_\_\_\_

You must **SHOW EVIDENCE** of the following:

EXPECTATION	POINT VALUE	POINTS EARNED
<b>Presentation</b>	<b>26</b>	
Introduction and Agenda On board or passed out to panelists.	2	
Dress Professionally	2	
Practiced in front of another person	10	
Use Powerpoint or Google Presentation Use an effective presentation. Make sure that you test your presentation well beforehand.	2	
Exhibition started on time (time: _____)	10	
Exhibition rescheduled or redone	-30	
<b>MET 201</b>	<b>5</b>	
Health and Wellness Present your Health and Wellness Proposal and how many hours you have logged.	1	
Community Service (20 hours) 20 hours community service logged and signed.	1	
Cultural Event 2 event min. for semester, with completed CULTURAL EVENT REFLECTION essays	1	
Sample Journal Entries Discuss what you typically write about.	1	
Discuss the book (2 min) that you finished. Talk about what is happening in this story. How do you relate to the main character? How to you like the book and why? Show Reading Logs and Reading Response Essay(s). <b>Books do not count toward your reading requirement without the Reading Response Essay.</b>	1	



DUE: \_\_\_\_\_

## Senior Institute to Non-Senior Institute Support Expectations

Met 301-401

30 points

It is expected, as part of Met 301 and 401, that Senior Institute students improve our community by supporting younger students. To that end, you are expected to complete this document.

How can I help a younger student? Here are some examples:

- **Edit** their exhibition/have them **practice** their exhibition with you
- Take them to your **internship**
- Help them organize their **portfolio**
- **Tutor** them for a minimum of 5 hours
- Edit their **resume and cover letter**
- Be a **classroom aid** for a lower grade level workshop
- Mentor a student through the **Panther Pipeline Process**
- Mentor a student through their **health and wellness goals**.

What do I need to do to get credit?

- Read this document
- Complete the **Proposal** (opposite)
- Get the **approval** from the student (if applicable) your advisor and the students advisor.
- Complete the **Log** (attached)
- Complete the **Post Support Summary**

# The goal of this assignment is to help you make your school a better place to learn and a stronger community.

### STEPS TO SUCCESS

**STEP 1: Identify your strengths and how you can best serve the community.** Are you great at math?

Learning Plan										
Learning Goals					Complete this page first. Then answer as many learning goal questions as you can to justify meeting learning goals.					
Put an "X" in each learning goal you plan on meeting (use the tabs below to show proof!)					Fundraiser for Invisible Children					
PQ	QR	ER	SR	COM	Project Name	Description of Project	What is the Product?	What are your resources?	Completion Date?	What will you show at your exhibition?
Making the Color Purple										
PQ	QR	ER	SR	COM	Project Name	Description of Project	What is the Product?	What are your resources?	Completion Date?	What will you show at your exhibition?
Project #3										
PQ	QR	ER	SR	COM	Project Name	Description of Project	What is the Product?	What are your resources?	Completion Date?	What will you show at your exhibition?
Project #4										
PQ	QR	ER	SR	COM	Project Name	Description of Project	What is the Product?	What are your resources?	Completion Date?	What will you show at your exhibition?
Project #5										
PQ	QR	ER	SR	COM	Project Name	Description of Project	What is the Product?	What are your resources?	Completion Date?	What will you show at your exhibition?
Project #6										
PQ	QR	ER	SR	COM	Project Name	Description of Project	What is the Product?	What are your resources?	Completion Date?	What will you show at your exhibition?

## Appendix E AYP

### 2010 -11 Accountability Progress Reporting (APR)



#### School Report - API Growth and Targets Met 2011 Growth Academic Performance Index (API) Report

California Department of Education  
Analysis, Measurement &  
Accountability Reporting Division  
3/30/2012

School: The MET  
LEA: Sacramento City Unified  
County: Sacramento  
CDS Code: 34-67439-0101907  
School Type: High

#### 2011 Growth API Links:

School Chart
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

#### Met Growth Targets

Schoolwide: Yes  
All Student Groups: Yes  
All Targets: Yes

#### Groups

	Number of Students Included in 2011 API	Numerically Significant in Both Years	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Student Groups Growth Target
Schoolwide	187		715	668	7	47	
Black or African American	15	No	675	549			
American Indian or Alaska Native	2	No					
Asian	2	No					
Filipino	1	No					
Hispanic or Latino	61	Yes	658	607	10	51	Yes
Native Hawaiian or Pacific Islander	5	No					
White	74	No	786	751			
Two or More Races	24	No	698	708			
Socioeconomically Disadvantaged	92	Yes	672	620	9	52	Yes
English Learners	24	No	649	585			
Students with Disabilities	14	No	537	587			

### Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 66.7 % Met all percent proficient rate criteria? Yes					Mathematics Target 66.1 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
<b>Schoolwide</b>	61	39	63.9	Yes	<a href="#">CI</a>	60	30	50.0	Yes	<a href="#">SH</a>
Black or African American	4	--	--	--		4	--	--	--	
American Indian or Alaska Native	2	--	--	--		2	--	--	--	
Asian	0	--	--	--		0	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	23	12	52.2	--		23	10	43.5	--	
Native Hawaiian or Pacific Islander	1	--	--	--		1	--	--	--	
White	23	19	82.6	--		22	14	63.6	--	
Two or More Races	8	--	--	--		8	--	--	--	
Socioeconomically Disadvantaged	26	17	65.4	--		25	11	44.0	--	
English Learners	4	--	--	--		4	--	--	--	
Students with Disabilities	3	--	--	--		3	--	--	--	

### Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
668	715	47	Yes	

**2011 API Criteria for meeting federal AYP:** A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

### Graduation Rate Goal: 90 Percent

#### Current Year: Graduation Rate Results

2010 Graduation Rate (Class of 2008-09)	2011 Graduation Rate (Class of 2009-10)	2011 Target Graduation Rate	2011 Graduation Rate Criteria Met	Alternative Method or Exclusion
	81.97		N/A	U50

**Graduation Rate Criteria:** (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

2010 -11 Accountability Progress Reporting (APR)



**School Report**  
2011 Adequate Yearly Progress (AYP) Report

California Department of Education  
Analysis, Measurement &  
Accountability Reporting Division  
2/22/2012

School: The MET  
LEA: Sacramento City Unified  
County: Sacramento  
CDS Code: 34-67439-0101907  
School Type: High

2011 AYP and PI Links:

School chart
School PI Status
Cohort Graduation Rates
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Made AYP: Yes  
Met 5 of 5 AYP Criteria

**Participation Rate**

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method
<b>GROUPS</b>										
<b>Schoolwide</b>	65	65	100	Yes	<a href="#">ER</a>	65	64	99	Yes	<a href="#">ER</a>
Black or African American	4	4	100	--		4	4	100	--	
American Indian or Alaska Native	2	2	100	--		2	2	100	--	
Asian	0	0	--	--		0	0	--	--	
Filipino	0	0	--	--		0	0	--	--	
Hispanic or Latino	23	23	100	--		23	23	100	--	
Native Hawaiian or Pacific Islander	1	1	100	--		1	1	100	--	
White	26	26	100	--		26	25	97	--	
Two or More Races	9	9	100	--		9	9	100	--	
Socioeconomically Disadvantaged	26	26	100	--		26	25	97	--	
English Learners	4	4	100	--		4	4	100	--	
Students with Disabilities	3	3	100	--		3	3	100	--	

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**Appendix G MOU Between Los Rios and SCUSD**

**Sacramento City College and Sacramento City  
Unified School District Memorandum of  
Understanding**

This MOU is meant to further define areas of collaboration beyond the broader MOU of collaboration signed by the Los Rios Community College District in the spring of 2004. The communities in this region have come to realize the urgent need for access to quality higher education for their citizens. This MOU intends to strengthen and expand the relationship between Sacramento City College and Sacramento City Unified School District (SCUSD.) The purpose of this collaboration called the “Panther Pipeline” is to develop ways to increase college access for SCUSD students who:

- Come from economically poor families
- Are of color, and/or
- Are first generation college goers, and/or
- Do not have English as their first language and/or
- Have special needs

Under the auspices of this collaborative representatives and faculty from all participating schools will meet regularly to resolve issues and develop innovative initiatives in support of students attaining access to higher education.

The below agreements are intended to account for components of the relationship during this “pilot” program year 2006-7 and the duration of The Met Sacramento’s participation in the program.

**1. Average Daily Attendance**

Students enrolled in this program will attend a minimum of 240 instructional minutes at The Met Sacramento to ensure the SCUSD collects full ADA per student. This will ensure no negative financial impact on SCUSD.

**2. Elective vs. core classes**

Students enrolled in this program will register for Sacramento City College courses that are academically advanced through the provisions of “Advanced Education” in the state of California. All of the courses utilized in this program will be transferable to UC and CSU systems.

**3. Maximum credit award per semester**

The SCUSD Administrative Regulation 6146.11 states that:



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*E. The combined aggregate of credits at the high school and community college or university during any one semester shall not exceed 50.*

*f. Students may apply the number of earned concurrent credits each year toward district high school graduation requirements.*

4. Staffing

Since full ADA will be collected based on the 240 minutes at The Met Sacramento, staffing will not be impacted at the school site. Also, SCUSD teachers who qualify may be hired by Sacramento City College.

5. Graduation

The intent of this collaboration is NOT to have students graduate from high school early. This partnership is intended to give students adequate support for advanced education and access to post secondary opportunities while still enrolled in high school.

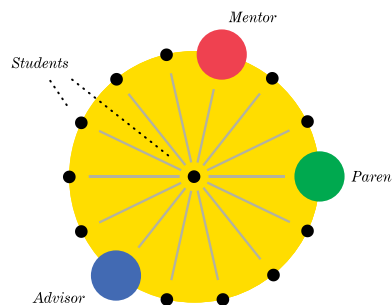
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## Appendix H Big Picture Learning Overview



Big Picture Learning, a non-profit organization with offices in Providence and San Diego, has developed and supports a network of over 75 highly successful public schools located throughout the United States. Founded in 1996, Big Picture, with support from the Bill & Melinda Gates Foundation and many other notable foundations, has refined and expanded its highly innovative K-14 public school design to address urban and rural student populations. Its schools have achieved success where other schools have failed.

### The Big Picture Learning Method



The core of the Big Picture design is creating a learning program for each and every student starting with his or her interests and needs and addressing essential learning standards. Here's why it works:

- 1) An **Advisor** works with the 20-student class to find what interests and motivates each student.
- 2) A **Mentor**, a lawyer, engineer, merchant, etc., guides each student's internship.
- 3) A **Parent** is actively enrolled as a resource to the Big Picture Learning community.

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4) The Student (and his fellow students) interact to reinforce each other's passion for real work in the real world. The result is a self-teaching community of learners where no one feels left out, and each helps motivate the other.

**PRODUCTS & SERVICES**

1. Big Picture Learning opens new, innovative schools and programs in communities across the U.S. to increase the number of high quality pathways to graduation.
2. BPL Inside, a division of Big Picture works with State Education Agencies, Local Education Agencies, Cities, Higher Education Institutions, and Non-Profit Organizations develops new system-wide models for career and technical, alternative and early college.
3. Big Picture Learning develops longitudinal data systems that track and support students in-district and beyond high school graduation.
4. Big Picture Learning does on-going professional development and evaluations of schools and programs using our practitioner network.

Big Picture Learning is ready to apply our expertise and to address this nation's dropout crisis and to promote high school graduation, college completion, and future success for all youth. Perhaps we can contribute to your state's school redesign and improvement initiative. Please contact us for more information about how we can support the turnaround efforts in your district and state.

## **Appendix I Mission and Vision**

### **Met Sac Non Negotiables** *(a work in progress)*

Advisory  
2/4 Year Cycles  
Exhibition/Narratives  
Project Based/Internships  
Take College Courses  
Post High School Expectation

### **Goals**

Create good citizens  
Happy  
Feel good and welcome at school  
Social/Interpersonal Development  
College Connection  
Family/Community Emphasis

### **Mission**

To educate all students, including those who may have not succeeded in more traditional educational settings. We graduate students who are self-directed, independent learners who have critical thinking skills and core knowledge that will allow them to be successful in college as well as in life. Our graduates are unique and creative individuals who will be able to rise above adversity in the adult world.

### **Vision**

To provide an innovative, academically rigorous, project based education that connects students to community-based internships while being part of a safe and inclusive educational setting.